

The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. VI

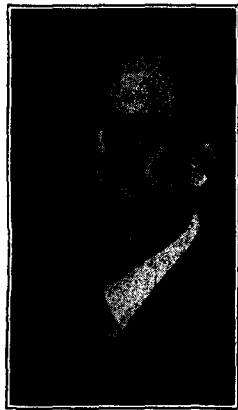
SEPTEMBER, 1931

No. 1

FUNCTIONS OF THE PUBLIC FORUM IN ADULT EDUCATION

By DR. RICHARD R. PRICE
Director of University Extension

ADULT education is now a term to conjure with. The conception is in the air; in the mouths of people; in their thoughts; in their imaginations. The idea is probably as old as the race, but today it has become popular. The movement is dynamic. It has become a matter of agencies in administration. It has become a formal part of educational administration and of educational nomenclature. There are many agencies involved in the process of bringing educational facilities to mature people. Among these agencies we find the



RICHARD R. PRICE

press, the pulpit, magazines, public libraries, study clubs, lecture courses, lyceum courses, the radio, book clubs, correspondence courses, extension classes, institutes, debating societies, short courses, art galleries, museums, public forums.

But it is noticeable that nearly all of these agencies are characterized by the fact that they work for impression and not for expression. We are assailed by educational stimuli of various kinds that beat upon us continuously and from all directions. Great, didactic floods of argument, persuasion, information are poured over us in streams. We take in but we do not assimilate, reflect, and give out. Under the attacks from all quarters, we sit passive, our ears and our attention assailed by clamant noises. Instead of being educated, we are being bewildered because of our sheer inability to assimilate and organize the great mass of information and misinformation that is being crowded upon us day by day to the utter exclusion of orderly and systematic arrangement. There are too many heterogeneous claims upon our attention, and after all, active attention

can be sustained only over limited periods and over relatively coherent subject matter. Our senses and our attention, therefore, become dull, inert, and incapable of functioning efficiently and methodically.

I wish to deal now with the special or distinctive functions of the public forum as one of the existing agencies in the general field of adult education. And, first of all, let us ask ourselves, what is a public forum? Typically, a public forum is an organized group of people, who meet periodically, for the discussion of political, social, economic, religious, and literary questions. It is desirable that the group be heterogeneous, that is, derived from several strata of society. Ordinarily, someone who has special knowledge on a given subject delivers an address on that subject and then the meeting is thrown open for questions from the floor. The word "question" is used in a very inclusive sense; for, quite commonly, when one arises to pose a question, he takes that opportunity also to set forth a point of view, either in agreement or disagreement with the speaker. There are usually some simple rules of order and procedure, and a limitation of time for each speaker or questioner. Before the session is over, the topic presented has usually been discussed from every possible point of view which may happen to be represented in the audience. It will be noted that those who attend are part of the time audience and part of the time speakers. There is a certain amount of give and take, and the endeavor is to have as much light and as little heat as possible, considering that human nature is involved.

1. It should be noted first of all that the public forum calls for expression. It is generally agreed that there is no educational value in passive reception. It is essential that the mind respond; that the mind react. That is why there is truth in the saying that no man can educate another. Every man is self-educated in the sense that education is the end result of his own self-motivated activity. Therefore, pouring floods of education over people does not educate them. The educa-

tional process implies response as well as reception; but, ordinarily, when we are subjected to the agencies already enumerated, we have no chance to respond. We are inhibited. We have to take what they give without answering back. Now there is no education under repression. It seems to be a universal, human desire to respond by agreement or disagreement or by presentation of divergent points of view. At a concert, we clap. At a play, we clap or hiss. How many times have we all been affected in the midst of a sermon, a lecture, or a radio talk by the intense desire to express disagreement, to point out errors, to refute arguments, and yet we have no chance to let the workings of our minds result in expression. This would be a relief to intellectual tension, and therefore highly educative. Now the public forum presents just such an opportunity, the opportunity to react to what is being said and to participate in the proceedings; give outward expression to the results of the inward cerebration brought about by the statements of the lecturer, or the questions of other persons.

2. Again, the public forum tends to arouse interest in new subjects. Such a range of topics is covered in one session that interest in new fields is frequently aroused. It is quite common at public forums to pass out bibliographies on the subject under discussion. Through these bibliographies one is tempted to follow up his new interest and thus become better informed in a novel field of human thought or human activity. This is self-imposed and self-directed mental activity and, therefore, highly educational.

3. The public forum has a tendency to stimulate the expression of individuality. This is an age of standardization in clothes, manners, customs, and even ideas and opinions. In such a social order individuality is cramped, cabined, and confined, and that despite the fact that individuality or personality is our most precious social asset. Each person craves to be known as an individual, as a person and not as a mere unit in the mass or a

(Turn to page four)

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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

SEPTEMBER, 1931

Large Totals for 1930-31

Registration figures for the year 1930-31 are now complete, and may be compared with those of last year in an interesting way.

REGISTRATIONS—1930-31

Collegiate	
Minneapolis	4,583
St. Paul	1,111
Duluth	482
Coleraine	50
Hibbing	141
Virginia	185
Keewatin	15
Chisholm	14
Eveleth	11
Rochester	103
Total	6,695 1929-30— 6,297
Business	
Minneapolis	2,257
St. Paul	1,107
Duluth	143
Chisholm	30
Total	3,537 1929-30— 3,742
Engineering	
Minneapolis	1,288
St. Paul	167
Duluth	162
Total	1,617 1929-30— 1,703
Grand Total....	11,849 1929-30—11,742

These figures represent 7,011 individuals as against 6,896 of last year. Of these, 3,376 were men and 3,635 were women.

A Step Toward a Goal

The constant trend of the Extension Division has been to make the night school student in every way the peer of the day-school student.

The setting up of a two-semester schedule, of classes that will run regardless of the number of students registering for them, is a big step in this direction. Now the student can plan his year with assurance and foresight.

This does not mean that classes not on the schedule cannot be offered; when there is a demand it will be satisfied so far as is possible. In this way the schedule has gained in stability and yet not lost in elasticity.

The New Program

Innovations in 1931-1932 Offering

The program of Extension classes for the coming school year, a reprint of which appears as a supplement to this issue of the Interpreter, presents two innovations; first, the program includes the classes for both semesters of the year 1931-32; second, every class offered is guaranteed to be given, with no cancellations. Both innovations carry distinct advantages to every extension student.

With the program for a complete year before him the student may plan intelligently for two semesters' work; he knows all the classes that will be given (except those specially organized on demand) and he knows when they will be given. For those working toward a college degree or an extension certificate this is of inestimable value. Such students should take advantage of the offering in either semester, of courses which, because of small demand, are likely to be available only once in two years, or perhaps even longer. Courses which have a steady demand, on the other hand, are of frequent offering and may be taken at almost any time.

Of even more value to some students, particularly those who have reached advanced work in some field, is the assurance that every class offered will actually be taught, regardless of the number registered. There need be no uncertainty, no disappointment or delay in educational progress because a class that has, perhaps just because it is advanced, a limited demand will be withdrawn because it did not "fill." A year's program may now be made up with the assurance that it can be completed.

New Classes Offered

Supplementing these innovations, and in spite of the limitations which they might seem to impose, the program carries a number of new offerings, a large proportion of which are advanced. Space here will permit only a brief listing of some of them, but a complete description of the entire list is printed in the program itself. Note these: Child Psychology, Historical Geology, advanced language classes like German Drama, French Literature Survey, French pronunciation, Spanish conversation, and Advanced Swedish, Logic, Voice Training (in Speech), Mental Hygiene of Speech, Advanced Money and Banking, Labor Problems, Descriptive Geometry, Building Construction.

Program Advice

In order that the best advantage may be taken of the year's list of classes it may be necessary for students to consult the Students' Work Committee. Students who are looking forward to a degree, or are on the way to a certificate, or would like to consider either of those possibilities, are those most likely to need advice on the classes they should elect for the year.

A New Editor and Instructor

Miss Mildred L. Boie, who will edit THE INTERPRETER and instruct in English, is a graduate of the College of Education, University of Minnesota, and has done graduate work at Newnham College, Cambridge, England.

Since receiving her bachelor's degree in 1927, Miss Boie was an assistant in Educational Psychology during a summer session at the University of Minnesota, and has been occupied in writing for London magazines.

Instructors Take Leaves

of Absence

J. L. Macleod, instructor in English at Duluth, will take a year's leave of absence, 1931-32, because of ill-health.

We will miss L. B. Hessler, Professor of English, who is spending his sabbatical leave in England and France during the coming year. Mr. Hessler has taught advanced composition and Introduction to Literature in night school and correspondence study courses.

Emilio C. LeFort, instructor in Spanish in night classes and correspondence, has been spending the summer in Spain.

Parent Teachers Meet on Campus

A Parent-Teacher Conference was held at the university by the Minnesota Congress of Parents and Teachers in co-operation with the University of Minnesota, and sponsored by the General Extension Division, from June 29 to July 3.

The program included lectures by members of the faculty of the University, papers by officers of the state Congress, discussions of the general topics, and round tables on specific problems coming from the daily question box.

The conference was under the personal direction of Mrs. Charles E. Roe, Field Secretary of the National Congress of Parents and Teachers at Washington, D.C.

Speaks To League

of Municipalities

Dr. Price was one of the principal speakers at the banquet of the annual convention of the League of Minnesota Municipalities, held at St. Cloud from June 17 to 19. He is Secretary-Treasurer of the League.

Thank You

The editor of THE INTERPRETER wishes to thank the students for their kind co-operation in connection with the news items of the magazine during her editorship of the past three and a half years.

All communications of similar nature should be addressed to Miss Mildred Boie in the future.

Don't lose the enclosed schedule! It will serve you for the entire year.

RECEIVERS OF CERTIFICATES OF EXTENSION WORK

Forty-six students received certificates recognizing completion of various fields of work at the commencement exercises in June. The students so recognized were presented to President Coffman by Dr. R. R. Price, head of University Extension. The President conferred the certificates upon the students.

Their names follow:

Junior College

Kohout, Laura E.
Tandy, Sara Ellen

Accounting

Arnowitz, Harry
Aschenbeck, Laura
Bock, Alice E.
Borgstrom, Leonard Clifford
Breen, Edmund H.
Chamberlain, Floy
Davis, G. Edward

Isaacson, Andrew J.
McCann, Edward J.
Ness, Alvin Leo
Norlander, Crist
Schmalzbauer, Carl J.
Schwartz, Anne Gladys
Seefeldt, Harry A.
Sullivan, Laura A.
Vinson, Howard J.
Wachholz, George J.
Walker, Charles E.
Warren, Leo E.
Wegscheider, William P.
Wicktor, Elmer C.

General Business

Boock, Norbert F.
Damkroger, Robert C.
Davis, G. Edward
Emerson, Floyd R.
Foss, Adrian P.
Wicktor, Elmer C.

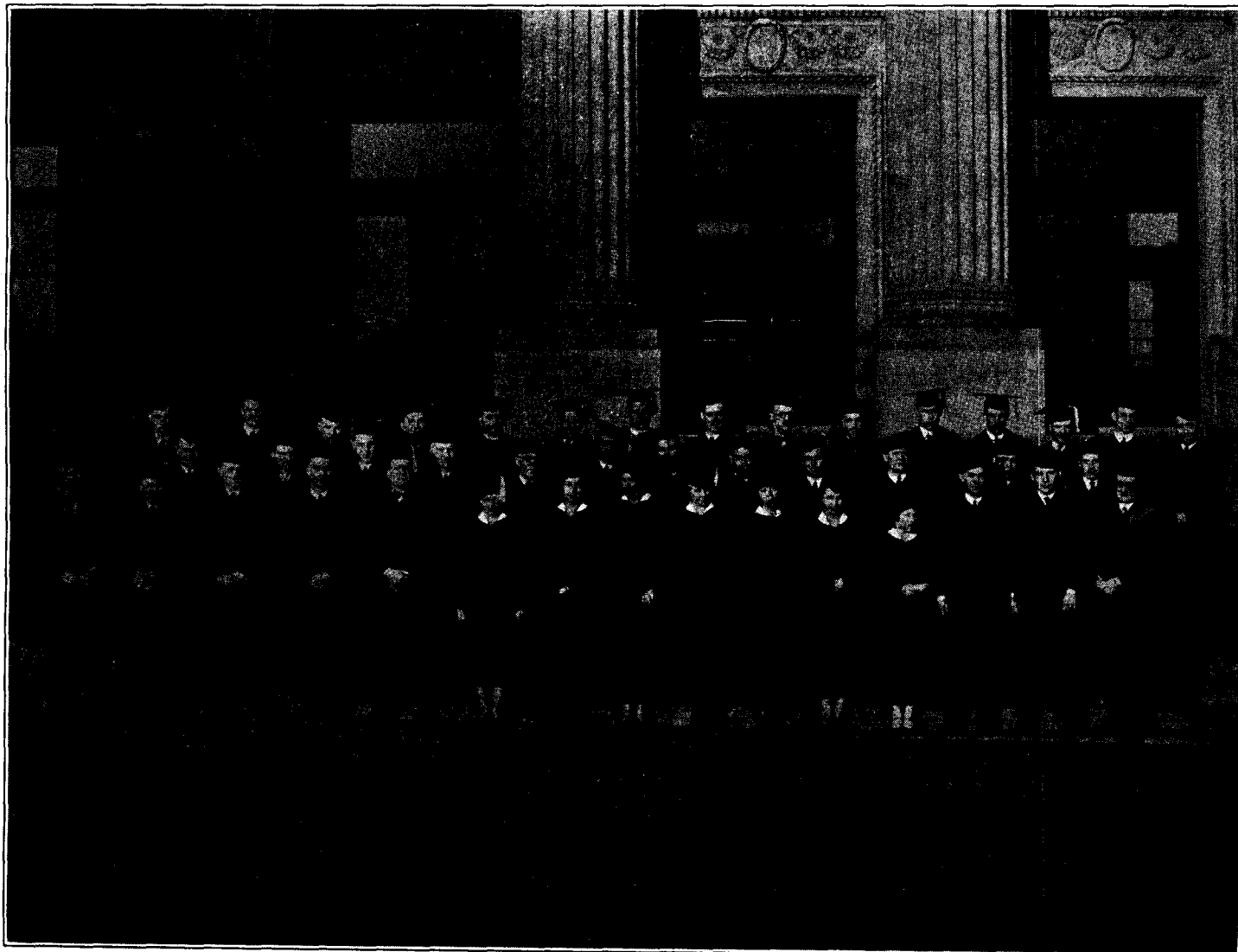
Electrical Engineering
Emerson, Charles W.
Freeman, Leonard H.
Griffin, Howard N.
Gustafson, Pier
Morrison, Lee J.
Policoff, Max
Rogers, Merton R.

Chemical Engineering
Lewis, Herbert N.

Mechanical Engineering
Anderson, Clarence J.
Lundberg, John
Molsather, Lawrence
Oman, George Arthur
Pachl, Adolph J.
Ramlow, Walter Herman
Rosendahl, Eric

Civil Engineering
Hedberg, Alphy E.
Woodward, Philip Miner

FORTY-SIX RECEIVE CERTIFICATES AT JUNE COMMENCEMENT



Reading from right to left—Front row: Director R. R. Price, G. E. Davis, G. J. Wachholz, Anne G. Schwartz, Alice E. Bock, Laura Aschenbeck, Sara Ellen Tandy, Laura A. Sullivan, Floy Chamberlain, Laura E. Kohout, C. W. Emerson, H. N. Griffin, E. H. Breen, Eric Rosendahl, Prof. O. C. Edwards. Second row: A. P. Foss, L. C. Borgstrom, L. Molsather, H. Arnowitz, F. R. Emerson, A. E. Hedberg, Max Policoff, E. C. Wicktor, M. R. Rogers, L. J. Morrison, A. L. Ness. Third row: H. A. Seefeldt, W. P. Wegscheider, C. J. Anderson, G. A. Oman, R. C. Damkroger, C. Norlander, C. E. Walker, P. M. Woodward, C. J. Schmalzbauer, E. J. McCann, L. E. Warren. P. Gustafson, H. J. Vinson, A. J. Pachl, A. J. Isaacson.

FUNCTIONS OF THE PUBLIC FORUM

(Continued from page one)

cog in the machine. We strive to be freed from crowd psychology. Each of us wants to express an individual personality. The refinement of individuality is the evolution into a personality. As a matter of fact, education is transformation of an individual into a personality. Now note what happens in the arena of a public forum. When one expresses opinion or judgment or point of view, or conviction in a public forum, one enhances and gratifies the consciousness of personality. One stands out from the crowd. One differentiates from the mass. One integrates as a separate and distinct organism, and thereby growth, enhancement, and richness of thought and life are stimulated. This is certainly education in the best meaning of the word.

4. Another function of the public forum is to cultivate tolerance. Tolerance is one of the criteria of an educated person. At such a forum one hears different and sometimes opposing points of view expressed with vigor and conviction. One learns sometimes with surprise that there are frequently two sides of any given question. Through long experience the hearer tends to search for the other side of a question from the one which he has hitherto held, and he finally learns to respect another's convictions, even while holding fast to his own. Gradually there is formed the habit of open-mindedness and breadth of view. This trait is especially valuable in a democracy. Generally speaking, there is no such thing as freedom of speech and thought without tolerance, and it should never be forgotten that tolerance is more needed respecting matters on which we disagree than matters on which we agree. We should keep in mind the saying of that Harvard professor during the late war: "I abhor your views and your principles, but I would shed my blood to see that you have the right to express them." The truly civilized and cultivated and educated man is always tolerant of the opinions and convictions of others. The cultivation of that spirit of tolerance is one of the fine flowers of the open public forum.

5. The public forum has a distinct function in freeing men from what the late Theodore Roosevelt aptly called the "thralldom of names." If a man's logic is weak and his argument shaky, he is likely to resort to epithets. Use of epithets is analogous to raising a smoke screen or spreading a cloud of poison gas. It tends to blind the vision and becloud the faculties. The use of labels and epithets is an appeal to emotion and prejudice and not to reason. So the campaign orator when hard pressed will resort to a eulogy of the "grand old flag." If someone disagrees with you and supports his position with reasonable arguments and evidence, the easiest way to demolish him is not by the use of counter arguments or counter

evidence but by calling him a socialist, or an anarchist, or a radical. If he has conservative views, call him a reactionary. If you want to damn him utterly and beyond redemption, call him a bolshevist. So there are other useful epithets such as free-thinker, atheist, agnostic, theorist, "red," fundamentalist, and a host of others. These names have subtle connotations which work like poison gas. We are all, more or less, under this thralldom of names. It is a slavery from which education tends to deliver us. "The truth shall make you free." Now it is one of the merits of the public forum that it tends to go back of labels and epithets to facts and ideas. We dread what we do not understand. An afternoon's discussion of a topic favorably presented, even if hitherto it has been obscured by labels and epithets and therefore veiled in sinister mystery, tends to brush away extraneous and adventitious issues and to reveal the underlying facts, ideas, and principles. Thereby we arrive at understanding, and the process of education goes on unimpeded. The public forum is an emancipator from the thralldom of names.

6. Finally, there is something to be said for the educational value of learning to think on one's feet. The mere process of framing one's thoughts so that the expression thereof is clear, logical, and persuasive or convincing is itself highly educational. One is likely to start out by being incoherent, muddy, verbose, and inconsequential. This is the outward evidence of the inward condition in the thinking process. The unpracticed beginner is likely to wander off into by-paths somewhat remote from the subject and thereby he exhausts the patience of his audience. As he becomes more proficient, he learns to marshal his thoughts in an orderly, systematic, and sequential fashion and to express them in a straightforward, accurate, forceful, and logical manner. This is excellent training in systematic thinking, in the choice of words, and in lucidity of exposition. And it might be added that these are all the outward marks of an educated man.

In conclusion, may I say that all of these merits of the public forum as an educational agency are not always present in an equal degree. Potentially, they are all inherent in the system, but it should be clear that the benefits may be derived only through participation. If one merely sits and listens, he loses many of the educational advantages. He should think over what he wants to say and then get up and say it in the clearest manner possible to him. Constant practice will give him proficiency, and there will gradually grow up in him an enviable sense of power.

IF YOUR PROGRAM HAS NOT
ARRIVED ASK FOR ONE

Study at Home

"Correspondence courses for credit, conducted under the standards of the National University Extension Association, are clearly adapted to modern trends. They constitute a system that rules out poor work, puts the results of good work on the records, encourages able students and stimulates competent instructors—a system that involves individual study by serious persons, a method of instruction and a type of student that modern educators are insistently seeking. Home study adequately promoted by higher institutions of learning among persons of maturity in the population at large is barely at a beginning, but promises no inconsiderable contribution to adult education. Correspondence study effectively supplements other educational devices. It is a method that can readily be adapted to many and varied personal and institutional conditions. It is a logical development in an era of multiple communications."—W. S. Bittner in the "Journal of Adult Education."

New Courses in
Correspondence Study

Fundamental Principles of Design is a course recently written in response to requests from public school teachers of art education.

Application of Design in Needlecraft is now being written by Miss Gertrude Ross of the Art Education Department.

Mathematics of Investment is a five-credit course prepared by Mr. Hart of the Department of Mathematics. Other basic mathematics courses are also being prepared and will be available October 1.

Elementary Aeronautics is a new course in a new field. High school algebra should precede the study of this course. Mr. Akerman of the College of Engineering teaches the course.

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EDUCATION A LIFELONG PROCESS

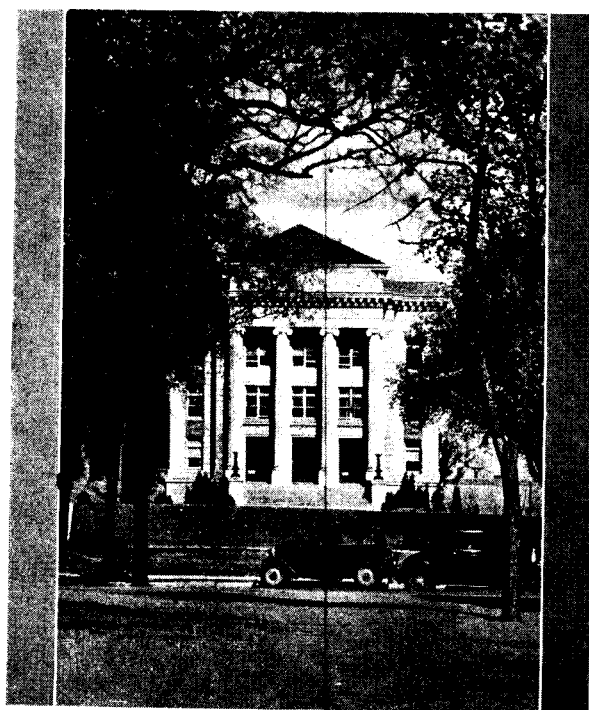
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VOL. VI

OCTOBER, 1931

No. 2



The Administration Building

Welcome to the Campus

There is a particular satisfaction in being permitted to welcome to the campus the group of students which most adequately preserves at Minnesota the original ideals of the first great universities.

The first university students were seekers. With the judgment of men who had ceased to be youths, they knew what they wanted and they came to great teachers to get it.

Every member of the group to whom this message is addressed is equipped with a self-starter. No one has *sent* you to the campus. The investment which you are making in continuing education represents much more than a mere vague desire just to go

to college. Because the reasonable expectation of results seems to be in direct proportion to the extent to which the choice of studies is based upon actual working tests of aptitudes and opportunities, you especially can hope to achieve the aims of University education. You know what you want, and upon those of us who welcome you rests squarely the burden of trying to see that you get it.

May your adventures as a "seeker" at Minnesota continue to be or become stimulating, profitable, and happy.

J. Lawrence
UNIVERSITY DEAN

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Students' Work Committee Announcements

Corrections in Program of Classes

Art Education 43, Advanced Pottery (and Elementary Modeling), should be listed for Thursday at 4:30 instead of Tuesday.

A typographical error occurred in the supplement to THE INTERPRETER in listing the course in Mathematics in Engineering. Analytic Geometry is given by Mr. Edwards and meets on Monday at 7:30. Differential Calculus is given by Mr. Siler and meets on Thursday at 7:30. The listing was correct in the program of classes, the error being limited to the supplement.

Regulations Regarding Football Tickets

General regulations and routine governing the sale of football tickets to extension students are contained in the Program, but the following changes are called to your attention herewith:

1. The photo identification system will not be used this year.

2. The sale of tickets will begin September 21 and will close at 5:00 p.m., September 30.

3. The original tickets sold will be the agreement card with a stub attached which will be the ticket for the first game. All students will sit in an unreserved section for the first game.

4. The agreement card must be filled out at the time that the ticket is purchased, and these may be returned in groups for group seat assignment, either at the Extension Office or at the Football Ticket Office at any time up to 5:00 o'clock, Wednesday, September 30th. The assignment of seats will be made Wednesday night and the ticket books will be ready for delivery Thursday morning, October 1st. If the agreement cards are turned in for exchange at the Extension Office, the student will call for his books at that place. If they are presented for exchange at the Ticket Booth on the campus, the student must call for them there.

Student books may be obtained after September 30 at the Ticket Office only, but they will not be included in the lottery, and the purchaser will be forced to take whatever seat location is left at that time, which will be approximately on the goal line.

Program Notice

Your attention is called to the fact that the Program of Evening Classes consists of class schedules for both the first and the second semesters. You will note at the top of each page of the Program the words "First Semester" and "Second Semester." Everything listed under the section "First Semester" will be given as indicated, and everything in the second column will be given in the second semester. Thus the words "Offered on Demand" in the second column do not refer to the first semester courses, but to the second semester program.

Advertising Men Will Conduct Extension Courses

Mr. Truman G. Brooke, who will teach the course in Elementary Advertising, is a Minneapolis advertising man who has been Secretary of the Advertising Club of Minneapolis since 1919. He has had fifteen years' experience in the advertising field, and has attended many advertising conferences, including the International Convention at London in 1924. The work he gives will include actual practice in the planning, lay-out and writing of advertisements, with special attention to the media being used in present day advertising campaigns.

The classes in Retail Advertising scheduled for the second semester will be conducted by Mr. H. D. Whitney. Since his graduation from the School of Business Administration, Mr. Whitney has done advanced work in advertising at the University and had valuable practical experience as advertising manager of a large department store and in directing and planning sales work for Rap-in-Wax Paper Company.

Acting Manager Appointed for Duluth Office

Mr. W. H. Livers has been appointed manager of the Duluth office of the University Extension Service for the year 1931-32. He will take the place of Mr. John L. Macleod, the resident manager, who is away on a year's leave of absence for the recuperation of his health.

A graduate of Kansas University, Mr. Livers obtained his Master's degree from Columbia University. He is well equipped in the field of Sociology and Educational Administration, and has had a wide experience as teacher and principal in schools and colleges throughout the Middle West.

Extension Instructor Marries

Miss Alta Jones, former editor of THE INTERPRETER and Instructor in English in the Extension Division, was married on Saturday, September 5, to Mr. Arthur Richmond Walker at the home of her parents, Mr. and Mrs. Arthur Allen Jones, in Bismarck, North Dakota.

Mr. and Mrs. Walker will be at home at 1880 Grand Avenue, St. Paul.

New Courses in Sub-Freshman Mathematics

At the request of Dean Leland and with the approval of President Coffman, the General Extension Division will conduct, for the College of Engineering, classes in Higher Algebra and Solid Geometry during the school year.

The classes will be scheduled by the regular program committee of the College of Engineering and will be offered in the daytime at such hours and places as will not interfere with the regular programs of the students concerned.

These new offerings of Sub-Freshman Mathematics are made for the benefit of those students who have not had the opportunity of procuring these subjects in high school, and who hitherto have had no means of making up their deficiencies through the university programs. When they have satisfactorily completed these subjects through the new extension courses, they may continue their full program of work in the College of Engineering.

Advanced Course for Nurses Offered

A special advanced course in the principles of teaching and supervision in schools of nursing is being offered this semester by the University Extension Service. This course is planned to meet the needs of nurses in administrative positions and is an example of the opportunities the Extension Service offers to students who need specialized help.

The course deals with the study of conditions favoring the best preparation of the student nurse. It recommends sources, selection and organization of subject matter and methods of teaching. It presents an evaluation of nursing principles and practices, gives practical help on planning supervision, and puts a special emphasis on the content and methods of clinical teaching.

News From Europe

To the intelligent layman, teacher or student who finds himself puzzled as to how to understand or even keep informed on the complex and crowded affairs of foreign countries, the course in Foreign News Sources being offered in the first semester should prove a most stimulating opportunity.

The course will be of especial interest to those people who are curious about the methods by which international news is edited, and who are desirous of knowing something about European newspapers. It is not a technical journalism course.

Mr. Robert W. Desmond, who will conduct the course, has had unusual practical experience in the field of foreign news. During the summer he has been editing foreign news for the *Christian Science Monitor*, and is in first hand contact with current European affairs and newspapers.

ATTRACTIVE NEW COURSES FOR YOUR SELECTION

The University Extension Service this year offers a number of interesting new courses to enlarge its program and bring to extension students special features of the day school.

The new course in Principles of Fine Arts, to be offered the second semester, will round out the series of courses which the Extension Division has been presenting in its evening classes. Last year courses in the History of Painting and the History of Ancient Art were scheduled; the new course, together with the History of Architecture and Sculpture being offered the first semester, will complete the sequence of courses in art—a sequence equal to the entire work in this field being offered in day classes.

German Drama is the first advanced course in German ever offered in the extension program. For those who are interested in German, it provides a good opportunity for getting something out of the routine. The course covers the field of classical and nineteenth century German drama.

Mr. Frederick L. Pfeiffer, who will conduct the class, is an American who has had most of his education in Germany. After finishing the Gymnasium, he studied and took his Doctor's degree at Zürich University, in Switzerland. He is therefore a thorough student and well qualified in the field of German literature.

In response to demand, a course in Logic will be offered by Dr. Conger. Logic is a study of accurate thinking dealing with the nature of knowledge, the laws of reasoning, and the principles and methods of scientific proof. It is significant that there should be among extension students such appreciation of clear and rational thinking as the demand for this course evidences.

Mental Hygiene of Speech is offered by Dr. Bryng Bryngelson. As will be seen by a reference to Dr. Bryngelson's article on this subject, this course deals with a study of normal and abnormal speech and their improvement through mental hygiene.

Voice Training is also a new course in speech. It is concerned with voice improvement, the analysis and correction of harsh, breathy, nasal, and weak voices. Individual programs of training will be planned, and instruction in breathing and speaking given. Mr. Holmes is the instructor.

The new course, Survey of French Literature, will introduce the advanced student to the outstanding French authors and their masterpieces, and enable him to apply and enjoy his working knowledge of the French language.

Another innovation in the Extension Division's courses in Romance Languages is the class in French Pronunciation. Taught by a French woman, this course is invaluable for the teacher and student

and all those who wish to be able to speak French accurately for business or travel. It will include a rapid survey and intensive drill on the sounds of the language, a study of the vocal organs and their use in accurate articulation, and the international phonetic alphabet.

The course in Advanced Money and Banking continues the work in Banking and Finance which the Extension Division has been offering. It will deal with the problems of a central bank and the theory of the value of money. It includes a study of the control of reserves, providing a scientific currency, regulation of credit, fluctuations of the general price level, their causes and possible reductions.

Everyone working in mathematics and engineering should be vitally interested in the new course in Descriptive Geometry offered for the first time in the Extension Division. This course, which all Engineering students in the day school take, gives a foundation for the graphic solution of problems of points, lines, planes, and solids, enabling students to visualize an object from the drawing of it, and to think in three dimensions.

Particularly designed for those engaged in the oil industry is the new course in Petroleum and Petroleum Products. The topics it will cover are: the chemistry of petroleum; the origin of petroleum; refining, including various processes of cracking; the nature and properties of the various products and their application; and methods of testing and their significance.

A course planned especially for extension students is the new one called English for Everyday. The main purpose of the course is the formation of habits of better English. It is intended for persons who have grown careless in their speech, for those who are puzzled as to correct forms, and for teachers who are looking for a simple method of teaching the fundamentals of our language.

Miss Bridget T. Hayes, Director of the "Correct English Service," will be the instructor.

Other new courses to be offered this year are described in special articles elsewhere in this issue.

How Psychology Applies to Industry and Daily Life

If you want to understand better not only yourself but also your friends and the people with whom you work, you will find the course called Psychology Applied to Daily Life, which the Extension Division is again scheduling in its program of evening classes, one of the most fascinating and productive courses offered in Psychology. Its aim is to show how the principles taught in General Psychology operate in the various business, social, professional and industrial fields.

A Practical Innovation: Building Construction

Contractors, builders, carpenters, draughtsmen and others interested in plan reading, plan making and building materials, will find a special new course planned for their needs and practical interests in the extension program for 1931-32.

Building Construction (Architecture 51-52-53) presents the fundamental principles of building construction details for all types of building. It will be conducted in a most practical manner, with lectures illustrated by detail drawings and discussions on individual problems and the best types of details for individual conditions. While not primarily a draughting course, the work will stress what to put into detail drawings, and what good drawings are and what they mean.

The class is open to all who are interested and can profit by it. Those who wish credit toward a degree in either engineering or architecture will be required to meet the prerequisite—Elements of Architecture. All students should of course continue the work for the entire year.

Europe Since 1914

In this time of intense and widespread public interest in contemporary Europe, its problems and its politics, it is appropriate to call attention to the history course, Europe Since 1914, offered in extension by Mr. Edward M. Kane, assistant professor of history in the Extension Division. This course was offered by Mr. Kane in the second semester of 1930-31, for the first time in extension, and met with so favorable a reception that the course will be repeated this semester.

The aim in this course is to present the diplomatic background of the World War; to examine carefully the events of the fateful days preceding the war and to inquire into the question of the responsibility for the war; to tell the story of the peace treaties and of the reconstruction of the map of Europe, with particular emphasis on the questions—such as the question of reparations and the question of racial minorities—which tend toward future conflicts.

No attempt is made to present military history. On the other hand, fully half of the course is devoted to the events of the last ten years in Europe, with especial application to what has happened in Germany, Italy, and Russia.

The Association of Evening Class Students are about to sponsor the formation of a choral organization of Evening Class students, according to a preliminary announcement by Mr. Thomas E. Moore. Try-outs and further details will be announced after classes start, and all those interested in and capable of contributing to such a group are invited to watch for notices.

Mental Hygiene and Speech

By DR. BRYNG BRYNGELSON

It is a long leap from the grunting and gesturing stage of man's mode of communication to the very highly specialized means of influencing behavior which we have come to call speech. The process of change which has been at work through the centuries has been slow, but each step in its growth has met a decided need in man's environmental adjustment.

The psychological world of man is a speech world. Feelings, desires, and thoughts are constantly wanting expression by means of audible symbols. When we are serious minded and desire to express ourselves for a well defined purpose we are using speech as a control over our social environment—a nervous activity which is as important to our well being as any activity we exercise during our waking hours.

Most human beings have a desire to do what is right, to say the right thing at the right time, and to express their ideas most convincingly. It is at this point that many people fail. How many folk have you seen who, because of a terrible feeling of guilt, of insecurity, of shame, or of deep-seated sensitivity have utterly failed to convey their ideas clearly and effectively in either a small social group or before a large audience; or who, because of extreme shyness, timidity, or social morbidity, would never dare project a conversation, to say nothing of addressing an audience from a public platform.

Speech does not concern itself merely with a study of the muscles and nerves employed in the act of speaking. Most people do have smoothly flowing voices and articulatory mechanisms, and they experience no difficulty when talking alone or to a very small group. Of greater importance, then, becomes the study which centers around the emotional and mental habits of the person who is trying to influence the behavior of an audience. True enough, a stutterer or one with any other obvious disorder in the rhythm of verbal expression, is handicapped in speaking. And even a stutterer has emotional problems which have arisen because of his stutter. But were these problems solved, even he could live in far less agony with himself and others than he can steeped in his present fears, feelings of persecution, and insecurity. There are few stutterers compared with the numbers of us who, though we are able to speak with considerable freedom when alone, "fly all to pieces" when confronted with a real speaking situation.

If one is going to enjoy the full benefits of pleasant social intercourse we believe that mental health contributes as much to this activity as does physical health. Certainly the two are closely related. We believe too that better mental health can be gained for the student of speech through a thorough understanding

of the various unconscious mental mechanisms at work within the organism, through a more sane insight into the functioning of our "feeling" patterns, and generally through a fairer estimate of our worth as individuals struggling competitively with our fellows.

The World We Live In

How much do you know about the world we live in, and the physical and social laws that govern it?

The University Extension Service offers an unusual opportunity for every one to become orientated or "acquainted" in the world of science, through its course in Orientation. This course is really a survey of the Physical and Social Sciences, planned for the layman who desires an intelligent general understanding of contemporary science; and no previous work in science is required as a prerequisite.

The course aims 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.

The class program consists of lectures, discussion and reading the work of outstanding scientists. The course is divided into two sections—one dealing with the Physical Sciences, and one with the Social Sciences. The student may begin the work with either section, but he is required to take both if he wants University credit.

Converse in Spanish

An advanced course in Spanish which will be an interesting alternation to the writing courses, is the new one called Spanish Conversation (Spanish 53-54), to be offered through the Extension Division this year for the first time.

The work covered in this course is divided into two parts. One part gives special emphasis to pronunciation, and will be particularly useful for those students who wish to give readings in Spanish or in dialect, or who wish to sing in Spanish.

The other part of the course deals with the beginnings of conversation, and will provide practice in talking about current events as discussed in articles in Spanish newspapers and magazines.

Mr. Raymond L. Grismer, who will give the course, comes to Minnesota from the University of California, where he obtained his Doctor's degree, taught Spanish and acted as tennis and ice hockey coach. He has also taught at Ohio State University and the University of Oklahoma. Mr. Grismer is a Rhodes Scholar and has published three books—*Spanish Review Grammar*, a school text; *Lope de Vega's La Nueva Victoria de don Gonzalo de Cordova*, a critical edition of the Spanish Shakespeare's autograph MS; and *Stories of the Spanish Southwest*, a collection of Indian folk lore.

Labor Problems Subject of New Extension Course

One of the most stimulating and significant courses being offered by the Extension Division this year is the new one called Labor Problems and Trade Unionism. This course, which is one of the most popular in the day school (it attracted 134 students in the spring quarter) and which is one of the regular Business sequences offered in the Evening Class Program for the benefit of employment managers, labor leaders, social workers, and all citizens interested in a more definite knowledge of labor problems as they appear in the twentieth century.

Special attention will be given to the current and dynamic phases of labor problems as revealed at the present moment, concentrating upon the study of unemployment, both cyclical and technological. Careful consideration will also be given to the merits and demerits of unemployment insurance and the experience of England with "the dole." Since the labor problem is considered so vital as to induce Eastern foundations to turn over \$400,000 to the University for an Unemployment Institute under the auspices of the School of Business Administration, it would seem worth people's time to avail themselves of this opportunity to learn about unemployment.

Another feature of the course will deal with the problems of personnel administration and scientific management.

The course will also consider organized labor and the policies of trade unionism. It will give special attention to the Workmen's Compensation Act of the State of Minnesota, as related to accidents and industrial diseases.

Labor Problems and Trade Unionism will be given by Mr. H. L. McCracken, a regular member of the School of Business Administration staff. Mr. McCracken is a skillful discussion leader and is recognized as an authority in his field.

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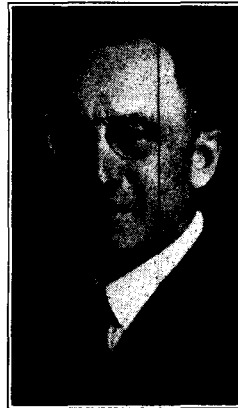
Vol. VI

NOVEMBER, 1931

No. 3

THE COLLEGE ABILITY OF RESIDENCE AND EXTENSION STUDENTS

By RICHARD R. PRICE
Director of University Extension



EVERY extension student will be interested in Dr. Herbert Sorenson's studies of problems connected with the achievements and college ability ratings of extension students as compared with the regular matriculated students of the daytime classes. The full report of Dr. Sorenson's studies is soon to be published, but for the benefit of extension students, who are most intimately connected with these studies, we present here an advance analysis of his findings.

For the study of college ability through objective or factual data, two sets of tests were given each student. The first was the college ability, or college aptitude test, such as is regularly given to all freshmen entering the University of Minnesota. It consists of four regular recognition vocabulary tests, each test containing 120 items, with a perfect total score of 480.

The second test was the Minnesota Reading Examination for College Students, Form A. The first section of this examination is another vocabulary recognition test of 100 items, with a perfect score of 100. The second portion of this test is a paragraph reading test. Ten paragraphs of reading matter of varying degrees of difficulty are quoted, and the student is required to answer questions indicating whether or not he has grasped the meaning of each paragraph from reading it. The perfect score in this test is 35. This test is the one regularly given at the University of Minnesota to College of Education juniors and seniors.

When the college ability tests were given, the scores were worked out, and the percentile graphs plotted on the reports of 2,912 women and 2,519 men. They were then compared with the scores made by entering freshmen in the College of Science, Literature, and the Arts. Fifty-four hundred and thirty-two cases of extension class students were compared with thirteen hundred and sixty cases of entering freshmen.

There was a considerable group of the extension students that ranked very low, but the tenth percentile reached a rank of 222 as against 219 for the freshmen. Thereafter there is a gradual spread in favor of the extension students until, at the fiftieth percentile, the score for the extension students is 333 as against 319 for the freshmen. Above this percentile the extension students ranked consistently about 10 per cent higher than the freshmen. The top score for the extension students was 463 and for the freshmen 428. The upper 50 per cent of these extension students is, therefore, distinctly superior to the corresponding group of freshmen as far as college ability is concerned.

When the college ability scores of extension men and extension women were compared, it was found that the women showed distinct superiority in college ability throughout.

As stated above, the first section of the Reading test is also a vocabulary test, much like the college ability test. On this Part I of the Reading test, the comparison was made between extension class students and College of Education juniors and seniors. It is probably a legitimate deduction from the scores made that the lower half of the extension students is inferior to the lower half of the College of Education students, while the upper

half of the extension student body is superior to the upper half of the College of Education juniors and seniors.

When it came to the second part of this test—namely, on reading ability for paragraph meaning, the Education students showed superiority throughout, though the difference in scores is slight. It would appear from this test that long continued, regular and systematic habits of study have enabled Education juniors and seniors to get more out of a paragraph at a reading than can extension students who are primarily engaged in other occupations, and who must do their studying as a kind of side issue. On the other hand, the extension students, through their normal habits of newspaper and magazine reading, and in business intercourse, are enabled to do well with the vocabulary.

The relative reading ability of men and women extension students, as determined by Part II of the Reading test, was found to be nearly equal, the difference being quite slight. On the whole, the women maintained a small superiority.

Some interesting results are made manifest when the college ability scores are classified according to years of schooling. There were five women and six men with four years or less of schooling, yet it is notable that the five women made an average score of 75, which is the highest average score made by any of the groups of women. Regardless of schooling, it is evident that we have here some people of superior mentality. On the whole, the average scores increased steadily in accordance with the number of previous years of schooling, but the increase is not as marked as might be expected.

It is remarkable that the highest individual scorers in each of the groups (of people of the same number of years of schooling) seem to rank well up together. This fact might well be interpreted to mean that native endowment and not schooling is the decisive factor.

(Continued on page four)

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NOVEMBER, 1931

Work for a Degree

During the recent registration period we were much impressed with the number of students seeking advice on programs which would ultimately enable them to satisfy the requirements for a degree from the University. The number of such students and inquiries seemed to be very much increased over those of previous years, and the students themselves seemed to be more serious about the matter and more anxious to make rapid progress in the right direction.

No doubt the present "depression," which has forced many otherwise full-time students temporarily into the ranks of extension students, accounts for some of this increase in numbers and interest. It is our opinion, however, that the depression is not the only influential factor involved. We believe a more important reason is the fact that students are more and more coming to realize that it is possible and practicable for them to do in extension classes the major portion of the work for a degree.

That they are able to do work towards a degree through extension classes is a most desirable development. It is of advantage to students in two ways. It enables them to set up for themselves a good objective which they can accomplish by budgeting their time and resources, by planning and following a well organized program involving a definite amount of work to be done each semester. It also enables them to obtain such benefits as accrue through the possession of an academic degree—the evidence of a definite intellectual accomplishment—even though they do not have time nor money to attend the day school.

The General Extension Division takes great satisfaction in its ability to furnish a large portion of the opportunity which degree-seeking students need. In its evening classes and through its correspondence study courses it offers all the work of the basic Junior College requirements in the College of Science, Literature, and the Arts. This work satisfies not only the requirements for continuation in the Senior College of Science, Literature, and the Arts, but also the entrance requirements of the School of Business Administration and the College of Education. For the specific requirements of such special fields as Medicine and Engineering, it can

supply not quite, but nearly all, of the Junior College requirements.

The Extension Division can also offer a considerable portion of the courses required in the Senior Colleges of Science, Literature, and the Arts and of Education. All the advanced courses required for a so-called major in one of these schools can seldom, however, be given in evening classes because of the lack of demand. The amount of Senior College work which must be taken in day classes or in summer session varies with the school and with the major subject. It may sometimes be the equivalent of a full year's work—forty-five credits, or it may be as little as two quarters' work—thirty credits.

Work done in extension classes in the Twin Cities and in Duluth counts as residence credit towards the Bachelor's degree, and hence no other residence requirement has to be met.

Students who are planning on taking a degree should make an effort to see that their entrance requirements to the University are satisfactorily filled. They may do this either by presenting satisfactory credits from the high school from which they graduated, or by taking the entrance tests provided for those who cannot submit high school graduate certificates.

The Students' Work Committee of the General Extension Division will be glad to give information and advice with regard to any of the details connected with the meeting of degree requirements.

Students' Work Committee Notices

CREDIT OR NO CREDIT

Cases are frequently brought to the Students' Work Committee of students who originally registered for a class for no credit, but later discovered that they would like to use the credit if they had had it recorded. These cases lead us to the conclusion that if a student intends to do all the work of a class he should take the final examination and receive credit for it. Such an arrangement, of course, necessitates that the original registration should read "credit." Students are now advised to take advantage of the regulation which permits them to change from no credit to credit at any time during the first eight weeks of the semester. They will be wise to make this change now before it is too late and thus avoid later complications.

CANCELLATIONS

Students are advised to protect their credits or their future status by making official cancellation of a class, if for any reason they are forced to give it up. If they do not cancel the course, they may be given a grade of "Failure" in the records—a grade which no student likes to receive. A letter to the office of the General Extension Division will easily take care of a cancellation.

ABSENCES

Attention of students is called to the rule which provides that no student working for credit may be admitted to the final examination who has three or more absences in the semester. Instructors are expected to report all cases of three or more absences, after which the students in question are required to interview the Students' Work Committee for approval to continue the work of the class.

Student Citizens

Senator Shipstead's recent address to the University day-school student body on "The Responsibility of Sovereignty" should be of special significance to extension students. Most of the people who take advantage of extension evening classes are already having to act as responsible citizens, and to them the definite responsibilities of citizenship and leadership which the Senator points out might have a more immediate directness and application than to the students who are still living the more sheltered-from-the-world life of undergraduates.

How many extension students are informed of and taking an active interest in the policies of their own government and the facts of the industrial and social life of their nation? How few have an intelligent and informed interest in international affairs? We hope the number is large, since extension students, through their interest in higher education and the enlightenment of the mind, should be prepared to accept civic leadership in the communities in which they live. We suspect the number is small, since most Americans, both educated and uneducated, suffer the common fault of a lack of both knowledge and interest in the larger problems of their large country.

How many students, for example, know the facts of the distribution of our national income? How many students know the sources of national revenue, and the purposes for which that revenue is spent? How many students understand the economic policies of our banking organizations? How many are informed regarding our international policies—understand, for example, exactly what the Kellogg Pact is, or how the League of Nations functions, or what is the effect of the Tariff on international as well as on our own national economics?

These are questions which every thinking citizen should make it his business to think about, and they are the business especially of the men and women who are able to combine with the resources of higher education the experience and direct contact with the problems of the world outside the academic walls. We venture to say that unless students become aware of these larger issues in the life of their time, they have failed to receive the most important stimulus which education should give, and they have failed to face the responsibilities of educated citizens.

President Coffman Makes Survey of Far East Education

President L. D. Coffman left in October for a tour of New Zealand and Australia, where he will study educational institutions and scientific laboratories on behalf of the Carnegie Corporation. This Corporation administers a fund of \$10,000,000 left by Andrew Carnegie to be spent for education in New Zealand and Australia, and its choice of Dr. Coffman as the person to make the survey it requires is a tribute both to the president and to the University of Minnesota as leaders in the field of education.

In January President Coffman will lecture at the University of the Philippines, at Manila, on "Problems of Educational Administration."

Dr. and Mrs. Coffman will also visit Shanghai, Hong Kong and Japan before returning to America.

Sub-Freshman Mathematics Proves Popular

The new courses in Sub-Freshman Mathematics, which the General Extension Division has initiated this year at the request of Dean Leland, are proving exceedingly popular, and the large enrolment shows that there was a distinct need for such work.

Six classes have been organized to take care of the 125 students registering for the course in Solid Geometry, and seven sections in Higher Algebra are now full.

At the time of publication of this issue of THE INTERPRETER, figures of registrations in extension classes show a loss of approximately 300 students, compared to the number registering last autumn. There are slight increases in the St. Paul Collegiate and Engineering classes, and in the Range Collegiate classes.

Visual Instruction Bureau Offers New Film Programs

One of the striking developments in the field of *Visual Aids* is the rapid coming into vogue of the 16mm film for class room use and for general educational purposes. Recent improvements in the 16mm projectors make them suitable not only for the class room, but for the assembly and auditorium as well. A Minneapolis lecturer used the 16mm film in his lecture work, with audiences of 1,500 people.

In order that schools and other organizations that do not have their own equipment may have an opportunity to see the uses of the new type film, the University Visual Instruction Bureau will offer complete School Assembly and Evening Programs on the 16mm film, with projector and operator furnished, if desired, on a cost of service basis.

Schools and churches are using this service as a means of raising funds for needed equipment as well as providing worthwhile entertainment. A list of pro-

grams available will be sent on request, as well as full information in regard to cost, time available, etc.

The film bureau is building up a library of 16mm films as rapidly as possible. A considerable number will be listed in the new Bulletin on Films. These will include educational class room films as well as a few selected *feature plays*, such as "The Covered Wagon," "Grass," "The Lost World," "Robin Hood," "School Days," and others.

Students Learn 16 Rules Only in Word's Easiest Language

Sixteen rules, no exceptions and only 900 fundamental words in the vocabulary make Esperanto a language easy to learn and even easier to use.

The vocabulary of Esperanto is of course more extensive than 900 words, but the words beyond these fundamentals are all international in origin. Seventy-five per cent of the roots, for example, come from English.

Esperanto was originated in 1887 by Dr. L. L. Zamenhof of Warsaw, Poland, who gave the new language he worked out the name "Lingvo Internacia" and modestly used the pen name "Dr. Esperanto." Gradually the language took the name of Esperanto, and has grown in popularity and extent all over the Western world.

Esperanto texts have now been published in fifty languages. One hundred magazines and papers are published in the new language. Thousands of volumes of translations from the great books of the past are augmented by hundreds of books whose original appearance has been in Esperanto.

More than 3,000,000 people in all parts of the world are speaking and using Esperanto commercially. More than ten countries of the European continent are introducing this language into their public schools.

In America, however, Esperanto is not yet widely taught or used. The Correspondence Study Department of the University of Minnesota is practically the only school in the United States offering Esperanto. Its courses are under the charge of Dr. Lehman Wendell of Minneapolis, a committee member of the Esperanto Association of North America, and a nationally known Esperantist.

Radio Education Council Plans Weekly Lecture Programs

The National Advisory Council on Radio in Education is sponsoring a program of radio lectures on Economics and Psychology, to be given by outstanding authorities in these fields and broadcast weekly on Saturday evenings over the network of the National Broadcasting Company.

The series of lectures on Economics will center on the subject of "Aspects of the Depression," and will be broadcast at 7:30-7:45 P.M., Central Standard Time, on Saturdays. The lectures on "Psychology Today" and "Child Development" will follow the Economics lectures—being broadcast at 7:45-8:00 P.M.

Noted Norwegian Linguist Gives Extension Course

The General Extension Division has been fortunate enough to obtain the services of Dr. Ernest Arup Seip, the visiting professor from the University of Oslo, Norway, who is lecturing in the day school and making a study of Norwegian dialects in this country.

Dr. Seip is giving a course called "Survey of Nineteenth Century Norwegian Literature," in English, on Wednesdays at 6:30, for extension students. The class was arranged at the request of interested students and teachers, and the Extension Division takes great satisfaction in being able to extend to them this special privilege which day-school students are enjoying.

Summer Session Director Attends Convention

Mr. Thomas A. H. Teeter of the General Extension Division, who is Associate Professor of Engineering and Director of the University Summer Session, attended the annual convention of the American Association of Summer Session Directors at Charlottesville, Virginia, on October 30-31. This unique organization has no rules or by-laws and its fifty or sixty members enjoy singular freedom from the usual formalities and technicalities of conventions.

Hill Reference Library Open to Extension Students

The Hill Reference Library of St. Paul has most cordially invited extension students and members of the faculty to use its facilities. This is a reference library, founded purely for purposes of advanced study. It has ten study rooms for special workers and a staff of trained assistants.

The library does not have books on medicine, law or geneology, but it will be glad to place at the disposal of students and lecturers the material it has in other fields. The library is open daily except Saturday from 9:00 a.m. to 10:00 p.m.



LYCEUM AND LECTURE BOARD OFFER ATTRACTIONS



The Fisk Jubilee Singers

THE Fisk Jubilee Singers, preeminent in the field of Negro ensemble singing, and descendant of the original exponents of Negro spirituals, will be available for concert engagements for one week in February, 1932.

These singers have proved one of the most popular attractions the General Extension Division has ever sponsored. Last year they gave about fifteen concerts under the auspices of the Lyceum and Lecture Bureau, and this year their November schedule of two weeks has been completely filled, and some engagements have had to be turned down.

Negro spirituals are now recognized as one of America's most original and strik-

ing contributions to music, and the Jubilee singers are hailed by many critics as the foremost exponents of this contribu-

Charles Lofgren, personnel manager for the Byrd South Polar Expedition, is available for a few lecture engagements in March, 1932. He carries with him five reels of pictures taken on the Byrd Expedition. He tells an interesting and buoyant story of the expedition—of how 42 men wintered on a giant ice cake in the bleak Antarctic, how they lived, what they ate, how they kept warm and healthy, and what they did in the four-month Antarctic night.

Full information of Mr. Lofgren's lecture and the dates he is available will be sent by the Lyceum and Lecture Bureau of the General Extension Division on request.

College Ability of Extension Students Tested

(Continued from page one)

A further analysis was made by arranging the college ability scores according to occupational ranking as determined by the Federal Bureau of Census. Here it was found that on the whole, with certain notable exceptions, the scores tended to fall with the ranking of the occupation (when occupations are ranked on the basis of the supposed intellectual ability required to succeed in those occupations).

Here again must be noted the significant fact that among all the occupations, ranked from the highest to the lowest, the top-scoring persons in each group ran along on almost a level of ability. High-grade mental ability seems to be common to all occupational ranks, although it is more frequent in the upper ranks. Perhaps the statement had better be made that, at any rate, extension classes attract the better mentalities from the upper occupational ranks with more consistency than from the lower.

We have already touched upon the college ability scores of these students as classified according to years of schooling. A similar analysis was made of the scores on reading ability (paragraph meaning) according to years of schooling. As a whole, the scores tend to improve by slight increments with the years of schooling, but the increments are so slight that one has a tendency to discount schooling as a major factor in the matter of reading ability.

The data cited seem to point to the conclusion that university extension classes tend to select, at least from urban populations, a group whose average ability is well up to the average ability of college students in general. It is also true that extension classes seem to attract a group of somewhat lower intellectual capacity than may be found in the lower ranks of college classes. It must be remembered, however, that college classes are already selected from high school graduates, and that in this case there has already taken place a considerable elimination of the unfit. It also seems clear that the upper half of the extension group is a superior group, equal in all respects, so far as the testing methods are valid, to the superior group in the college classes. From the superior group in the junior and senior years of the college comes the superior group of graduate students. It would seem a legitimate inference that the superior minds among the extension students are of caliber equal to the superior minds in the graduate group.

The data also seemed to indicate that mentalities of the best college type, capable of assimilating and using to advantage all of the offerings of our universities, are to be found among all classes of our occupational groups. The data also seemed to cast some doubt upon the efficacy of the hurdles in the way of prerequisites which are set up for students desirous of entering college. Some doubt seems to be cast upon the validity and efficacy of the rule requiring certain educational prerequisites for college en-

trance. Schooling does not seem to be the vital factor to which we have hitherto ascribed almost magical powers. It would seem that other tests should be devised for determining the fitness or unfitness of any individual to enter college.

When studies and investigations similar to the one conducted by Dr. Sorenson are carried out at all universities doing extension work, it may be possible to get factual and objective evidence that determine once and for all the ability of extension students and their worthiness to enter the sacred precincts of colleges and universities.

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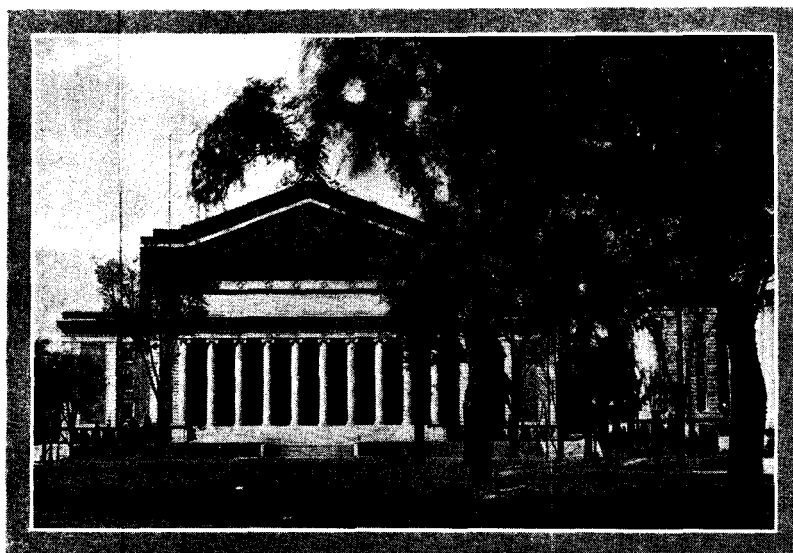
VOL. VI

DECEMBER, 1931

No. 4

Education for Leisure

By Mildred Boie



The Northrop Memorial Auditorium

Opinions about leisure have largely been divided into two classes. The earlier beliefs were negative ones. Leisure was considered something to deal warily with. It was the time the devil worked in—did he not find mischief for idle hands? "Our leisure," says an old writer, "is the time the Devil seizes upon to make us work for him, and the only way we can avoid conscription into his ranks is to keep all our leisure moments profitably employed."

In a milder sense, leisure was criticized as the time in which Cupid shot his poisoned darts. "Remove but the temptations of Leisure," said Ovid, "and the bow of Cupid will lose its effect." Perhaps that is why we are all so bent on cultivating leisure nowadays.

Again, leisure was considered the time to repent in—a negative and unattractive idea. In *King Lear* we read, "Mend when thou cans't; be better at thy leisure," and Congreve tells us cynically, "Married in haste, we may repent at leisure."

In another negative way, leisure was considered something to avoid. Plutarch says that Dionysius the Elder, being asked whether he was at leisure, replied, "God forbid that it should ever befall me!" And there is a poem which says,

"Blest leisure is our curse; like that of Cain,
It makes us wander, wander earth around
To fly that tyrant, thought."

Whenever people have wanted to avoid thinking, they have avoided leisure. While this may have led to a wholesome appreciation of work, it also showed a lack either of the ability or of the desire

to think. We all know that "if a man reads very hard, he will have little time for thought." We might almost believe that perhaps the reason some people read book after book is because they do not want to stop and think. This fear of thinking and our modern attempts to avoid boredom at all costs result in as negative an idea of leisure as the older conceptions.

In still another way, leisure has been considered as an old-fashioned asset which has gone never to return. It belonged, we say, to a stage of civilization that was simpler and slower; the tempo of modern life has crowded it out. We never have time to do the things our leisurely ancestors did. Who today reads novels in nine volumes, or even in one volume, aloud to his family, or writes long, pleasant, conversational letters to his relatives and friends? "Leisure is gone," we agree with George Eliot, "gone where the spinning wheels are gone, and the pack horses, and the slow wagons, and the peddlers who brought bargains to the door on sunny afternoons."

Most of us will, however, agree that these negative opinions about leisure are not what we have in mind when we talk about the advantages and pleasures of leisure. We know that leisure is not something that belongs to the devil, or to Cupid, nor is it the product of one kind of civilization or one period of time, any

more than it is the possession of any one class of people.

But I venture to suggest that there are two comparatively modern and positive conceptions of leisure which we hold that are as limited and erroneous in their way as were the old negative conceptions.

The first modern positive conception of leisure to which I have reference is, that leisure is a panacea for all the evils of modern society. We have been inclined to believe that once we get leisure for everyone, once everyone has free time—time for the "finer things of life," the temper and interests and acts of people will be suddenly and gloriously refined, and all will be well with the world. Then materialism will swing back to its proper place, standardization will give way to individuality, truth will be discovered by all men, and people will be creative and artistic and philosophic.

We are on the verge of discovering that this is an erroneous if visionary idea. We begin to see that the simplicity and desirability of the solution has blinded us to the complexity of the problem, just as we were blinded when we believed that to give everyone the franchise would *per se* solve the problems of tyranny and injustice and special privileges, just as we were blinded when we believed that once we gave everyone eight years of schooling,

(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

Mildred Boie - - - - - Editor

DECEMBER, 1931

How Are You Using Your Free Time?

Why are you taking extension courses? To learn facts? The facts you learn in your classes you will soon forget—six months after you have taken your examinations you will have forgotten most of the facts you were asked to repeat.

Are you trying to earn credits? That is important, but it is not the most important thing. To over-emphasize "credits" and "a degree" is to assert that once one has obtained a degree he is educated—which is possible but not probable.

Or are you taking extension work because you want to use your free time for worthwhile things? To learn how to convert your "spare time" into leisure, and to learn at the same time "the best that has been thought and said"—that is very important, and it is something that will stay with you.

What we need to remember in planning our programs is to include the kind of study that helps us to use intelligently and constructively our free time as well as our work time. We need to learn also to relate our work to our play, and what we learn in our play and our classrooms to our work. To synthesize the knowledge we have, to co-ordinate it and to relate it to life, is the value of courses like Orientation in Social and Physical Sciences—and it should be a value you insist upon getting.

We need also to include the courses and kind of study that broaden our culture, our education. This is the value of Mr. Savage's courses in Greek life and literature, and of courses in literature and history, art and music in general. To get "to know the best that has been thought and said"—and done—surely that is one of the most important uses of education and of free time that we can have.

That is the inspiration, I believe, of adult education abroad. When an Englishman, for example, goes to extension lectures or enrolls in a Workmen's Education Association class, or reads history on the evenings he is free, he does it not because he expects to get a better job thereby, or because he hopes to have the honor of winning a degree, or even "credits," but because he wants to broaden his knowledge—he wants to know what the best thinkers have thought and said and done, and are thinking and saying and doing today.

A tailor does not study Greek life and thought, or read English poetry, or interest himself in Astronomy because he thinks these things will help him pull himself out of the tailoring class, or because he hopes to win more business by being able to talk to his clients, or because he thinks he will have a steadier eye from looking at the stars. If he has any inkling of the fact that his education may be used for vocational purposes, it is that he senses he will be a better tailor because he will be a better man—a more rounded and balanced and thoughtful citizen—and that is enough for him.

The whole inspiration of adult education is, not the desire to help people get a degree who otherwise could not, but to proclaim and prove the idea that education is a life-long process instead of an episodic one neatly and firmly finished off with a piece of parchment; and that education can develop the whole man and all his activities, in his work and in his free time, and so make him a better and a happier person.

Any system of education for leisure, if properly devised, will be education for labour as well. The two things cannot be disentangled. . . . On their highest level they become two names for the same thing, and the word "art" indicates the point where they converge.—L. P. JACKS

How Essential Is a College Degree?

In a Study of Technical Institutes recently completed by the Society for the Promotion of Engineering Education, the following question was asked of 668 alumni from six existing technical institutes:

"Leaving out of account all purely personal consideration, have you found the absence of a college degree a tangible handicap in obtaining: (1) employment, (2) advancement, and (3) recognition by professional and business organizations?"

To the first item (the question as to tangible handicap in obtaining employment), there were 540 replies, 20 per cent answering "yes" and 80 per cent answering "no."

To the second part of the question (advancement) there were 517 replies, 24 per cent answering "yes" and 76 per cent answering "no."

To the third item of the question (recognition) there were 450 replies, 29 per cent answering "yes" and 71 per cent answering "no."

One may therefore draw the inference that in more than 70 per cent of the cases it is not the college degree but rather the competency of the individual to render effective service that is of first importance in getting a technical education. One might even hope this may become the universal incentive in getting any sort of an education.

Students' Work Committee Notices

The Students' Work Committee wishes to warn all students receiving grades of "D" or below at mid-semester that this is an indication of prospective failure in the course, unless urgent effort is made to do better work. According to the regulations, all students receiving grades of "D" or below are required to report to the Students' Work Committee by letter, telephone, or by personal interview at the Extension Division office. Failure to comply in this respect may mean a failure in the course, while compliance may result in help toward better success in the course.

COURSES ON DEMAND

The Extension Division is always ready to offer a class for which there is sufficient demand, that is, a minimum of fifteen registrations. This is the appropriate time for prospective students who may wish to have some particular class offered in the second semester to make known their wants so that efforts can be made to find out whether there is any possibility for the desired class to be offered. The surest way to secure the required number of registrations is for students to make up their own classes: that is, to interest friends and classmates or others so that a good nucleus may be formed. If such a small group can agree upon a certain course it can be offered tentatively by announcement in the January INTERPRETER. Registrations may then be made during January so that the final number of students wishing the course may be determined by the time the second semester opens.

Individual requests, however, may lead to the consideration of classes for which a showing for a sufficient number of registrations may be revealed. Any student, therefore, who has an interest in any class should write at once to the main office of the General Extension Division indicating the class which he would like to see given. These requests will be assembled and on the basis of their distribution it can be determined what classes have a chance of being offered.

SPEECH CORRECTION

There is already a beginning demand for a class in Speech Pathology (Speech 163). This is the second half of the Advanced Speech Pathology course involving a speech clinic. It is open to those who have had Speech 162. Students who are interested in the course, or those who have speech defects and would like to receive the benefits of the clinic, should write at once to the General Extension Division. Present indications show that there is a strong probability that the class will be offered.

Crafty men condemn studies, simple men admire them, and wise men use them.

—BACON

Lantern Club Presents Second Monthly One-Act Play

The Lantern Club, the Extension Students' Dramatic Organization, is promising to make its eighth year even more successful than the seven years of experience which have helped to make it such a well-known and important student activity.

On November 20th it presented "They Wanted Romance," by Mary Nystrom, at the Music Building on the Campus. This is the sixth play to be written and published by Lantern Club members, and illustrated how entertaining and instructive original dramatic work can be.

The cast was as follows:

"Alice Emerson".....Helen Scholl
 "Ellen Clark".....Edna Brodrick
 "Ruth VanDoren".....Frankie Waleen
 "Cora Steele".....Constance Howe
 "Doris Carlson".....Harriet Faue
 "Bill Hanson".....Anthony Wick
 "Loraine Bennett".....Evelyn Johnson
 "Frank Stevens".....Don Lawrence
 "Mr. Hammond".....Wallace Gordhamer

Besides putting on monthly one-act plays, the third Friday in each month, the Lantern Club produces a three-act play in the spring. It cordially invites students to try out for membership, or to come and get acquainted with its work.

Dr. Price Attends Urban University Convention

On November 5 and 6 Dr. R. R. Price, Director of the General Extension Division, attended the eighth annual meeting of the Association of Urban Universities, held at the University of Toledo. The University of Minnesota, though not an urban university, is considered one because of its location and the problems and opportunities it has in common with city-supported universities.

Dr. Price read a paper on "Effective Teaching in Adult Education." The effective teacher of adults, he stated, must, in addition to having adequate scholarship, be adaptable and resourceful and be an adept in the science of human behavior.

University Press Publishes First History of Populist Revolt

A striking feature of Professor John D. Hicks' book on *The Populist Revolt: A History of the Farmers' Alliance and the People's Party*, which has just been published by the University of Minnesota Press, is its accounts of the over-production, unemployment, agricultural and business depression that occurred—a generation ago!

The book is the first complete history of the Populist movement to be published. Mr. Hicks, who is Professor of American History and Dean of the College of Arts and Sciences at the University of Nebraska, and who formerly taught history at Hamline University, gathered much of

his material from the Minnesota Historical Society and similar organizations.

His book is full of material on picturesque characters like Ignatius Donnelly, "the sage" of Nininger, Minnesota; "Sockless Jerry" Simpson and Mary Lease—"the Patrick Henry in Petticoats"—of Kansas; "Bloody Bridges" Waite of Colorado; and "Pitchfork" Ben Tillman of South Carolina. Copies of old photographs of these leaders, and of cartoons of the period, are used as illustrations for the book.

Annual Holiday Frolic Announced by Evening Students' Association

The eighth annual Holiday Frolic, one of the most important social events of the year, will be held on Saturday evening, December 12, at the Minnesota Union, according to an announcement by Mr. Clyde Forinash, president of the General Council of the Evening Students' Association.

The Holiday Frolic of the 6,000 evening students is the largest annual party of any State University in the United States, and the entire Minnesota Union has been reserved for the entertainment. A complete vaudeville and musical program will continue throughout the evening upon a specially constructed stage in the large lounge room. There will be dancing in the ballroom all evening and various other entertainments.

The occasion will also mark the first appearance at an evening students' social function of two new and important university organizations. "The Players" will present a short play as a part of the program for the evening. Miss Harriet Miner, who is national president of the Phi Mu Gamma Fine Arts Fraternity, and is well known in dramatic circles, is president of "The Players." "The Chanters," a mixed chorus, of which Mr. Thomas E. Moore is president, will also make their first appearance of the season at the Frolic.

Following the usual custom, elaborate refreshments will be provided for the guests and service, cafeteria style, will continue all evening.

Plans are now being made for decorating the entire Minnesota Union. The spirit of Christmas will be in evidence everywhere. The usual favors—confetti, noisemakers and so on—will also be provided in abundance for the merry-makers.

Miss Eleanor B. Campbell is general chairman of the Frolic. She is assisted by Messrs. Gunnar Peterson, Walter A. Anderson, J. J. Sullivan, and Thomas E. Moore. Mr. E. J. Johnson is director of the program, with Mr. Clifford C. Smith as chairman of the program committee.

Because of the heavy demand for them, tickets will be quickly exhausted and none will be sold after December 5. They may be obtained from class representatives.

Employment Institute Issues Research Bulletin

The University of Minnesota Employment Stabilization Research Institute has just published the first of a series of reports to appear during the next two years. This report is a clear and vivid explanation of just what the Minnesota Unemployment Research Project is and how the Institute is working.

Distinguished specialists from several departments of the university are now contributing their efforts toward seeking a solution of the unemployment problem. Under the direction of Dean R. A. Stevenson of the School of Business Administration, economists, sociologists, physicians, and psychologists are studying the conditions underlying unemployment in Minneapolis, St. Paul, and Duluth, testing four thousand jobless men and women to find out whether they have been trying to work at the wrong sort of job, and recommending retraining for those who need it. A third task of the Unemployment Project is the attempt to improve existing conditions in public employment offices in the state.

Players to Hear Dr. Riley

Dr. Riley, director of dramatics at the University of Minnesota, will deliver a talk to The Players, the evening students' new dramatic organization, on Friday evening, December 4, room 19 Music Building. After Dr. Riley's talk there will be a short play, "The Eligible Mr. Bangs." Try-outs will also be held. All Extension students are eligible for membership.

The Chanters, the evening students' mixed chorus, will meet each Thursday evening, room 4 Music Building, 8:00 p.m. All Extension students are invited to attend any meeting.

"America never needed education so much as it needs it today. Whether you have a job or not you should educate yourself now. Develop your skill so that the next cycle of Depression will not find you out of work. Develop your judgment so that the next period of Prosperity will not see you wasting your earnings. Develop your taste so that whatever may happen to business, presently or in the future, you will employ your leisure in constructive, intelligent activity."

"Long years may pass before the sun rises on another Edison. But it is well for men to look upon his shining record and be inspired to loftier achievement. It is well for us to say, 'I am like him in many ways. I have courage. I have ambition. I have industry. And even though I lack his gifts of genius, I can, at least, try as he did to make the most of what I have. Success will surely visit me, if only I have faith and courage and the will to work—like Edison.'"

—From the Monthly Bulletin of the Massachusetts Department of Education, Division of University Extension.

The Thrills of Personal Touch

(Excerpts from a Radio Talk)

By A. H. Speer

Head, Correspondence Study Department

Glen Lake Sanatorium, near Minneapolis, would not seem to be a likely place from which to get registrations for University Correspondence Study work, would it? And yet many residents there are, like Leonard Lustig, taking courses by correspondence and making headway in their fields of study.

After graduating from Mechanics Arts High School, St. Paul, in 1925, Leonard became a steam engineer. He took eight courses between that time and his attendance at St. Thomas College for one year, in 1929-30. At first he had only personal development in view. Then he became interested in working for credit, and he finished these eight courses with "A" and "B" grades. After attending St. Thomas he was sent to Glen Lake Sanatorium, but he is still pursuing our correspondence study work under the tuition of the State Department of Re-education. He will follow part way at least in the footsteps of one of our present professors who did quite a great deal of work some few years ago at Glen Lake.

Another student of ours, a man of forty-two, took all his high school work and one year of college work by correspondence, in seven years. When forty-nine years of age, he proceeded by correspondence and one summer of residence study to finish the remaining three years of college in two years. He was elected to a scholarship fraternity and received recognition from Western Reserve University, Cleveland, Ohio, as he went along. Now, at fifty-two, he is planning further study while wishing to serve a university as well.

We have another student who came hobbling into my office on crutches a little better than a year ago. Nine years before, while working as a contractor, he had suffered a broken neck. The doctors gave him two days to live, then two weeks, but, as John told me, "I fooled them." For years he lay looking at the ceiling, but instead of berating his condition, he began to think up plots for short stories.

When he was able to sit up in a wheel chair, he began to work. He soon registered for one of our courses in short story writing. The instructor took a decided interest in him and when at last, after some years, he was able to work at home, the instructor was instrumental in placing in his hands a typewriter. Needless to say, he used it to advantage, and sold one short story for fifty dollars. At the time of his visit to my office he was working on another story and said he would have an article regarding himself in the *American Magazine* some day. So you may see the name of John Heisterman in that publication in the near future.

A very different story is that of a young man of sixteen who met untoward circum-

stances. He had finished only part of his high school course. He at once set out to better himself by correspondence study. In the course of about seven years he took twenty-six courses in our Correspondence Study Department and this very quarter entered the University of Minnesota and is making great headway in his chosen field.

These human interest stories show that the correspondence work in a large institution like the University of Minnesota is not without its thrills of personal touch.

It is of course not possible to contact in the same personal way the correspondence student in Manila, such as the one we have there who is on a three-year contract with the U. S. Bureau of Education but is studying with us while he is doing his work.

Nor is it possible to meet the nine registrants of our border country, Canada, let alone the 2500 or so registrants scattered through thirty-three states of the Union (less than one-third of the 4084 registrations of 1930-31 were in Minnesota). But the Correspondence Study Department and the people working for it do experience the thrill of personal touch with hundreds of correspondence students.

Education for Leisure

(Continued from page one)

or, better yet, a high school or university education, we could solve the faults and weaknesses of democracy.

Many people today have achieved the freedom from work we have been struggling for—too much freedom—in fact, nothing but freedom, because they can get no work. But instead of proving a blessing and a panacea, this free time is proving a curse. Anyone who has come into first-hand contact with conditions in England, or studied, even from this side of the ocean, the problems that have faced her since the war, must surely feel that the most serious of the many disasters that have befallen her has been this: since the war there has grown up in England a generation of young men and women who have not had a chance to work, to form the habits, to school themselves to the discipline and to experience the satisfactions of self-expression and self-dependence and exertion which work alone can give; and who, because they have had no work, and have had no training for the use of their free time, have been cheated out of the benefits and pleasures of both work and leisure.

"Absence of occupation is not rest, A mind quite vacant is a mind distress'd."

That may be why many people who have occupations, or employment, find, after working hours, that their minds are distressed and unrested.

And this brings me to the second erroneously optimistic conception of leisure, which pertains to us as employed persons and students, as well as to the unemployed: the idea that free time can be turned into leisure without effort on our part.

We not only want our employers and families to give us free time, but we also want the people who manage theaters and games and races and dances, yes, and schools as well, to turn that free time into leisure for us. This is impossible.

No one can give us leisure; he can only give us free time. Whether that free time becomes leisure depends on the creative energy we put into it. And that is where education comes in. How educative and how creative our leisure is depends on us—the purposes for which we are working and living—but the *methods* of making our leisure creative and constructive we can learn from schools and universities.

Universities assume that when people come to college they come for education for leisure as well as for education for work. It is true that a great many persons come to improve themselves for the sake of earning better jobs, and few of us would wish to say that there is no place in the university for this kind of education. We know that training to be a stenographer or an engineer or a business man *can* be planned and studied and made to result in as fine a training for life as can courses in ethics. We know also that we could do a great deal more educational work of the kind that develops skills: that stimulates people to use the creative and imaginative faculties and physical dexterities which the general standardization of labor and twentieth century urban life tend to suppress.

The point is that any education that is worthy of the name must educate a man not only for his working hours, but also for the hours which he may use for leisure—it must, in short, educate the whole man. Of course when it does that there will be no arbitrary distinction between labor and leisure—they will both be part of our efforts to use our bread-earning and pleasure-seeking activities for one thing: the development of balanced men and women.

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The University's State-Wide Campus

By T. E. STEWARD

Director

University News Service

PERHAPS it is but natural that most persons, when they think of the University of Minnesota, should think primarily of the teaching of ten or more thousand undergraduates on the main campus and at University Farm. This teaching actually is the main function of the institution, all things considered, but to assume that the University's services stop there is far from the truth.

In a score or so of differing ways the University of Minnesota serves the people of the state in projects that radiate far from the campus. Readers of *THE INTERPRETER* are thoroughly familiar with the work of the General Extension Division, which therefore need not be described in detail. But how many know that "The Minnesota Law Review," the official organ of the Minnesota Bar Association, is edited by the Law School faculty and published by a committee of faculty members and students? This is an important publication, both from the scholarly point of view and in a practical sense. It helps make the University of Minnesota known and respected.

The Mines Experiment Station

Having as much of a "state-wide" aspect as any unit in the University is the School of Mines and Metallurgy. Under its direction the staff of the Mines Experiment Station performs its functions. Tests of many kinds of materials which the finder hopes may be valuable make up a small part of this station's work, although many such tests are made. Chiefly its work consists of experimenting with new processes that may enable the state to derive greater wealth from its mineral resources. Equipment for "beneficiating" ore, as the processes whereby the grades of ore are improved are called, provide some of the station's principal problems. Its staff has invented or improved machinery for washing ore to reduce the silica content, for sintering ore, to agglomerate it in a shape in which it can be more easily handled, and for the concentration of the magnetic ores, of which there are billions of tons that cannot as yet find their way into com-

mercial channels. It also has produced improved "jigs" and other pieces of machinery important to the state's principal extractive industry.

The College of Engineering and Architecture has an important contact with the public that continues at all times through the medium of its Engineering Experiment Station. To this department factories, inventors, engineers, contractors, and builders send materials or pieces of mechanical equipment for testing, or send ideas in the form of problems for the staff to work out. One firm may desire tests of the efficacy of house-insulating material. Another wants to know whether the type of automobile radiator it makes is as efficient as it should be. Another asks what manner of mixing concrete is best, and what changes take place in concrete blocks when they are exposed to the weather. These are all actual examples of problems placed before the engineering experimental staff.

Minnesota General Hospital

Perhaps the biggest single non-teaching contact between the University of Minnesota and the state, apart from the General and Agricultural Extension Divisions, is the Minnesota General Hospital. That is the legal name for the University of Minnesota Hospital, as we know it on the campus. Under state law the county commissioners of any county may send to this hospital indigent patients for whom they have no adequate facilities at home. The county which sends the patients and the state of Minnesota divide the cost of hospitalization for these persons, of whom there often are between 400 and 500 in the hospital's various units. This service is widely recognized and approved throughout Minnesota.

The Institute of Child Welfare is not

quite a unique venture, as the same foundation that financed the Institute at Minnesota established two or three others in different parts of the country. It happens to be, however, one of the establishments on the campus that performs widespread services. Its reading courses, performed on a correspondence basis, reach several thousand mothers and fathers and carry to them the latest and most acceptable information on the care and bringing up of children as well as on the scientific background of child development. In the Twin Cities, moreover, the institute conducts night extension classes (through the General Extension Division) and forms study clubs of parents.

Tests for College Prospects

The College of Science, Literature, and the Arts, under Dean John B. Johnston, has attracted nation-wide attention by its very skilful and effective methods of testing recent high school graduates who are considering taking that next and all-important educational step of going to college. Each spring at a score of centers in Minnesota a staff from the University sets up a testing "laboratory" and gives a series of tests to the high school boys and girls who are about to graduate. Methods developed for "reading" the results of these tests have enabled the Arts College practically to predict the future success of the prospective student. If he is a student of more than average promise the prediction may not tell exactly how well he will do. If, however, he is a student who falls into the lowest quarter of those tested, the prediction of practically certain failure on the campus has held good almost to the fraction of a per cent.

Space will not permit a detailed recounting of all of the extra-campus activities of the institution. Those of the Agricultural Extension Division alone, including summer project work among Boys and Girls Clubs, home demonstration work, forestry projects, plant improvement, soil testing, engineering problems, and the like, are numerous and important enough to fill

(Continued on page three)

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JANUARY, 1932

An Invitation

Have you ever taken your mother-in-law, children, sister or friend to see the stars or the new moon through the giant telescope at the University Observatory? The Observatory is open to the public the first Saturday and third Thursday evenings of every month, and the University invites you to visit it.

Did you ever spend an afternoon at the University Museum of Natural History? It is filled with fascinating and lifelike exhibits of animals in their natural settings, and is open every week day except holidays; during January, February, and March it will also be open on Sunday afternoons, from two until five.

Are you interested in the developments of modern science? The University is scheduling for your benefit a series of lectures on "Evolution and Civilization" by four of its most brilliant professors, to begin January 22nd.

These are only a few of the interesting and worth-while things the University invites you and your family and friends to enjoy, free of charge. An intelligent interest in such things is, we believe, as important a part of education as going to classes and earning credits. They are important not only because they broaden your knowledge, but also because they help you to learn the art of using your leisure time wisely.

Books to Read on the Use of Leisure

In his provocative book, *Diogenes; or, The Future of Leisure*, Mr. C. E. M. Joad stresses the present disastrous misuses of leisure, and makes a prophecy that leisure in the future will be devoted "to reading, to writing, and to creating, if it is to be leisure and not a boredom."

Other books that may give you some interesting ideas on the problem of leisure are:

Dimnet, Ernest: *The Art of Thinking*. (Simon & Schuster.)

Jacks, L. P.: *The Education of the Whole Man*. (Harpers.)

Mason, D. G.: Chapter on "Creative Leisure" in *The Dilemma of American Music and Other Essays*. (Macmillan.)

Powys, John Cowper: *In Defense of Sensuality*. (Simon & Schuster.)

The Place of Adult Education in a Changing World

"It is the function of the State University not only to find its bits of truth and teach the truth gathered from scholars everywhere, but to carry the truth to the people that they may take it into their lives and help to make it prevail in the world of affairs. It is the ideal of the University Extension Division to make the resources of the universities, the discoveries of science, and the findings of the social scientists available for the people of the commonwealth. . . . The universities should set their faces like flint against what is clearly trivial, merely current, or only novel. Yet the American state university should not, from a fear to assert its own soul against . . . a new Toryism of exclusive culture and high tuition, and intellectual stratification, be misled into a mere imitation of European traditions and institutions. The state university comes from the people and should go out to the people. The intellectual life of the university should be quickened by contact and interchange with the people. . . ."

"The University is resourced in the public schools and the public schools are resourced in the University. They go up or down together. Now is the time in the midst of depression, unemployment, and educational defeatism for the Extension Division and the public schools to envisage and lay out the plans for a future all-inclusive educational program in the communities for the continuous education of all the people as a way to use wisely the advancing leisure, to substitute cultural content for merely mechanical contacts, natural creative play for artificial and empty excitement, and to lay the intellectual groundwork for a more general and intelligent understanding of and participation in the affairs of the world and its opportunities for a larger mastery of human destiny. Along the converging roads of the public schools, adult education and university excellence, lies one hope of our American democracy struggling for a higher mastery."

—From the inaugural address of President Graham of the University of North Carolina, given in November.

Shall Public Servants Serve the Public?

"It is not surprising to find the representatives of commercial monopolies pleading that education shall be subordinate to the commercial stations, but it is a bit surprising to find members of the Federal Radio Commission going out of their way to plead on behalf of these same commercial stations in spite of the fact that the organized educational and civic groups after wide experience have taken a decisive stand for independence and freedom for education on the air. If the members of the Federal Radio Commission would spend as much energy trying to find out

the real needs of education as they have spent trying to subordinate education to the radio monopoly, recently discredited by the Supreme Court, they would be performing a large public service. Such an attitude on the part of a public employee properly raises the question as to whether he represents the interest of the public by whom his salary is paid or some narrower more limited point of view. When a member of a public body charged with judicial responsibility takes such an attitude on behalf of commercial stations, can the educational station appearing before him expect a fair and impartial consideration of its case?"

—From an address by Joy Elmer Morgan, chairman of the National Committee on Education by Radio and editor of *The Journal* of the National Education Association, before the Second Annual Institute for Education by Radio, Ohio State University, Columbus, Ohio, June 8, 1931.

Sigma Xi Schedules "Evolution and Civilization"

Sigma Xi (Scientific Honorary Society) announces a series of four lectures on "Evolution and Civilization" by distinguished members of the University of Minnesota faculty, to begin Friday, January 22nd.

These lectures will be open to the public, free of charge, and are a rare opportunity for you to hear interesting and non-technical lectures by outstanding scientific scholars on different phases of this most important topic. They will be held in Northrop Auditorium at 8:15 p.m. on four consecutive Friday evenings while the Minneapolis Symphony Orchestra is on its annual mid-winter tour.

The lecturers and their subjects are as follows:

January 22nd: "Critical Epochs in Plant Evolution," by Dean E. M. Freeman.

January 29th: "Physical Development of Man," by Dean R. E. Scammon.

February 5th: "Primitive Men and Their Cultures," by Professor A. E. Jenks.

February 12th: "Evolution and Life Values," by Professor David F. Swenson.

Every student of the General Extension Division and Correspondence Study Department is invited and urged to attend these very worth-while lectures and to bring his family and friends.

Dr. Price Honored by Evening Students Association

Dr. R. R. Price, Director of the General Extension Division, has been made an honorary member of the General Council of the Evening Students Association. The gold emblem of membership was presented to him at the annual Holiday Frolic, held on December 12th in the Minnesota Union.

SUPPLEMENT TO THE PROGRAM OF EXTENSION CLASSES IN MINNEAPOLIS AND ST. PAUL SECOND SEMESTER—1931-32

The matter herewith presented supplements the list of classes offered for the second semester and supersedes the printed list wherever it varies from the list.

CHANGES AND CORRECTIONS

- English 22, Introduction to Literature II, will meet Monday night, Campus Folwell 306, from 6:20 to 9:15 (instead of both Monday and Thursday). By meeting for one lengthened period per week the entire work of the 5 credit course may now be completed in one semester. The class will be taught by Miss Mildred Boie.
- English 4, Composition IV, meeting M 6:20, Campus Folwell 227, will be taught by Miss Kerr (instead of Miss Boie).
- English 56, Shakespeare II, will meet W 8:05, Campus Folwell 204 (instead of Folwell 206).
- Economics 6, Principles of Economics I, will meet Th 6:20, Campus School of Business 102, and will be taught by Arthur Borak, Assistant Professor of Business Administration (instead of Mr. Graves).
- Beginning French II, meeting T 7:00, St. Paul Marshall Junior High, will be taught by Mabel C. Johnson (instead of Mr. Owens).
- Psychology 5, Laboratory II, meeting W 6:20, Campus Psychology 211, will be taught by Cornelia D. Taylor, Assistant in Psychology (instead of Mr. Drake).
- Speech 41, Fundamentals of Speech I, will meet M 8:05, St. Paul Court House 206 (instead of Public Library).

ADDITIONS

The following classes not listed in the printed schedule will be offered for the second semester on the usual conditions. They will be given in each case for a minimum registration of 15 students. If the registration is less than this the continuance of a class will be determined as a special case.

Science, Literature, and the Arts Classes:

- | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------|------------|
| English 31ex, English for Everyday.... | T 8:05 | Campus Folwell 201 | Hayes |
| (No credit) | M 8:05 | St. P. Court House 311 | Hayes |
| A repetition of the course of this title offered in first semester. | | | |
| English 32ex, English Writing for | T 6:20 | Campus Folwell 201 | Hayes |
| Everyday | M 6:20 | St. P. Court House 311 | Hayes |
| (No credit) | | | |
| A continuation of 31ex. It deals with written language; reviews and continues grammar and sentence structure, and emphasizes writing paragraphs as units of composition, punctuation, and vocabulary development. Open to all. | | | |
| Polish Language | T 6:20 | Campus Folwell 114 | Krolowna |
| (No credit) | | | |
| Sociology 1, Introduction to Sociology.. | T 6:20 | St. P. Court House 9 | Finney |
| Speech 163, Advanced Speech Pathology | T 8:05 | Campus Folwell 409 | Bryngelson |
- Open to those who have completed Speech 162. A limited number of registrations will be received from persons who have speech difficulties and wish to make use of the clinical opportunities of the class in an effort to remedy their defects.

Business Classes:

- | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------|--------------|
| B.A. 149, Business Cycles | Th 6:20 | Campus Sch. of Bus. 209 | Marget |
| Most appropriate to the present business situation, for it analyzes factors involved in business fluctuation and compares the theories of the cause of prosperity and depression. | | | |
| Insurance 59, Life Insurance | M 6:20 | St. P. Pub. Lib. Aud. | Graves |
| The economic significance of life insurance, types of insurance, and of policies, and determination of premiums and reserves. | | | |
| B.A. 148b, The Securities Market II.. | W 8:05 | Campus Sch of Bus. 102 | Weidenhammer |
| A continuation of Securities Market 148 offered during the past semester, designed to carry students farther into the subject. Carries no credit toward a degree. | | | |

COURSES ON DEMAND

Of the classes listed in the program for the second semester as being offered on demand, the following seem likely to receive sufficient registration to guarantee them, and students may register with reasonable assurance that the classes will be given:

- | | | | |
|-----------------------------------------------------------------|-------------------------------|------------------------|--------------|
| Music 50, Historical Appreciation.... | Th 6:20 | Campus Music 103 | Ferguson |
| Positively will be given. New students may enter this semester. | | | |
| Nature Study 22ex, Field Course..... | S 9 a.m. | Campus Zoology 201 | Tillisch |
| Short Story II, 70 | T 8:05 | St. P. Court House 211 | Briggs |
| Swedish, Advanced, 11 | T 8:05 | Campus Folwell 206 | Stomberg |
| Modern Scandinavian History (in English) | W 8:05 | Campus Folwell 206 | Stomberg |
| English 41, Bible as Literature II.... | M 7:00 | St. P. Pub. Lib. 6 | Powell |
| French 62, Practical French Phonetics.. | M 8:05 | Campus Folwell 227 | Guinotte |
| B.A. 109, Business Policy | Time and place to be arranged | | Weidenhammer |
- Deals primarily with matters of budgetary control in business.

ENGLISH PLACEMENT TESTS

All registrants for Composition IV must, before they are definitely placed in the class, take the standard English placement test which is given to all University students taking this course. This test will be given on Friday, January 29, at 7:30 p.m. in the Auditorium of the Physics Building on the Campus. All those planning to register for the course should take the examination at this time. Late registrants may have an opportunity to take the test at the same hour and place on February 5. This, however, will be after the first meeting of the class, and therefore will not be the most desirable time for the test.

The University's State-Wide Campus

(Continued from page one)

a book. One is prompted also, to tell of many of the activities of the General Extension Division, such as the short courses for physicians, conducted annually at a number of urban centers throughout the state; the High School Music Contest, run in co-operation with the Minnesota High School Music League; the recently begun Institutes of Adult Education; the multi-form activities managed by Dr. Morris Lambie, such as the League of Minnesota Municipalities and the Municipal Reference Bureau. These, together with the Correspondence Study Department and the Department of Community Service, reach tens of thousands of citizens each year, not to mention the six or seven thousand served by personal instruction in late afternoon and evening classes.

No summary of these off-campus activities would be complete if it did not mention the numerous enterprises in which the

College of Education co-operates with public schools, both elementary and secondary, in improving classroom procedure, making surveys of school systems, providing new materials for instruction, and the like.

Also to be mentioned are activities of a new type, such as those of the Employment Stabilization Research Institute. Its services are state-wide. In one division it is trying to bring better efficiency to the state system of employment bureaus. In another project it is seeking to determine the personal qualities of the men and women who become unemployed. Another branch of the staff is devoted to studying the background and economic aspects of the depression with a view to suggesting new production and distribution procedures that may reduce future unemployment.

Add to these university activities the scores of addresses made by faculty and staff members, the millions of questions answered each year and the more specialized expert services for which some faculty

members are permitted to charge reasonable fees, and the sum total of all the ways in which the University serves the state becomes impressive. Indeed, it is so impressive that more space should be allotted for the telling. This is but the merest glance and résumé.

North Central Association Studies Extension Standards

Dr. R. R. Price, Director of the General Extension Division, and Dr. Herbert Sorenson, Assistant Professor of Educational Psychology, were called in consultation to a meeting of the Committee of Standardization of the North Central Association, held in Chicago on December 6th.

The Committee is attempting to determine standards that should be required by member institutions in evening class and correspondence study work. Dr. Price and Dr. Sorenson represented the University of Minnesota and explained its requirements and standards.

Extension Division Offers Correspondence Work in Stillwater State Prison

In December the Correspondence Department of the University of Minnesota General Extension Division began its program of offering correspondence courses to the inmates of the Minnesota State Prison at Stillwater. About forty men are already enrolled for courses in English, Foreign Languages, Art, Music, Psychology, Anthropology, Mathematics, and Business, and indications are that this number will be trebled in the next year.

This opportunity to do university work is offered as an addition to the regular educational program carried out at the prison. Elementary classes and also high school classes are held evenings, under the direction of Mr. Guy D. Smith, Stillwater Superintendent of Schools, and the newly innovated correspondence courses will allow advanced students to continue their education along university levels.

The main advantages in prison work of this type are as follows:

Inmates are made better inmates. Wardens frequently refer to the help and inspiration the men receive from their courses.

The slack is taken out of cell time and turned to beneficial account.

Ordinarily a strong purpose for advancement is instilled into the prisoner.

The inmate appreciates the personal contact with the outside world for two reasons: it relieves the monotonous acquaintance within, and it offers further contact when the inmate leaves the prison.

The inmate is more able to adjust himself when released. Experience shows that many inmates continue their education after release.

The contributions to the Gillin fund (a fund built up by the criminology class at the Waupun Prison, in Wisconsin, to help students) show a healthy interest in their brothers on the part of released men.

One of the greatest gains is the building of self-respect.

It is interesting to observe that in prisons where educational opportunities are offered, there is no trouble with prisoners. The men are kept busy, become absorbed in their work and the hope and encouragement it offers, and are more contented and well behaved than in prisons where such opportunities are lacking.

The University of Minnesota also offers correspondence courses to women in the Shakopee Reformatory, and to boys in the State Reformatory at St. Cloud.

A recent survey shows that the prisons of the country are reached by very few University Correspondence Study Departments, the outstanding instances of service being given by the University of Wisconsin and the University of California. The University of Utah formerly aided its prison, but the work is now carried on in another way.

The success of both Wisconsin and California has been built up throughout a number of years. The University of California increased interest in educational courses to such an extent that there has been, during the past few years, an educational director on full time duty at the San Quentin Prison. His salary is paid by the State, but the University of California receives almost all of the registrations, which now amount to 2,600, for correspondence courses and reading programs.

The University of Wisconsin has had outstanding success at the Waupun Prison, its registrations reaching about 150 for correspondence study courses and somewhat near the same number for organized programs of reading.

Bi-monthly visits are made by the Correspondence Study Department of the University of Wisconsin. Announcements are made of the arrival of the educational man and all conferences are held at the cell doors in the evening. Results have shown that there are sixty per cent of completions of courses. This is a bit larger per cent of completions than correspondence students in general show, and is an indication of the interest in and appreciation of this educational opportunity on the part of men in prisons.

Extension Division Holds Institute on Adult Education

The first of a series of Institutes on Adult Education was held in Willmar on December 11th and 12th. The Institute was arranged by Dr. R. R. Price, Director of the General Extension Division. Its purpose was to explain the importance of adult education in meeting present day problems of agriculture, economics, industry, commerce, and politics.

Mr. A. M. Wisness, superintendent of Willmar Schools, presided at the December 11th meeting of the Institute, at which Dr. John Walker Powell and Dr. Price spoke on Adult Education. An important feature of the program was a concert presented by Mrs. Agnes Rast Snyder, contralto, Louise Lupien-Jenkins, pianist, and Carl Olsen, violinist.

The second meeting, which was held on Saturday morning, December 12th, consisted of talks by Messrs. Irving W. Jones, A. H. Speer, Ross L. Finney, and Dr. Price, all of the University faculty, on adult education, and particularly on the work offered by the University Extension Division. Mr. Wallace C. Olson, Kandiyohi County Superintendent of Schools, presided.

A small but interested group of teachers, business men, public officials and housewives attended the meetings. The Extension Division has already received invitations from one or two communities asking it to arrange similar Institutes in other districts, and it is planning on holding several in towns throughout the state next spring.

Sociology Professor Obtains Leave of Absence

Mr. Ross L. Finney, Associate Professor of Education, has been granted a year's leave of absence, to begin next autumn. The coming second semester will therefore be the last opportunity for a year that students will have to study under Mr. Finney.

The Extension Division is scheduling an extra class in Sociology I to be taught by Mr. Finney this spring. It will be held in St. Paul on Tuesdays at 6:20. The classes previously scheduled for Mr. Finney in Minneapolis will be offered as planned.

Mr. Finney plans to spend his furlough in Germany, studying the German language and German principles of education. He admits, however, that he will also visit Paris.

Extension Dramatic Clubs Plan Spring Productions

The Lantern Club, the University of Minnesota Extension Division senior dramatic organization, presented its third monthly one-act play on December 18th, in the University Music Building. The Players, the new evening students dramatic club started this year, were invited as the special guests.

The play presented, *One Little Kiss*, was a comedy farce with a cast of nine people. It is the work of Mr. David L. Couser, and was written by him in the Play Writing course offered by the Extension Division. The Lantern Club offers opportunities for work in play writing as well as play acting, stagecraft, directing, and properties to its members.

The Players also presented a one-act play at its January meeting, and try-outs for new members were held.

Both the Players and the Lantern Club are now choosing their major play—a three-act drama—for presentation in the spring.

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The Interpreter

Published by the General Extension Division
University of Minnesota



A. H. SPEER

Power

By A. H. SPEER

Head of the Correspondence Study Department

MANIFESTATIONS of power are all about us, whether visible or not. Some of these forces are quiet, slow-working and

age-long. They began to work, we do not know when, and they will continue for aeons of time in the future. These forces, both celestial and terrestrial, bespeak age-old evolution, and control by inexorable law,—the whole governed by a far-seeing eye of Infinite Purpose.

Other powers and forces, the inventions of latter-day man, are noisy, quick-changing, and noticeable. Machines are more evident to mankind than the processes of nature. They are infinitesimally less remarkable in power and perfection, yet because we can see them and because they are our own creation, they impress the multitudes more.

Let us mention some power-exemplifications of man's invention, some subtle power-workings of celestial and terrestrial nature, and then offer a suggestion on the higher power-values of life.

Visible power—man's inventions—first attracts our attention. Among the thousands of instances of machine-power, the few following ones startle us and convince us that Dr. R. A. Millikan's prophecies of power in the future may come true.

The shovel man of old becomes the power ditch-digger, seventy operators displacing seven thousand pick and shovel men. The forked stick plow of long ago becomes the seventy-five horsepower tractor of today, carrying ten 14-inch blades which plow an acre six inches deep in sixteen minutes, at a total labor cost of twenty cents per acre. The hand printing press of past centuries becomes the modern printing press of today, turning out 300,000 sixteen-page folded papers in one

hour. The single electric spark taken from Benjamin Franklin's kite begins an electric holocaust which furnishes to the American people 84 per cent of all their horsepower. These horsepower total over nine hundred million, averaging nearly eight horsepower per person. "This means," says Dr. Furnas of Yale, "that every man, woman, and child in America has at his disposal the equal of 165 human slave-power units." That great talking instrument—the telephone—has grown from a short stretch of a few miles in 1876 to lines with a total length of nearly one hundred million miles in 1930.

Activity and power are evident in the celestial sphere. Leave the earth and take Sir James Jeans' rocket trip through space, past the planets and on to the center of the sun, and our imagination becomes more than bewildered at the power forces at work. Though the heat at the center of the earth is 40 million atmospheres, our imagination stumbles and falls when we learn that for every ounce of weight the earth has, the sun possesses nearly a ton of weight and that the power of gravitation there, as well as the heat and pressure, is somewhat in proportion. What transformations could be effected if we could only adapt for present use an infinitesimal fraction of the power stored up in the sun!

Marvelous as seem the heat, light, pressure and distances of the world out there, more miraculous yet seem the transformations, propagations and thoughts in the cells and atoms near by us—"As to the ultimate nature of these we are still ignorant, but as to their way of operation we are daily growing wiser." We cannot comprehend the size of an electron—a million millionth of an inch in diameter—nor of the proton, even if it is "1840 times" larger. We cannot comprehend the speeds with which these electrons fly around in their tiny orbits.

Even "the volume of space kept clear by the electrons is enormously greater than the total volume of the electrons—roughly, the ratio of volumes is that of a battlefield to the bullets." We stand in awe at the thought-power of our fellow men in finding out these facts.

Step up from nature's manifestations of power to thought-power. Man's thought in ages past has produced books, pictures, statues, governments. Basic mechanical, astronomical, philosophical ideas have been ferreted out. Galileo's discoveries turned the world around; Newton's great but simple equation, $F = mv$, started mechanics on a new road for all time. Pasteur and a host of worthy kin made the world a safer place in which to live. Thought-power is more evident today than ever before and scales higher than nature-power.

Now what of spiritual power? The "still, small voice" has more power than the whirl of wheels, the roar of factories, or the physical demonstrations of the world above or below us.

The physical world furnishes environment. The spirit of man changes environment. Science studies to know things; the life-spirit studies to create values. "Everywhere from the utmost bounds of the super-galaxy to the ultimate nucleus of an atom is ceaseless activity." The spirit furnishes a higher form of activity than physical activity.

Rasputin, the "holy devil" of the Russian monarchy, exercised peculiar, insinuating and controlling influences of spirit, corrupt as they were.

John Paton of the New Hebrides was saved a hundred times from violent death, not by physical power, but by spiritual power.

Socrates and Plato of their kind; Augustine, Erasmus, of their kind; Washington, Lincoln, of their kind; George Williams and Dwight Moody of their kind—all infused into the world values beyond the physical.

The Man of Galilee offered to the world basic religious values, apart from church organization or creed, which will live forever.

The power of life values is supreme among values. Place them in your life over the material.

The Interpreter

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Advisory Committee

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Mildred Boie - - - - - Editor

FEBRUARY, 1932

Personal Instruction

One of the most refreshing of recent books is *Ellen Terry and Bernard Shaw; a Correspondence*. Perhaps the correspondence, amusing and vivacious and revealing as it is, is not as unusual as the friendship which it expressed: a remarkable friendship in which the persons involved did not meet for some twenty years, developing their intimacy entirely through letters. Another unusual and significant thing in the book is the fact that these two great artists discussed and learned a great deal about their art from each other—by correspondence.

Mr. Shaw would perhaps be the first to kick up his heels in disgust at any application of his writing to the peculiarly American subject of correspondence study, yet he presents strong arguments in favor of this very thing. For he and Miss Terry prove that it is possible to convey personality, to become genuinely interested in other persons, and to learn—*by correspondence*, and that as vividly, in this particular case and others, as, we venture to say, daily contacts would have permitted.

This proof is welcome, for it agrees with the foundation of our belief in the value of correspondence study. We believe, that is, that correspondence study can be made valuable because personal relations between students and teachers can be established by correspondence.

It would be possible for Correspondence Study workers and students and teachers to claim that in these days of mass education and standardized procedures, correspondence work offers a unique and most satisfying means of *individual and personalized* instruction. Whether they can so claim depends entirely, we think, upon the abilities of the teachers and the time and compensation they have for giving such instruction.

The University of Minnesota Correspondence Study Department takes pride in the fact that none of its correspondence papers is read by an assistant or a "reader"; all papers are read entirely by members of the University faculty. None of these staff members handles more than a certain small number of correspondence papers, so that the department is able to insure sufficient time and attention for the careful reading of each paper by each instructor.

Faculty members consider their corre-

spondence students as integral a part of their student body as every day school student, and we believe they admit, not only that they spend more time on reading and criticizing the work of individual correspondence students than they do on the papers of day students, but also that they expect and get more from those correspondence students.

We believe it is sincerity and not ignorance of the conventional form that made one of our correspondence students begin a letter to us the other day—"Dear Friend." That friendliness we try to make our students feel, and we know they respond to it.

Confucius says, "Is he not a man of complete virtue, who feels no discomposure though men may take no note of him?" Yes; but for the ordinary mortal, it is a comfort to know that at least one person is aware of the thirst for knowledge that he experiences, and will give him guidance and encouragement. This comfort and help, for many people, can come only through correspondence work, and it is this kind of personal help that the men and women working for the Correspondence Study Department can and do offer to students taking courses by correspondence.

Enrichment of Adult Life

"A distinguished European has recently referred to Americans as a people who fail even to read the newspapers. Can this be true? There is hardly a small town in America that does not publish some sort of paper. Nearly every city has a daily of its own. All the metropolitan centers have anywhere from two to a half dozen, each of which may issue as many as six separate editions a day. Yet this critic claims that we do not read the papers.

"There may be more truth than falsehood in this statement. One of our foremost advertising experts had labelled the American public "a nation of headline readers." Yes, we read the papers, but how many of us read the news? We read the gossip, we read the scandals, we read the "funnies" and the sporting pages, we read the financial sections if we have money to invest, but what percentage of us reads the editorials, the really significant political news, and the foreign reports?

"A similar situation exists in regard to periodicals. Over one hundred weekly magazines and more than two hundred monthlies are regularly printed in the United States. About twenty-five or thirty of these have a large national circulation. The rest are important only in certain localized territories. Fully three quarters of the larger publications are of the so-called "popular" type appealing to minds that do not care for too much exertion in their reading.

"Nevertheless, in spite of the abundance of sensational newspapers, cheap magazines, and books which do little but entertain and that not very well, I am one who

believes that the quality of America's reading is constantly improving. It would be difficult for me to believe otherwise, since among the most popular courses that University Extension gives are those in literature, and I cannot convince myself that this is only an accident. It is, in my opinion, the manifestation of a fundamental desire to know and appreciate that which is best in the way of printed expression.

"People who have learned to enjoy good books and good magazines and to get the meat out of the daily paper seldom fall back into the habit of cheap reading. A mind accustomed to good fare in reading soon finds little satisfaction in the sensational or trivial. That sort of stuff rapidly becomes unpalatable.

"A taste for good literature and good journalism is generally an acquired taste. In most cases it doesn't come all at once. Perhaps it is like eating olives. The first one seems rather sour and unpleasant but the second is much better. The third and fourth are better still and after a while one begins to think olives delicious.

"One of the reasons why more people do not read better books is that most of them choose their reading very much at random. If you have been doing this, perhaps University Extension can help you to make the reading of wisely selected books a source of real ENJOYMENT as well as EDUCATION for spare time occupation."

—Reprinted from the Monthly Bulletin of the Massachusetts Department of Education, Division of University Extension.

Among our correspondence courses is one called "Introduction to Literature." Why not take this course at your next opportunity? It will introduce you to the finest authors in the English language, from the beginnings of English literature down to the present century.

Then when you go to the library in search of a book, you need no longer ponder over a long list of titles by unknown authors. It may be your pleasure to choose a volume of Addison's essays, a rollicking Restoration drama, a novel by Thackeray or Fielding, the romantic poems of Shelley or Keats. Such a course as Introduction to Literature will also add new meaning to books you studied in school, and help you to tie up all your separate bits of knowledge about books and writers.

The Library Division of the State Department of Education, in charge of Miss Clara Baldwin and her associate Miss Harriet Wood, offers great help to those individuals and libraries which do not have available reference books suggested by Correspondence Study Courses and by Minnesota Club Study Programs.

Requests for books can be made direct to the State Library Division, and package libraries will then be sent out. The cost of postage is very small in comparison to the good derived from this service.

SUPPLEMENT TO The Interpreter

CORRESPONDENCE STUDY DEPARTMENT UNIVERSITY OF MINNESOTA—GENERAL EXTENSION DIVISION

“Civilized man is a learning and teaching animal. . . Only by acquiring the arts of mankind can he, as a human being, become himself. Learning creates his mind; learning makes him a spirit; learning fashions his will; out of learning come his values and appreciations. It is through the processes of education that cultured and civilized human beings are made.”—Alexander Meiklejohn.

GENERAL INFORMATION

WHO MAY REGISTER

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

ADVANTAGES

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

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

PROCEDURE

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

FEES

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

POSTAGE

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

TIME

A student may begin a correspondence course at any time and is expected to complete the course within one year. A course not completed is considered expired, but the registration may be renewed until the course is completed within a limit of three 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. Instructions are given with the first lesson.

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 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. 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 this service is available.

AN OPPORTUNITY FOR STUDY CLUBS

GROUP STUDY PLAN.—This plan 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. The group will then 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 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. Thirteen courses are now available.

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

Minnesota History—prepared by Solon J. Buck, formerly 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.

A Tour Through Norway—prepared by Gisle Bothne, Professor of Scandinavian, Emeritus.

A Tour Through Sweden—prepared by Gisle Bothne, Professor of Scandinavian, Emeritus.

Recent English Novels—prepared by Elizabeth M. Atkins, Assistant Professor of English.

Russia—prepared by Lawrence D. Steefel, Assistant Professor of History.

LIST OF CORRESPONDENCE COURSES

High School Courses may be found on page 4

SUBJECT	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	FEE	INSTRUCTOR
ANTHROPOLOGY				ENGINEERING			
Introduction to Anthropology	5	\$17.00	Wallis	Elementary Mechanical Drawing	0	12.50	French
ART EDUCATION				Advanced Mechanical Drawing	0	12.50	French
Fundamental Principles of Design	3	10.00	Lewis	Elementary Mechanics	0	10.00	Priester
Interior Decorating	3	10.00	Lewis	Technical Mechanics I	0	17.00	Priester
Application of Design to Needlecraft	3	10.00	Ross	Technical Mechanics II	0	17.00	Priester
ASTRONOMY				Strength of Materials—Elementary	0	10.00	Priester
Descriptive Astronomy	5	17.00	Luyten	Strength of Materials—Technical	0	17.00	Priester
BUSINESS				Hydraulics	0	14.00	Priester
Business Correspondence	0	15.00	Beers	Electricity and Magnetism I	0	15.00	Edwards
Life Insurance	3	10.00	Graves	Electricity and Magnetism II	0	15.00	Edwards
Fire and Marine Insurance	3	10.00	Graves	Alternating Currents	0	12.50	Edwards
Casualty Insurance	3	10.00	Graves	Heating and Ventilating	0	10.00	Martenis
Retail Store Management	3	10.00	Vaile	Boiler Room Practice	0	10.00	Martenis
Office Organization and Management	3	10.00	Uppgren	Engine Room Practice	0	12.50	Martenis
Elementary Advertising	3	10.00	Vaile	Elementary Concrete	0	10.00	Hughes
Investments	3	10.00	Weidenhammer	Advanced Reinforced Concrete Design	0	10.00	Wise
Corporation Finance	3	10.00	Stehman	Elements of Machine Design	0	15.00	Edwards
Personnel Administration	3	10.00	Stead	Cost Estimating	0	10.00	French
Advanced Personnel Administration	3	10.00	Stead	Elementary Structural Steel Design	0	10.00	Wise
Business Organization and Management	0	10.00	Weidenhammer	Steel Building Design	0	10.00	Wise
CHILD WELFARE				Steel Bridge Design	0	10.00	Wise
Child Care and Training	0	2.00	McGinnis	Refrigeration	0	10.00	Martenis
Later Childhood and Adolescence	0	2.00	McGinnis	Elementary Aeronautics	0	10.00	Akerman
Child Development and Training	3	10.00	McGinnis	Shop Mathematics I	0	15.00	Edwards
Home Education Methods for Young Children	3	10.00	McGinnis	Shop Mathematics II	0	15.00	Edwards
ECONOMICS				Higher Algebra	0	17.00	Priester
Mechanism of Exchange	5	17.00	Myers	College Algebra	0	17.00	Priester
Principles of Economics I	5	17.00	Kozelka	Trigonometry	0	17.00	Priester
Principles of Economics II	5	17.00	Kozelka	Plane and Solid Analytical Geometry	0	20.00	Priester
Principles of Accounting I	4	14.00	Youngs	Differential Calculus	0	17.00	Edwards
Principles of Accounting II	4	14.00	Youngs	Integral Calculus	0	17.00	Edwards
Business Law A	3	10.00	Jackman	ENGLISH			
Business Law B	3	10.00	Jackman	Freshman Literature I	3	10.00	Grandy
Business Law C	3	10.00	Jackman	Freshman Literature II	3	10.00	Grandy
Business Law D	3	10.00	Jackman	Freshman Literature III	3	10.00	Grandy
Labor Problems and Trade Unionism	3	10.00	Graves	Introduction to Literature I	5	17.00	Kerr
Public Finance	4½	15.00	Borak	Introduction to Literature II	5	17.00	Kerr
EDUCATION				Introduction to Literature III	5	17.00	Kerr
Educational Psychology	3	10.00	Sorenson	American Literature I	3	10.00	Nichols
Historical Foundations of Modern Education	3	10.00	Alexander	American Literature II	3	10.00	Nichols
History of Modern Secondary Education	3	10.00	Alexander	The English Novel I	3	10.00	Kerr
History of Modern Elementary Education	3	10.00	Alexander	The English Novel II	3	10.00	Kerr
Educational Sociology	5	17.00	Rankin	Recent English Novels	3	10.00	Atkins
School Organization and Law	5	17.00	Rankin	Shakespeare I	3	10.00	Nichols
School Sanitation	5	17.00	Rankin	Shakespeare II	3	10.00	Nichols
Industrial History	2	7.00	Rankin	Subfreshman Rhetoric	0	10.00	del Plaine
The High School	3	10.00	Umstatt	Composition IV	3	10.00	Kerr
Junior High School	3	10.00	Umstatt	Composition V	3	10.00	del Plaine
				Composition VI	3	10.00	del Plaine
				Exposition	3	10.00	Christie
				Description	3	10.00	Boie
				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				Theory of Equations	3	10.00	Edwards
Beginning Esperanto	0	10.00	Wendell	Commerce Algebra	5	17.00	Gibbens
Advanced Esperanto	0	10.00	Wendell	Mathematics of Investment	5	17.00	Gibbens
GERMAN				MUSIC			
Beginning German I	5	17.00	Burkhard	Harmony I	3	10.00	Malcolm
Beginning German II	5	17.00	Burkhard	Harmony II	3	10.00	Malcolm
Beginning German III	5	17.00	Burkhard	Harmony III	3	10.00	Malcolm
Intermediate German IV	5	17.00	Kroesch	Instrumentation and Orchestration I	1	5.00	Pepinsky
Intermediate German IVa	5	17.00	Burkhard	Instrumentation and Orchestration II	1	5.00	Pepinsky
Elementary Composition I	3	10.00	Lussky	Instrumentation and Orchestration III	1	5.00	Pepinsky
Elementary Composition II	3	10.00	Lussky	PHYSICS			
Drama I	4½	15.00	Davies	Elementary Physics A	0	10.00	Priester
Drama II	4½	15.00	Davies	Elementary Physics B	0	10.00	Priester
Chemical German I	3	10.00	Gerstung	Elements of Mechanics and Sound	3	10.00	Edwards
Chemical German II	3	10.00	Gerstung	Heat	3	10.00	Edwards
Medical German I (30)	3	10.00	Burkhard	Optics	3	10.00	Edwards
Medical German II (31)	3	10.00	Burkhard	Magnetism and Electricity	3	10.00	Edwards
Medical German III (32)	3	10.00	Burkhard	POLITICAL SCIENCE			
GEOLOGY				American National Government	5	17.00	Dawley
Dynamic and Structural Geology	5	17.00	Thiel	Municipal Government	5	17.00	Stene
GREEK				Municipal Government—Short Course	0	10.00	Stene
Beginning Greek I	5	17.00	Savage	Elements of Political Science	5	17.00	Dawley
Beginning Greek II	5	17.00	Savage	State Government	5	17.00	Field
Beginning Greek III	5	17.00	Savage	Comparative European Government	5	17.00	Starr
History—Xenophon's Anabasis	5	17.00	Savage	World Politics	5	17.00	Mills
History—Herodotus	5	17.00	Savage	International Law	5	17.00	Quigley
Epic Poetry	5	17.00	Savage	American Parties and Politics	3	10.00	Starr
Philosophy	3	10.00	Savage	PREVENTIVE MEDICINE			
Oratory	3	10.00	Savage	Elements of Preventive Medicine	3	10.00	Ellis
Dramatic Poetry	3	10.00	Savage	Health Care of the Family	3	10.00	Bullard
HISTORY				PSYCHOLOGY			
Ancient History I	5	17.00	Kane	General Psychology I	3	10.00	Williamson
Ancient History II	5	17.00	Kane	General Psychology II	3	10.00	White
Europe in the Middle Ages	5	17.00	Kane	Psychology Applied to Daily Life	3	10.00	White
Modern World I	5	17.00	Mudgett	Personnel Psychology	3	10.00	Williamson
Modern World II	5	17.00	Mudgett	ROMANCE LANGUAGES			
English History I	5	17.00	Mudgett	FRENCH			
English History II	5	17.00	Mudgett	Beginning French I	5	17.00	Frelin
American History I	5	17.00	Kane	Beginning French II	5	17.00	Frelin
American History II	5	17.00	Kane	Intermediate French I	5	17.00	Frelin
Recent American History	5	17.00	Kane	Intermediate French II	5	17.00	Frelin
American Economic History I	3	10.00	Mudgett	Scientific French I	3	10.00	Frelin
American Economic History II	5	17.00	Mudgett	Scientific French II	3	10.00	Frelin
HOME ECONOMICS				Elementary French Composition	3	10.00	Frelin
Household Budget	3	10.00	Kelley	Advanced French Composition	3	10.00	Frelin
Textiles	3	10.00	Caplin	SPANISH			
HYGIENE				Beginning Spanish I	5	17.00	Clefton
Hygiene of Maternity and Infancy	0	00.00	Hartley	Beginning Spanish II	5	17.00	Clefton
JOURNALISM				Intermediate Spanish I	5	17.00	Clefton
Reporting I	3	10.00	Kildow	Intermediate Spanish II	5	17.00	Clefton
Reporting II	3	10.00	Kildow	Elementary Spanish Composition	3	10.00	Clefton
Reporting III	3	10.00	Kildow	Advanced Spanish Composition	3	10.00	Clefton
Editorial-Writing I	0	10.00	Kildow	SCANDINAVIAN			
Editorial-Writing II	0	10.00	Kildow	NORWEGIAN			
Newspaper and Magazine Articles I	3	10.00	Steward	Beginning Norwegian I	4	12.50	Madsen
Newspaper and Magazine Articles II	3	10.00	Steward	Beginning Norwegian II	4	12.50	Madsen
Press Contacts	3	10.00	Steward	Intermediate Norwegian I	4	12.50	Madsen
Rural Community Reporting	3	10.00	Barnhart	Intermediate Norwegian II	4	12.50	Madsen
Supervision of School Publications	3	10.00	Kildow	Advanced Norwegian I	5	17.00	Madsen
LATIN				Advanced Norwegian II	5	17.00	Madsen
Beginning Latin I	5	17.00	Cram	SWEDISH			
Beginning Latin II	5	17.00	Cram	Beginning Swedish I	5	17.00	Stomberg
Caesar	5	17.00	Cram	Beginning Swedish II	5	17.00	Stomberg
Cicero I	5	17.00	Cram	Intermediate Swedish	5	17.00	Stomberg
Cicero II	5	17.00	Cram	Advanced Swedish I	5	17.00	Stomberg
Virgil's Aeneid I	5	17.00	Pike	Advanced Swedish II	5	17.00	Stomberg
Virgil's Aeneid II	5	17.00	Pike	Swedish Literature I	3	10.00	Stomberg
Livy, Book I	5	17.00	Pike	Swedish Literature II	3	10.00	Stomberg
Plautus and Terence	4½	15.00	Pike	Swedish Literature III	3	10.00	Stomberg
Pharmaceutical Latin	0	10.00	Cram	SOCIOLOGY			
LIBRARY TRAINING				Introduction to Sociology	5	17.00	Lundquist
Elementary Classification	3	10.00	Penrose	History and Theory of Social Work	3	10.00	Doyle
Elementary Reference	3	10.00	Greer	Rural Sociology	5	17.00	Lundquist
Elementary Cataloging	3	10.00	Penrose	The Occurrence of the Socially Inadequate	3	10.00	Fenlason
MATHEMATICS				Field Work in Rural Sociology	1 or more	5.00	Lundquist
Higher Algebra	5	17.00	Carlson	Elementary Case Work	3	10.00	Salsberry
College Algebra	5	17.00	Gibbens	Social Protection of the Child	3	10.00	Doyle
Trigonometry	5	17.00	Brink	Social Organization	3	10.00	Lundquist
Analytic Geometry	6	20.00	Brink	Rural Community Organization	3	10.00	Lundquist
Differential Calculus	5	17.00	Underhill	The Family	3	10.00	Lundquist
Integral Calculus	5	17.00	Underhill	Social Progress	3	10.00	Lundquist
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 sub-

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

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

1. Obtain admission by examination.

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

- (a) College aptitude test
- (b) Test of proficiency in English
- (c) Such special placements 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	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	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
Elementary Mechanical Drawing	¼	12.50	French	MATHEMATICS			
Advanced Mechanical Drawing	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	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	12.50	Madsen
American History A	½	12.50	Wesley	Beginning Norwegian II	½	12.50	Madsen
American History B	½	12.50	Wesley	Intermediate Norwegian I	½	12.50	Madsen
World History A	½	12.50	Gold	Intermediate Norwegian II	½	12.50	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.

When Correspondence Students Come "from Missouri"

"I enrolled in this course in differential calculus for the sole purpose of earning credits during a period of absence from school. Having never even so much as considered correspondence study before, I had no idea of its nature. I wondered: Would it be the cause of hours wasted on unfruitful study? Would it really teach one something? Probably it would amount to a series of flunks and discouragements. Even the first introductory lesson made me wonder whether or not I was getting the equal of the residence course. With regard to the good points of most anything, I have always been 'from Missouri.'

"Doubt and fear dissolved in the reagent of new lessons. Learning really was possible by correspondence. And it was not only easy to learn by correspondence but easier than in residence. Facts were presented in a concise manner. Statements were made and proven in an entirely understandable way. And yet they let the student use initiative. One had as much time as necessary in which to ponder on the difficult problems. And the best part of all:—time otherwise spent in dull unoccupation was turned into interesting, valuable time—time that was worth living.

"I was a home study skeptic.

"I am now a home study 'fanatic.' I am impatient for the arrival of my second home study course."

—A CORRESPONDENCE STUDENT

How to Know Spring Flowers of Minnesota

A new and revised "Guide to the Spring Flowers of Minnesota," which may be used by students working "on their own" as well as by those who study botany in the classroom, has just been published by the University of Minnesota Press. The authors are Professors C. O. Rosendahl and F. K. Butters of the department of botany at the University.

The "Guide" is fully illustrated and contains a glossary of botanical terms. The authors have tried to include all the native flowers of Minnesota and also those commonly cultivated garden flowers that blossom before June 15.

The Players Announce Major Spring Production

"Wedding Bells," Salisbury Field's Broadway success of not so long ago, will be revived by The Players, the extension students' new dramatic organization. The play will be put on in the Auditorium of the Music Building for two nights, March 18 and 19. The story is of Reggie, who, on the eve of his marriage, is confronted by his charming but wilful ex-wife who drops in to call and stays longer than convention dictates. The sparkling dialogue and unusual denouement make this a gay and sophisticated comedy.

The Players are especially fortunate in

securing the services of Miss Lura Orsborn, temporarily residing in the city, as director of the production. Miss Orsborn is well known in dramatic circles and has had long experience on the stage and as a director.

Final selection of players for the cast will be made at the regular monthly meeting on Friday evening, February 5, Music Building. Try outs for new members will also be held.

At this meeting a short talk on dramatics will be made by J. C. Lawrence, dean of the University of Minnesota. He is deeply interested in his subject and follows closely University dramatic activities.

Films on Washington's Life Available for 1932 Celebration

The year 1932 will celebrate the 200th anniversary of the birth of Washington. A special 4-reel film, presenting a series of vivid, authentic motion pictures of "The Greater Virginian," has been produced for the occasion by the Eastman Kodak Company, under the direction of the Washington Bi-Centennial Commission, which has in charge the proper observance of the occasion.

The four reels cover the following periods in Washington's eventful life:

1. Conquering the Wilderness
2. Uniting the Colonies
3. Winning Independence
4. Building the Nation

The Visual Instruction Bureau has procured this film in both the 35mm. (standard) and the 16mm. (narrow width) sizes. There has already been an unprecedented demand for these films. The 35 mm. film is booked almost solidly several months ahead. A few dates are still open, however, and those who wish to use the film will do well to send in their order as promptly as possible.

Bookings on the 16mm. film are also progressing rapidly. If communities wishing to use the film are not too far from the city, an operator will be furnished them on request for a moderate fee.

Twelve Registrants in Canada

Twelve registrants in Canada and one in the Philippine Islands are a part of the 4,081 total registrations in the Correspondence Study Department for the year 1930-31.

Only about one-third of the total registrations—1,455 to be exact—came from Minnesota. The remaining number was distributed among thirty-four states, the District of Columbia, and the two foreign countries noted above.

Wisconsin leads with 74 registrations; South Dakota furnishes 57, North Dakota 54, Iowa 50, and Illinois, Michigan, Montana and other states follow with large numbers. California and Oregon in the West and Vermont and New York in the East furnish registrations to Minnesota. The registrations also stretch from Michigan on the North to Texas on the South.

Twenty-Six Women's Clubs Use Study Programs

Twenty-six Minnesota women's clubs in 1930-31 availed themselves of the new and advantageous service of the Correspondence Study Department by using recently written Club Study Programs.

The outlines on the History of Minnesota led among the programs used, other programs being Famous Women, The Middle West in Literature, Prehistoric America, Romance of Chemistry, Newer Tendencies in Psychology, Modern India, New China, and Modern Plays.

New Club Study Programs now developed and offered are: A Tour Through Norway, A Tour Through Sweden, and Recent English Novels.

These Club Study Programs are written in an authoritative way by members of the Minnesota faculty and are furnished to the clubs at a minimum of cost, saving them much time and energy in arranging their studies for the year, and offering them the advantages of metropolitan libraries.

Course Registrations in Correspondence Study

The study of English holds first place among the 4,081 total registrations in the Correspondence Study Department for 1930-31, with a total of 374 registrations. This number in English is followed by 259 registrations in Educational courses, 248 in Business courses, 242 in Language courses, 178 in Preparatory courses, 144 in Sociology, 143 in Psychology, and 132 in History. Course registrations below one hundred include Mathematics, Political Science, Journalism, Library Training, and Home Economics, together with the exceptional subjects of Anthropology, Esperanto, Music, Physics, and others.

In 1930-31 there were numerous repeaters in the Correspondence Study registrations.

Five persons registered for four courses each; 32 persons registered for three courses each; 209 persons registered for two courses each; and 1630 persons registered for one course each. This number accounts for the 2164 new registrations during the year noted.

Enrollment for Child Welfare Institute Courses Increases

Increasing numbers of parents and teachers in Minnesota are availing themselves of the helpful and authoritative service of the Institute of Child Welfare, as shown by the fact that the total registrations for courses offered by the Institute numbered 4283 in 1930-31. The corresponding number in 1929-30 was 3455 and in 1928-29, 2767. Many of the courses offered are given free. There may, however, be a small enrollment fee exacted in the near future.

Why I Am Taking a Correspondence Course

By a CORRESPONDENCE STUDENT

It was a beautiful day. As I emerged from the house, every nerve in my body was tingling with happiness. My spirit was in tune with the outdoor world except for the calmness which the warm sun seemed to spread over everything. I was excited as well as happy. Why shouldn't I be? I was about to realize my greatest ambition,—my entrance into the University.

I briskly boarded a street car where there were several students carrying books and talking excitedly about their new life at school. I felt warmly towards them because I realized that I should soon be one of them. The campus came into view and students with an air of responsibility and pride were hurrying to various buildings. I left the street car and as I walked onto the campus, my face was burning with excitement and anticipation.

I entered the Administration Building and instead of people with smiling faces and cheerful greetings, I found long lines of restless, anxious-looking students. It was in one of these lines before a small window that I took my place. Students appeared to engage in heated discussions with the rigid attendants behind the barred windows, and seldom did one of these students seem to convince the unyielding custodian of rules and regulations. The losers of these arguments would finally shrug their shoulders and retreat from the building.

The line between me and the window diminished at a startling rate, and the confidence which I had possessed when I left home began to shrink; in its place came a distinct feeling of awe and dismay. As I shuffled up to the window, I bravely attempted to regain my self-assurance, and I was not a little surprised when I uttered a pleasant but false-sounding "Good Morning." But alas! I soon learned that my argument to justify a late registration was futile. I slowly followed the line of the vanquished. Suddenly my determination flared up again, and I was angry with myself for letting defeat momentarily overtake me. I thought that there must be someone who would help me.

Within an hour I was seated in a comfortable chair in the luxurious office of an impressive and distinguished looking dean. My argument for late registration was again firmly rejected; my spirit was nearly broken as I trudged down the hall. Was I to waste an entire quarter because of an unpreventable delay in registering? Was this very important issue in my life to be lost just when I was about to see its accomplishment?

The lines of the students looked like dark streaks to me now, and the windows became just so many small openings. Nothing had particular color or shape. Even the sun streaming through the large doorway seemed to have lost its bright-

ness. As I was about to leave, I turned to look again at this colorless, shapeless interior of what seemed a most inhospitable building. Letters marked above one window near me presently became very plain, and I read "Correspondence." There was a way to begin University courses here and now! My hopes again rose; I braced myself for a final effort.

The persons with whom I spoke seemed finally to be creatures of understanding and reason; the building, too, became less austere and cold. An hour later I was clutching securely a packet containing my first University assignment.

University Publishes Study of Swedish Immigration

A growing dislike for the strict and conservative habits of their immigrant ancestors is one of the reasons why Swedish-American college students are losing interest in the language and customs of their grandparents and have become "Americanized," says George M. Stephenson, associate professor of history at the University of Minnesota, whose book, "The Religious Aspects of Swedish Immigration: A Study of Immigrant Churches," will be published early this month by the University Press.

Dr. Stephenson, who has spent more than twenty years in studying and writing about the Swedish immigrants, tells in his new book the story of those Swedes of the middle nineteenth century who sought in America a greater degree of religious liberty than they enjoyed in Sweden. He writes at length of the Swedish churches and synods established in the United States, and also comments on the Swedish-American educational institutions, cultural strivings, and community life. The process of Americanization is going on so rapidly, he says, that the Swedish language is becoming obsolete in this country. Even at so "Scandinavian" an institution as the University of Minnesota, there is very little demand for classes in the Swedish language and literature.

New Athletic Ticket Books Issued for Second Semester

Extension students will be able to get their coupon season athletic tickets for the second semester after January 30th, by presenting their second semester fee statement and their old books for exchange, at the ticket office at any game.

The last date at which the first semester ticket was valid was the Chicago basketball game on January 30th.

Is it absurd to dream of a time when every citizen shall regard himself as having the double function of teacher and learner—a teacher of excellence on the lines of his vocation and learner of it from the excellent performance of other men on theirs?

—L. P. JACKS

Popular Literature Course to Be Repeated

The Extension Division is again scheduling Dr. Powell's course in the Bible as Literature in its evening classes. This course has been one of the most popular literature subjects ever given, in either the day school or night school. In the spring quarter it attracted a hundred students in the College of Science, Literature, and the Arts, and it finds the same enthusiastic reception in evening classes.

While the course is one in literary appreciation, it also gives the student a knowledge of the life of ancient Israel and its biography, philosophy and religious teachings. The Bible is studied as the record of human experience and the moral and spiritual lessons gained in that experience.

Dr. Powell, who will give the course, is well known as a lecturer and writer.

Charles Lofgren to Make Lecture Tour in March

Charles Lofgren, personnel director of the Byrd Expedition to the North Pole, will make a lecture tour of the state in March. He relates in a way that is described as "inimitable" incidents of the expedition, how the men lived, what they ate, how they kept warm and healthy, and how they spent the long Antarctic night—four months!

Mr. Lofgren carries with him five reels of motion pictures for those who want to see them. Local facilities for showing these films—projector, operator, and screen—must be furnished. The lecture is not, however, primarily a motion picture lecture. It is a vivid human story of the famed expedition.

Mr. Lofgren is available for a few lecture engagements from March 24th to 30th. Full information will be given by the lecture bureau of the University of Minnesota General Extension Division.

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MARCH, 1932

No. 7

THE MINNESOTA UNEMPLOYMENT RESEARCH PROJECT¹

By R. A. STEVENSON

Director, Employment Stabilization

Research Institute

THE problem of unemployment has manifold aspects and needs to be studied from various angles. From the standpoint of causes, an immense amount of work, as yet barely started, must be done if we are really to understand this phenomenon. An adequate explanation of cyclical unemployment still remains for the future. It calls for much probing into the dynamics and structure of our economic order with statistical and analytical tools as yet only imperfectly devised. Technological and structural unemployment, as a special phase of economic dynamics, needs to be studied in relation to the institutional controls that are increasingly being evolved by modern societies. The instability of demand which appears to have become intensified with rising standards of living, expanding luxury wants, intensive advertising, and installment selling, suggests the need of giving to consumption economics a far more important place in our thinking than it has hitherto been accorded. The new forms of large-scale, capitalistic competition, the increasing importance of fixed capital, the growing impact of international forces upon the economic life of each separate nation, call for an immense amount of detailed investigation by individual scholars and co-ordinated research groups.

The fundamental causes of unemployment lie far beyond the limits of any restricted region. Yet there would be serious gaps in the study of unemployment if research were exclusively of the broad, generalized type, with no regard to the problem as it must be faced concretely by each local community. We may as well be practical and admit that no formula is likely to be devised that will ward off once and for all, as with a magic wand, this serious modern evil. And from the standpoint of administration, centralized efforts by larger units can never take the place of



R. A. STEVENSON

organization and control by local communities.

It is from this viewpoint that the Minnesota study was conceived and organized. It makes no pretense of studying the unemployment problem in all its various aspects. It aims to attack the problem from the standpoint of the local community, to obtain a moving picture of how the dynamic forces in the present-day economic order affect employment conditions in a given locality, to ascertain whether selection operates to determine which individuals of the working population are destined, as the wheels of fortune turn, to join the ranks of the unemployed, to investigate the physical and psychological characteristics, the educational qualifications and aptitudes of these individuals, to perfect vocational guidance tests, and to develop retraining and placement techniques.

The human resources and business enterprises in a restricted area afford materials for the analysis and evaluation of

the effects, and in part of the causes, of the dynamic economic forces that cause unemployment. Moreover, business, civic, and governmental units within local regions are compelled to formulate policies with respect to the unemployment problem. Constructive programs of relief and proposals for employment stabilization cannot afford to overlook those phases of administration and control that must be faced by each local community.

Such a study calls for a large measure of co-operation from numerous groups in a community. The Minnesota project is based on the co-ordinated efforts of the civic organizations, the educational institutions, the political, business, and labor groups in the three leading cities of the state, together with the state government and the personnel resources of the University, consisting of trained investigators from research departments.

Minnesota is particularly well situated for a local controlled experiment. The three large cities in which the study is concentrated contain practically every type of industrial and commercial organization. There is a strong agricultural hinterland. Mining and forestry constitute an important part of the industrial background. Located midway between the eastern and western seaboard, the problems of transportation are of particular significance. Probably the region centering in these three cities includes as representative a cross section of American life and industry as could be found in any part of the country. Moreover, the voluntary co-operative effort of different interests hereafter described makes Minnesota particularly suited for such a study.

The present study is an outgrowth of certain research projects at the University of Minnesota that had been underway for some years. Several studies pertaining to the different fields of industry in this region had been undertaken by different members of the University staff. These were all co-ordinated in 1930 into one project.

(Continued on page four)

¹For a more complete description and analysis of this project see Volume 1, Bulletin 1, "The Minnesota Unemployment Research Project" by Russell A. Stevenson. This Bulletin includes a statement of staff personnel and some illustrative material.

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Advisory Committee

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

Mildred Boie - - - - - Editor

MARCH, 1932

The Scientific Point of View

Every student at the University of Minnesota and every citizen of the state should be proud that our university is approaching the problem of unemployment from the scientific point of view. It is not, we are convinced, enough for us to treat a problem so vitally concerning the welfare of people with hope and good will alone. It is not enough to rest content with temporary and surface remedies such as charity and relief and "made jobs." It is necessary to analyze thoroughly and dispassionately the *causes* of economic disorder, and to think out new methods of industrial organization that will prevent the recurrence of such disasters in the future. The study known as the Minnesota Unemployment Research Project is, we believe, one of the finest efforts being made anywhere in the world to study the problem of unemployment scientifically. It is the privilege and duty of every educated adult to learn what this project is and to lend it his support.

The Challenge of Unemployment to Education

It was interesting to notice, when people first began to find themselves out of jobs, how hopefully they listened to the advice, "Use this period of enforced leisure to educate yourself for a better job in the next boom period."

The implication of the advice was that the man who did not have a job was one who wasn't trained or educated enough to deserve or keep one. Nothing was said, (in the new charity born out of a gloomy era, and in the spread of the humbling realization that unemployment could affect anyone, no matter what his position), as to whether the unemployed were employable or not, or whether there were any jobs to be had by anyone or not. The uneducated and the unemployed were simply advised to get more education so they would be fit to take a job when one did finally come along.

By itself, this is a logical piece of advice, and it might be all the advice and thinking that were necessary—if the people who *did* have education were now the ones who were employed, who were most able to get and keep positions. But consider the situation of educated people today. At the University of Minnesota the enrollment of graduate students is one of

the largest in history, and applications for student loans, scholarships, assistantships and instructorships have increased in unprecedented proportions. Why? Some of these students hope that by getting advanced degrees they may obtain professional positions which now they are unable to get; but we believe a large part of them come to the university for graduate study primarily because they cannot get work of any kind, in the over-crowded professional fields, and must fill their time in some way.

This filling of time wisely is a good and productive thing, but it is not, as far as we can judge, a help in getting a job when there are no jobs to be had. Crowded graduate schools and unplaced university graduates are the burden of almost every university in the country, and those institutions which have been forced to cut down their budgets and their teaching staffs are only aggravating the plight of people with "higher education" who are unable to find work of any kind.

What then is the value of telling people to train for the professions, to go to the university? This is a question which has long been asked all over Europe, especially where, after the war, newly established democratic governments proclaimed that every one had a right to a university education, and the state took measures to insure that privilege to poor as well as to financially independent young people.

Very soon it was found that there were not enough offices, hospitals, schools, and courts to employ all the doctors, lawyers, teachers and writers being trained and graduated by the universities. What could be done with them? Many people, among them educators, came to see that these university students and would-be professional and "cultured" men and women must turn their energies to lines of work other than professional and artistic. They must get over their prejudices against manual labor and artisanship and lose their over-reverence for white-collar jobs.

But then the question immediately asked is, "What is the use of these people struggling for an education, if they must do the same kind of work which uneducated people do?"

The question is a serious one—not because it is an indictment of the usefulness of education, but because it is an indictment of the purposes for which we have proclaimed people should be educated. We have said long enough that education is for the purpose of helping people to get better jobs so they can earn more money, and have a better "position" in both the social group and the professional or business world. We have said long enough that the educated man is the one who has the most opportunities for getting to the top of the financial ladder. Sometimes he has—but that is not the prime reason for which we educated him. He was educated, or should have been educated, so that he would be a better, a more

constructive citizen, so that he would have values higher than money values, so that he could appreciate and preserve and pass on the true treasures of civilized men and nations—the treasures of the mind.

The whole exploitation of education for the sake of material advancement put the wrong values of life into the foreground. It is time that we began to preach and practice education for its own sake: for a new set of values. The special need of education today, for everyone, and especially for the unemployed, is—not to fit them for better jobs, to help them earn more money, to stimulate their material ambitions—but to teach them the values of their own mental resources, to help them to build up morale, to keep up the spirit of courage and hopefulness, determination and independence which was the most sterling quality of the early Americans. It is the business of education to create a new set of values—or rather, to reaffirm the old values—the value of simplicity of living; the value of honesty, of inviolable independence, of a high regard for truth and honor; the value of hospitality and of respect for the rights and the needs of one's neighbors; and above all, the value of a *dependence for happiness on the resources of one's own mind and soul*, rather than on the artificial pleasures and luxuries which a period of prosperity tricked us into thinking were necessary.

These are the things which we should treasure and which we want, through our education, to learn and to make an unshakable part of our national character. When we have made them the purposes of education, education will not need to fear the challenges of either employment or unemployment.

Does this mean that no one should attend a university or pursue higher education for the sake of better fitting himself for work? Not at all. But this purpose must, inevitably, be a primary one with only a few of the people who work in a university.

It is true that by taking courses in business, in the college of education, in engineering, medicine, and law, and by pursuing such practical subjects as English Composition and Advertising, one can get definite knowledge and training that may fit him to get or keep a good position. But even this knowledge and training is, we believe, limited and secondary compared to the broader training he can get for a higher goal: living the good life.

We do not hesitate to admit that courses in history, in literature, in psychology and philosophy, probably will not help a student get a better job—*except as they help him become a broader and wiser person*—except as they make him more aware of and more capable of understanding himself, the people with whom he associates, and the world in which he lives. But when they have accomplished this in him, he will not need the fear of unemployment or the bait of a better job to make him realize the higher values of education.

Books to Read on the Problem of Unemployment

No phase of the present business depression is more in the mind of everyone than that of unemployment. Whether one is employed or unemployed, the problem affects him directly and indirectly, and it is the business of every thinking person to be informed about the causes, possible remedies and preventive programs. We think the following books and articles on the subject may be of interest and value to our readers:

Bulletins of the Employment Stabilization Research Institute. (University of Minnesota Press.)

Annals of American Academy of Political and Social Science, March, 1931. *The Insecurity of Industry.*

Conference on permanent preventives of unemployment, Washington, D. C. *Permanent Preventives of Unemployment,* 1931. (Federal Council of Churches of Christ in America, 105 E. 22nd St., New York City.)

Listener's Notebooks: Contain summaries of radio addresses given in programs of the National Advisory Council on Radio in Education. (University of Chicago Press.)

U. S. Department of Commerce. *Unemployment; Industry Seeks a Solution:* a series of radio addresses, given under the auspices of the President's emergency committee for employment. (Superintendent of Documents, Washington, D. C.)

Calkins, Clinch. *Some Folks Won't Work.* (Harcourt.)

Cartwright, M. A., ed. *Unemployment and Adult Education.* (The American Association, 60 E. 42nd St., New York City.)

Douglas, P. H. & Director, Aaron. *The Problem of Unemployment.* (Macmillan.)

Ely, R. T. *Hard Times—the Way In and the Way Out.* (Macmillan.)

Habson, J. A. *Economics of Unemployment.* (Macmillan.)

University Press Plans Unique Radio Programs

Entertainment will be mingled with education in a series of radio programs to be broadcast at 8 o'clock each Tuesday evening during March from WLB, the university station, by the University of Minnesota Press.

This series, called "After Dinner Coffee," will consist of informal discussions of current topics by four characters representing a hostess, a college professor, and two other guests. These parts will be played by students from the university's Department of Speech, under the direction of Professor Frank M. Rarig, who is head of that department, and Mr. A. Dale Riley, campus dramatic director. The questions discussed—each one based on a book of general interest published by the University Press—will be as follows:

March 1: Can a Third Party Survive in American Politics?

March 8: The Prairie Pioneers—Were They Heroes or Ne'er-do-Wells?

March 15: Should College Students Earn Their Expenses?

March 22: Are the Classics Dead?

March 29: How Can Minnesota Birds Be Saved?

Extension Professor Speaks at National Conferences

Mr. Ross L. Finney, Associate Professor of Educational Sociology of the General Extension Division, was guest speaker at an important meeting of the National Vocational Guidance Association in Washington on February 18th. Under the title of "Education, Whither Bound?" Mr. Finney discussed modern trends in education and how they affect the problems of vocational and educational guidance.

Other speakers on the program were Mr. Eduard C. Lindeman of the New York School of Social Work, Mr. Abraham Lefkowitz of the Teachers' Union of New York City, and President Glenn Frank of the University of Wisconsin.

On February 19th Mr. Finney also participated in a program headed by Messrs. Herman H. Horne, Boyde H. Bode, and John Dewey, and arranged by the National Council of Education. This program centered on a discussion of theses prepared by Mr. George S. Counts, on problems of Freedom, Culture, Social Planning and Leadership.

Lantern Club to Present "The Intimate Strangers"

The Lantern Club, senior dramatic organization of the University Extension students, will present its eighth annual production in the auditorium of the Music Building on the campus on Saturday, March 12th. The play which has been selected is *The Intimate Strangers* by Booth Tarkington.

The Lantern Club production is under the direction of Mr. Ken Barr, assistant to Dr. A. Dale Riley, director of dramatics for the Day School. Miss Lola Jones is assisting him in the direction of *The Intimate Strangers*. The leading parts in the play will be taken by Marjorie Costello and Wallace Gordhamer. Other members of the cast are Isabelle Gilliland, Rosella Stein, Don Lawrence, Dorothy Reber and Joe Shannon.

Artists—Attention!

The General Council of the Evening Students' Association announces its eighth annual May Mixer Poster Contest. This contest is open to all students of the University. Prizes of \$25, \$15, and \$5 will be awarded for the most artistic and effective posters advertising the May Mixer.

Any university student interested in competing may obtain further details from the Evening Students' Association.

University Sponsors Second Conference on Adult Education

The second Conference on Adult Education sponsored by the University of Minnesota General Extension Division was held at St. Cloud on February 12th and 13th. The Conference, which was arranged by Dr. R. R. Price, Director of the Extension Division, with the co-operation of Mr. George A. Zelke, President of the St. Cloud State Teachers College, Mr. H. B. Gough, Superintendent of St. Cloud Schools, and Mr. William A. Boerger, Stearns County Superintendent, was held for the purpose of extending to Minnesota communities knowledge of the importance of adult education in meeting present day social, economic and political problems.

At the Friday evening, February 12th meeting, Dr. Price lectured on Adult Education and Dr. John Walker Powell, well known lecturer and writer, spoke on "Literature and Interpretation." A special feature of the evening was a concert by Agnes Rast-Snyder, contralto, Clarence Olsen, violinist, and Louise Lupien-Jenkins, pianist.

On Saturday morning, February 13th, four men from the University faculty discussed different phases of adult education. Dean W. C. Coffey, Director of the University Department of Agriculture, spoke on "Adult Education and Rural Life"; Mr. A. H. Speer, Head of the Correspondence Study Department, discussed "Adult Education in the Making"; Mr. Irving W. Jones of the General Extension Division introduced the subject of "The Place of Music in Education"; and Mr. H. B. Gislason, also of the Extension Division, talked on "Adult Education and Democracy."

Housewives, business and professional men and women, teachers and students were invited to the meetings, free of charge. An interested audience of two hundred and fifty people attended the February 12th meeting, in spite of the bad weather, and about one hundred were present at the second meeting.

Students' Work Committee Notice

INCOMPLETES

The grade of Incomplete means that the work of a class has been nearly completed, and that at the time of the last attendance of the student his work was satisfactory. Students receiving these grades should realize that it is their opportunity and their obligation to confer at the earliest moment with the instructor regarding the necessary steps for the completion of the work and the receiving of a final grade.

Particular attention is called to the fact that an Incomplete, if not completed before the end of the second semester following the next resumption of classes by the student, will lapse into a Failure or a Condition, not so easily made up.

Minnesota Unemployment Research Project

(Continued from page one)

One of the studies involved the preparation of employment indexes for the cities of St. Paul, Minneapolis, and Duluth under the direction of Professor William H. Stead of the School of Business Administration. This was undertaken in response to a request from some of the social agencies, which had noted a continuous increase in demand for relief of cases classified as due to unemployment. An index for each city has been prepared from the pay-roll records of all the representative employers. In general it appeared that total employment had shown no increase over a period of years. It was clear that technological improvements were taking place so rapidly that men being displaced were not able to find other employment promptly even during a period of prosperity when total production was increasing.

It was the purpose of the groups sponsoring this study in the three cities to utilize the data in so far as possible in planning their relief programs and in devising plans for stabilizing the local demand for labor. The indexes were completed in the summer of 1930 about the time the acute unemployment conditions due to the depression set in. An organization was immediately effected for the purpose of meeting the emergency. The new organization, known as the Tri-City Employment Stabilization Committee, secured official status through endorsement by the city councils in the three cities.

Under the guidance of this committee the University undertook a registration of the unemployed in November, 1930. A total of 34,000 individuals registered as unemployed. Information was obtained from each person as to his former occupation and employer, his age and previous training, number of dependents, and the like. This information was used by the local communities during the winter of 1930-31 in administering emergency relief.

The committee then turned its attention to the question of long-time planning. The statistics of employment had been supplemented by a fairly complete tabulation of the unemployed. It was felt that these data afforded a good starting point for an analysis of the unemployment problem.

The interests of all community groups co-operating in this project are co-ordinated through representation in the Tri-City Employment Stabilization Committee.

This committee, as at present organized, consists of the following:

(a) From the state government: the governor; the industrial commissioner in charge of public employment offices, representing labor; one representative of employers, appointed by the governor.

(b) From each of the three cities: the mayor; one representative of employers, appointed by the mayor; one representative of labor, appointed by the mayor.

(c) From the University: three faculty members appointed by the president.

This committee, consisting of fifteen members, is an official advisory body for both the state and local governments. It is primarily a planning body although it does have some administrative functions. As the advisory board for all state public employment offices, it has control of the budgets of these offices. It is not a relief agency, but its offices are used to co-ordinate the work of the separate official employment agencies in the three cities.

The committee serves as the contracting agency between the research staff of the Institute and the business community. It is through the offices of this agency that the co-operation of business executives and labor leaders is obtained. It is also in direct control of that part of the project that pertains to the administration of the employment offices.

The Employment Stabilization Research Institute

The research work on this project is a university function. A separate administrative unit was set up by action of the Board of Regents under the title of the Employment Stabilization Research Institute. It is the function of this Institute to conduct the studies and experiments. There are three fairly distinct types of investigation involved in this project, although the fields overlap and many of the source materials are common to all. The first is primarily a study in economics, the second is essentially a problem in psychology and education, while the third, which involves the administration of public employment agencies, comes within the field of personnel administration. Three committees have been organized, one for each of these studies. A general planning committee of twenty serves to co-ordinate the work into one general project.

The planning committee of the Institute, which has outlined the entire project, is representative of the various fields being used in the investigation. This project is unique in bringing to bear on a social problem the techniques of such varied disciplines as economics, sociology, psychology, education, and medicine. Specialists in these several fields are represented on the planning committee.

The resources of the University have been supplemented by substantial grants from three foundations. The Rockefeller Foundation has rendered support to that phase of the project which involves a social and economic survey of the cities of Minneapolis, St. Paul, and Duluth. The Carnegie Corporation has given a similar grant for the purpose of conducting experiments in the diagnosis of individual cases of unemployed individuals and in the development of methods of retraining those displaced from industry by technological changes. The Spelman Fund has extended its support by a grant to the Minnesota

Industrial Commission, which is co-operating with the University in conducting experiments in the State Public Employment Service.²

The three projects—the study of the economic aspects of unemployment, the experiments in individual diagnosis and retraining, and the development of public employment agencies—taken together constitute an experimental employment clinic, which aims to accomplish the following definite results:

1. To assist management, through information and guidance, to eliminate needless unemployment.

2. To ascertain methods to alleviate, by sound management and community organization, such unemployment as is unavoidable in the present state of social evolution.

3. To develop techniques to improve the quality of the labor force by removing, as far as possible, physical, personality, and training defects.

4. To devise means to increase the mobility and flexibility of the labor force by vocational guidance and retraining in the light of information made available through a continuous study of occupational shifts in this community.

5. To assist employers, through a system of public employment offices, operated by scientifically trained personnel, to find the properly qualified employees. This involves not merely a study of the aptitudes of the labor personnel, but also thorough-going job analyses of local industries and businesses.

6. To assist the individual worker to discover his own aptitudes and to find the job for which he is fitted.

It is intended by those sponsoring this study that the results will be utilized in the development of policies for the treatment of unemployment problems in the future.

² This article makes free use of material in Bulletin 1.

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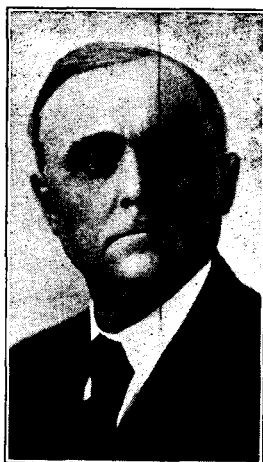
APRIL, 1932

No. 8

Culture, Freedom, Leadership, Social Planning

By ROSS FINNEY

Associate Professor of Educational Sociology
General Extension Division



ROSS FINNEY

EDITOR'S NOTE.—This article is a condensation of a speech by Mr. Finney on a program arranged in Washington recently by the National Council of Education, under the direction of Mr. William C. Bagley. This program was in the nature of a debate between Dr. John Dewey and his followers on one side, defending the Dewey philosophy of education—which has been the dominant philosophy of education in America—and Mr. George S. Counts and Mr. Finney on the other side, representing the protest against this philosophy. The essence of this protest, and its plea for broader training for intellectual leadership on the part of educators, is here summarized.

but the small subjective part of the amalgam monopolizes attention. Thought gets notice, but the culture mass is ignored, and that oversight throws all our theories of life out of balance. This constitutes the central fallacy of our modern individualism.

"Freedom" as a desideratum of human life is about seven-ninths illusion. The Alfred Adler type of psychology throws much light upon "democracy." The word "liberty" in the French slogan expresses the idea that a democracy is a society in which everybody does as he blank pleases, and nobody has to take orders from any-

CULTURE includes all the accumulated inventions, discoveries, and arrangements by the use of which the social process is carried forward. The culture mass used in a game of bridge, for example, includes the cards themselves, the rules of the game, the tricks of the procedure, and so forth, and without these the game cannot be played. And just as a culture mass is requisite to the game of bridge, so a culture mass is requisite to practically everything that human beings do.

The culture mass presents two aspects: the habit aspect and the knowledge aspect. The habit aspects of the culture mass include all the institutions of society: the family, the state, the church, education, industry, morality, and the rest. The knowledge aspects of the culture mass include languages, the techniques of industry, the sciences, the fine arts, the popular beliefs, the folkways, and so forth—a vast mass of intellectual resources without which we should be as helpless in behavior as an animal without its characteristic instincts. Man's needs are satisfied only by and through the culture mass. The institutions provide programs for satisfying the fundamental needs of human nature; the intellectual resources furnish the means by which these programs are carried out.

The culture mass is necessarily learned through social suggestion—that is, through unthinking, imitative, memoriter absorption. If a candidate insisted upon thinking out his culture mass for himself, it would take him a million years to become civilized, not to say human; and he might not live that long. From this it follows that "passive mentation" is the usual and normal process of the human mind. Thinking for oneself is usually nothing but a flattering illusion. And when it does occur, the culture mass is the major premise of the syllogism. The mental life is an amalgam of objective culture and subjective thought—mostly objective culture. The objective culture gets into the amalgam by an absorbent, relatively passive process, where it functions mostly as habit;

body. The word "equality" subconsciously implies that democracy is an organization of society in which every ego may confidently expect to become an exclusive aristocrat himself. "Fraternity" implies that each citizen in a "democracy" flatters himself on being a good fellow whom everybody likes. A democracy that would satisfy these egocentric cravings is an illusion, and it is as undesirable as it is unobtainable. *Therefore any philosophy of life, ethics or education that is inferred from an assumption in the premise that "democracy" is a real desideratum is just as valid in the conclusion as that assumption is in the premise, and no more so.*

Prerequisite to a clear conception of the worthy objectives of democracy is a revised conception of life's real desiderata. What we intellectuals need is a new philosophy of human values. Such a philosophy would have to be inferred from the culture mass that social evolution has produced, since the motivating force which has produced it is the fundamental needs of human nature. Self-realization may be accepted as a general term for the values of life, but it has to be understood that self-realization must be interpreted in terms of a balanced participation in all the institutions of society—a balanced utilization, in other words, of the culture mass available. It must be realized, of course, that self-realization can be no more than approximated at any given stage of social evolution, since the evolution of the culture mass is never quite complete and perfect.

The task of leadership in a transition period like the present consists in inducing the masses to adopt new rules for the new game of life. The old rules, too many of them, are inferred from the myths, superstitions, and ignorances of yesterday's culture mass. The new knowledge of the new age needs to be worked into the program of procedure. And that is the major problem of the curriculum makers, and of them above everybody else, since the essential function of education is the transmission of the culture mass to

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APRIL, 1932

The Humane Point of View

In his article on "Culture, Freedom, Leadership, and Social Planning," Mr. Finney asserts that what is needed for educational leadership in democratic society is people who have a broad acquaintance with all fields of human knowledge. It seems to us that we can go farther and say that something else is needed, both for leaders and for those intelligent people who support leaders—and that is, a humane point of view. We not only have to learn the basic facts of all the sciences, social and physical, but we have also to learn how to relate them and apply them, for the furthering of human happiness.

The student who can, for example, study the facts of economic organization today and not be moved by compassion for the human waste and suffering involved in the problem of unemployment, has, we assert, missed the prime purpose of education—which is the *cultivation of the humane point of view*. And the person who possesses the humane attitude—the attitude which considers it a duty as well as an intellectual exercise to try to understand and judge fairly the causes of human differences, disaster and frustrations, as well as human happiness—but who does not use that understanding and sympathetic comprehension of the struggles of others to help them, is wasting his own opportunities.

We believe our extension students gain, through their own practical experience in the struggle for independence, a first-hand knowledge of practical problems of economic organization. We believe also that their earnestness and eagerness for learning, and the sacrifices they make to pursue it, foster in them that sympathetic understanding of other people's rights and struggles for economic independence, for education or for a finer way of living, and that desire to pass on their own knowledge, which are at the heart of humanism.

But we think our students need the broadening of knowledge which alone can make their practical experience and their humane point of view effective. They need, in other words, to become acquainted with *all* fields of scientific thought and literary and artistic endeavor. Most night school students, quite naturally, study only the subjects in which they happen to be interested, or only the subjects which are

required for a certificate or a degree. Most of them ought, in addition, to cultivate broadened interests and knowledge, to go with the education they win from earning their own living, and to deepen in them the desire and ability to foster and enrich not only their own happiness but also that of others. It is this widening of knowledge for humane purposes that ought to be emphasized—not only for educators, as Mr. Finney suggests, but also for those to be educated and for those who wish to apply their knowledge in fields other than education.

"We believe in being practical. We believe in instruction which leads to more responsible positions and higher incomes. But at the root of all our training is the idea of education for contentment, for richer living, for deeper thinking, for better use of leisure—in short, the idea of *education for human happiness*."

"The student who adopts these standards of education is interested in more than increases in his pay envelope. But by the same token he becomes better prepared in the long run to earn those increases. He becomes, also, better fortified against the ills and woes of depression and he obtains, in the process of *educating himself*, benefits which no depression can take away."

—From the Massachusetts Department of Education, Division of University Extension, Monthly Bulletin for March.

University Given \$10,000 to Carry on Study of Extension Students

The Trustees of the Carnegie Foundation, on the recommendation of the American Association for Adult Education and its representative, Mr. Morse A. Cartwright, announce the gift of \$10,000 to the University of Minnesota, to be used for an extended study of University extension students.

This study will be developed on a national scale along the lines of an investigation of the aptitudes, interests, age, training, achievements and so forth of people in adult education, that was made here last year by Dr. Herbert Sorenson, Assistant Professor of Educational Psychology, under the auspices of the General Extension Division.

The enlarged study, for which the gift was awarded, will be made by Dr. Sorenson, with the cooperation of a University committee headed by Dr. Richard R. Price, Director of the Extension Division, and including Professor Donald G. Paterson, of the Psychology Department, Professor F. Stuart Chapin, Chairman of the Department of Sociology, and Professor Fred Engelhardt, Educational Administration.

The Board of Regents of the University will formally accept the gift at its next meeting.

Student Work Committee Notices

CANDIDATES FOR CERTIFICATES

All students who think they will qualify for Extension Division certificates at the close of this semester should make application for them at once, so that their records may be officially checked.

The Student Work Committee will endeavor to ascertain which students appear to be ready for certificates, but may very likely fail to check some records unless the students themselves apply for their certificates. All that is necessary is a note or a phone call to the General Extension Division.

ADVICE REGARDING DEGREES

Students anticipating the completion of the work for a degree, in part through the General Extension Division, should consult the advising officials of the college in which the degree is to be granted, for a check of their credits and for any ruling on exceptions to requirements which may be requested. They should get this advice as early as possible so that they may plan their programs with security.

Some students have mistakenly thought that the Student Work Committee of the General Extension Division was expected to give authoritative advice on degree matters. It has always been glad to give preliminary advice as to the work of the different colleges, their general requirements and various curricula, but it insists that for official advice and decisions the individual college must be consulted.

CREDIT STATUS

Unless otherwise specified students are assumed to be registered for credit, to do all the work of the class and take the final examination. This is the most effective way of getting the greatest benefit from a class. Students who do not wish to work for credit should be sure that their status in this respect is correctly understood by the instructor, or confusion may arise and an unexpected grade report result. Changes from credit to no-credit may be made at any time previous to the last week of the semester; changes to credit, however, may not be made after the eighth week.

CANCELLATIONS

Students are advised to protect their credits or their future status by making formal cancellation of a class, if for any reason they are forced to drop it. Instructors and the administration as well are frequently in doubt as to the intention of dropped students and the appropriate rating to give them. A letter to the General Extension Division will easily settle the matter.

We regret to announce that Mr. Ross Finney, Associate Professor of Educational Sociology, has decided to cancel his plans for a year of study in Germany.

Embalming Course Attracts Nation-Wide Attention

The *American Mercury* might find it amusing, but embalmers from fourteen states in the union find the Course in Embalming offered by the General Extension Division of the University of Minnesota both practical and stimulating. That embalming should be considered a humorous subject seems to us rather paradoxical, and why the public or the would-be voices of the public should object to expert training and state supervision for those people into whose hands all of us must at last pass, more than paradoxical.

The course, which began January 4 and extends to June 18, is the seventeenth annual one given by the University. It is arranged in co-operation with the Medical School and other schools of the University, the Minnesota State Board of Health, and the Minnesota Funeral Directors' Association. Instructors are selected from the Medical School, School of Chemistry, School of Business Administration, Department of Psychology, Department of Fine Arts, School of Mines and Metallurgy, Division of Forestry and the College of Science, Literature, and the Arts; the subjects of lectures vary from Anatomy and Chemistry to Sculpture and Design, and Business English.

Between the first and second terms, from March 22 to 24, an Institute, or post-graduate course for Licensed Embalmers, was held. Mr. Paul F. Brophy, of the National Funeral Directors' Association, was the guest lecturer.

Dramatics

The production of *The Intimate Strangers* by the Lantern Club (on March 12) was another testimony of the popularity of this old favorite by Booth Tarkington. The choice of a play with more action might have given the cast opportunity for more lively work, but on the other hand the pleasant obviousness of the comedy allowed for naturalness and ease on the part of the actors. Miss Marjorie Costello, who played Isabel Stuart, was to be congratulated for the naturalness of her voice and the gracious dignity of her acting. Mr. John Gilliland made an appropriately gauche and sentimental Johnnie White, and Miss Gilliland reminded us vividly of the species known as "flappers." The costumes and make-up of the maid (Dorothy Reber) and the Stationmaster (Don Lawrence) were both typical and individual.

Miss Maud Scheerer, New York artist and outstanding interpreter of modern drama, will be available for recitations in Minnesota communities in February, 1933. Miss Scheerer has appeared for seven consecutive seasons on University programs, giving from three to fifteen drama readings each year. Last summer she conducted regular courses in the summer school.

Because of this long and close association with our University, Miss Scheerer has consented to co-operate with the Extension Division to make this educational entertainment feature available to other communities at a drastically reduced fee. Her offerings will be in the form of a One Day Drama Festival. Miss Scheerer will make two appearances. She will give a morning (or afternoon) theatre talk on "Drama, a Mirror of Our Day," with bits of the scenes and characters from significant current plays, and an evening program consisting of one of her remarkable "Dramatic Re-creations," the American comedy-drama *He and She*, by Rachel Crothers.

For full information about Miss Scheerer's program and fee, write the Department of Community Service, General Extension Division, University of Minnesota.

The Minnesota Dramatic Guild announces its Second Annual Tournament of One Act Plays, to be held the week of May 16th at the Theatre of the Agricultural College of the University of Minnesota.

The Guild, with the co-operation of the Extension Division and Dramatic Department of the University, is endeavoring to encourage the interest in, and foster the production of good plays in all play-producing groups throughout the state. The contest is open to all non-professional groups in the state, such as Little Theatres, schools and colleges, churches and clubs, parks and playgrounds, rural groups, and so on. The last day for registrations for participation in the Tournament is April 15th.

University To Be Host for 17th Annual Convention of National Extension Association

The University of Minnesota will be host to the Seventeenth Annual Conference of the National University Extension Association on May 11, 12, and 13. Convention plans are being made under the general direction of Dr. R. R. Price, Director of the General Extension Division, and a General Committee consisting of Mr. T. A. H. Teeter, Mr. Irving Jones, and Mr. M. B. Lambie.

The Association has announced the central theme of the program to be Quality in University Extension Teaching. Three aspects of the subject—quality in extension class work, quality in correspondence instruction, and improvement of informal methods of teaching—will be discussed at morning and afternoon meetings. The guest speakers at the formal banquet will be Mrs. Hugh Bradford, President of the National Council of Parents and Teachers, and President Lotus D. Coffman of the University of Minnesota.

About one hundred educators from all parts of the United States are expected to attend the Conference.

University Arranges Short Course for Greenkeepers

On February 15, 16, and 17 the University of Minnesota conducted a Short Course for Greenkeepers, under the auspices of the General Extension Division and with the co-operation of the United States Golf Association, Greens Section, the Minnesota Greenkeepers Association, and the University Agricultural Extension Division.

The course was designed especially for greenkeepers and members of greens committees, and gave particular attention to the problems of golf course maintenance. The program consisted of various subjects, ranging from grasses and trees for greens, and weed and gopher control, to golf course architecture. Mr. John Monteith, Jr., of the United States Golf Association, was the special guest lecturer, and various professors from the University Department of Agriculture also lectured.

The total registration reached fifty-seven, with six people coming from Iowa and four from North Dakota.

Duluth Enrolls Variety of Students in Extension Classes

An analysis of the enrollment in University of Minnesota Extension courses being given in Duluth reveals interesting facts about the wide appeal of these classes.

The courses are taken by persons from eighty different business concerns in and around Duluth. The eighty companies and institutions represented include over thirty-five different general lines of activity—railroads, telephone, and taxicab companies, the Chamber of Commerce, an optical store, newspapers, and mining, cement, banking, dredging, manufacturing, wholesale and insurance interests. A postmaster, nurses, students, preachers, dentists, teachers, accountants, salespeople, engineers, government employees, and business men and women are among the different kinds of workers represented.

Three departments of the city, besides the library, and four departments of the United States Government are represented in the classes.

The Duluth State Teachers College, the Duluth Junior College, all the senior high schools, all the junior high schools and about forty of the elementary schools have teachers and advanced students registered.

Six towns besides Duluth send people to Extension Classes. Each school in Proctor has one or more teachers represented, and several of the Superior schools are also represented.

The total enrollments are the equivalent of something like eight complete college courses. The University instructors who teach these varied courses travel something like 28,000 miles a year getting to their classes.

Student Reports Indicate Superior Work at Stillwater

Bi-monthly reports of men in the Stillwater Prison who are taking Correspondence Study Courses from the University of Minnesota indicate that these students do work above average, and are for the most part very faithful in doing their work regularly.

Of a total of about sixty students interviewed upon the occasion of the first visit to the Stillwater Prison, forty-nine have registered up to date in Correspondence Study Courses. Of these forty-nine, one has finished his course and only one has withdrawn.

The thirty students active during the first half of February sent in sixty-five lesson reports—an average of more than two reports per student. Since each lesson is supposed to take about six clock hours of time, it is evident that these students

Radio Course in Music Appreciation

The University of Minnesota Radio Station, WLB, has been broadcasting this year for the first time a series of weekly programs in Music Appreciation, which have attracted something like nation-wide attention. Requests for outlines of the course in the form of a 55-page bulletin have been received from all over the country, and requests still continue to come in.

This course in Music Appreciation was prepared primarily for high schools, in the belief that the facilities of the radio can be of material assistance to high schools in presenting good music to pupils and thus helping them to become discriminating listeners. About two hundred and fifty Minnesota High Schools were circularized on the subject last summer, and over one hundred favorable replies from schools were received to the effect that they would set aside a period for giving pupils an opportunity to listen in on these programs. It is known that a goodly number of schools are taking advantage of this opportunity to give their pupils instruction in the elements of Music Appreciation.

The course is put on the air under the direction of Burton Paulū. It consists of talks on music, the history of its development, including the lives and contributions of composers, the development of folk music, orchestral and operatic music, and so on. Folk songs and some of the world's great musical masterpieces are played from artists records, to illustrate the talks.

Requests for the prospectus of the course continue to come in. As many as forty were sent out recently in one week. They come from both schools and individuals, and from the state and from outside the state.

These programs are broadcast weekly from 10:45 to 11:15 a.m. on Wednesdays. They originate in the studio of University Station, WLB and are, by courtesy of WCCO, also broadcast over that station.

have worked faithfully. Of the sixty-five lesson reports sent in, thirty were graded "A," twenty were graded "B," and the balance had lower grades, with practically no failures among the number. The student who finished during this report period received a grade of "B." These grades are on the whole above the average of work done with the Correspondence Study Department.

Extension Student Recognized as Express Authority

Mr. Edmund Nightingale, a student in the General Extension Division, has been appointed to give eight lectures in the School of Business Administration, on "Express Agencies and Their Services" and "Rate Making of Express Agencies." He is an employee of the American Railway Express Company in St. Paul, and has obtained three Extension Certificates.

Evening Students Association Announces May Mixer

The eighth annual May Mixer has been announced by the Extension Students Association for Saturday evening, May 7th, in the Minnesota Union. A complete program of entertainment, including numbers by The Chanters, evening students' mixed chorus, will be provided all evening, with dancing in the ballroom. The winning posters of the eighth annual poster contest conducted in connection with this event will be displayed in room 105.

Tickets will be in the hands of all class representatives for distribution by Monday, April 18. No tickets will be sold after April 30.

There will be a joint meeting of all class representatives for the Evening Students Association in the twin cities in the auditorium of the Main Engineering Building Friday evening, April 15, at 8:15.

Culture, Freedom, Leadership Social Planning

(Continued from page one)

the rising generation. It is essential, therefore, that the curricula of our schools be formulated by those members of contemporaneous society who are most familiar with the revised culture mass of the new age. If the curricula, especially of our high schools and academic colleges, are behind the times, they leave the rising generation at the mercy of selfish propaganda, and this is the present status of the situation to a lamentable degree. The responsibility of organizing new curricula that parallel the modern culture mass is by no means a light responsibility. It involves the widest possible acquaintance with the new knowledge of the new age. And with such acquaintance too few educators are equipped. Toward such equipment the usual training for educational leadership is lamentably inadequate,

especially on the graduate level. Instead of a specialized training in the technique of school management and administration, most candidates for graduate degrees in education should be given a broad and comprehensive training in the natural sciences, the fine arts, and the so-called new humanities. The principal branches of the major pedagogy are geography, biology, psychology, anthropology, economics, political science, sociology, ethics, philosophy, and history, supplemented by a generous ballast of science and art. Without such a comprehensive acquaintance with the contemporaneous culture mass, curriculum makers are but blind leaders of the blind. There is no so-called scientific technique of curriculum making that can possibly take the place, as equipment, of adequate acquaintance upon the part of curriculum makers themselves with the cultural resources of the new civilization.

In his *Open Conspiracy*, H. G. Wells advocates a usurpation of leadership by the intellectual classes. Educators should accept the challenge, and assume the ultimate control over public opinion through their organization of the curricula.

Social planning is something that educators cannot avoid, however much they might desire to do so. What goes into the school program of today comes out inevitably in the social program of tomorrow. The school is the steering gear of the democratic society. The task of social planning in a transition period like the present devolves inescapably, therefore, upon the educators. And for that responsibility they need an acquaintance in all the fields of the social sciences that is hardly dreamed of in our present pedagogical philosophy.

The character of adult reading may be a matter of far greater importance to a democratic society than the percentage of illiteracy.—DOUGLAS WAPLES AND RALPH TYLER.

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THE NEW UNIVERSITY OF MINNESOTA JUNIOR COLLEGE

By DR. MALCOLM S. MACLEAN, Director

IN outlining the plan and function of the new Junior College to our friends and students of the University Extension Division, I shall fall back frequently upon the Magna Charta of the college, issued in a statement to the general faculty by Dean Guy Stanton Ford, then Acting President of the University and Chairman of the Committee on Administrative Reorganization. After pointing out the University's recognition of wide variance in student needs and abilities, Dean Ford continues, "We know that only approximately fifty per cent of entering students reach graduation. We know that in the first two years there are from 1,800 to 2,000 students who do not pass into the junior year. We know that there are some who may even put in four years or more and graduate who would be equally well served and equally well prepared for the part they will play in their communities by two years of work so directed that it would serve this purpose. And we know that if this can be done it will be at a great saving of time and money to them and to the state." And he adds, "that no one profits by attempting the same college task, at the same pace, or by the same methods as everybody else who has graduated from any high school at any minimum level permitted by any high school. We seek the only true democracy that should prevail in education, and that is the fullest and richest opportunity for every student to obtain the training to which he is entitled after a careful consideration of his needs and abilities."

In considering the needs and abilities of these 1,800 to 2,000 students who do not pass into the junior year, we may ask pertinently what profit they received from their short time attendance in established colleges compared with what we plan to offer them in the new Junior College. Heretofore these people have had only fragments of a four to seven year education. They have been given beginning courses in this and that, foundation work for a long cumulative scholastic experience and training. They have been started out on a specialized program. I believe that it is valid to maintain that specialization



DR. MALCOLM S. MACLEAN

is entirely profitable only when the long process of training is completed. Because with this large group the process is incomplete, they are likely to suffer from confusion. They cannot, in effect, see the woods for the trees. In consequence, it seems necessary to offer these students a mountain-top view of man's thought and his activities. It is on this basis that the Junior College curriculum is being built.

There is a growing reaction to the long and intensive development of specialists. As Dean Ford says in the charter of the Junior College, "Students may be assisted in solving their own problems and those of their own communities without elaborate, expensive, and long sustained special or professional training."

"It may be remarked in this connection that apparently we are producing more lawyers, doctors, engineers, and teachers than are required, whereas the market for intelligent citizens is limitless and their production costs to the state offer possibilities in the economy of time and public expenditure." Hence, it is the purpose of the Junior College to train intelligent and enlightened citizens by means of synthetic, general, over-view courses.

Such courses have been offered to a very limited extent at Minnesota and elsewhere, but in the new Junior College the entire curriculum will be made up of them.

We may lay it down as a principle that we are intending to give students of the Junior College as concrete, general, vivid, and realistic a picture of themselves and the world they live in as can be devised. For example, the course being planned in Human Biology is to set forth for them in detail the make-up of their own physical machines. This course will run for three hours a week throughout the year. It will begin with cell and tissue growth, continue on to vertebrate structure and the theories of heredity, evolution, and genetics in the animal kingdom down to man; and will then consider the human physical machine from the physiological, biological, anatomical, chemical, and bacteriological points of view; and then on to the broader aspects of personal, family, and public hygiene and preventive medicine. This course will be augmented by a year's over-view survey of physics and chemistry.

The problem of man's mental make-up and his behavior will be attacked by two courses in psychology: one in the developmental field dealing with child, adolescent, and adult behavior within the family, and the mental reactions in the married and family relation; the other dealing with individual differences, personality patterns, extra-family relations and behavior, and abnormality. These will in turn be supplemented by a course in The Formation of Public Opinion, which will deal with the effects upon the individual and upon social groups of the daily newspaper, the radio, the movies, and other forms of advertising and propaganda.

In other courses the focus will change from what man is to what man does. A course is being planned by the Home Economics, Horticulture, Engineering, and Architecture Departments on Home Planning and Management. The architects will discuss the planning and the building of the home; the horticulturists, its land-

(Continued on page four)

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Our Progressive University

The establishment of the new Junior College is another proof of the progressiveness and creativeness of the work which the University of Minnesota achieves. It can no longer be said that a university, as soon as it becomes large, becomes of necessity an educational machine. Here at Minnesota, the third largest university in the country, requirements are anything but mechanical, and the larger the University becomes, the more opportunities its students are given, through such innovations as the Junior College, to satisfy their individual tastes and needs.

The University is to be especially congratulated because its leaders have sat down and thought out a problem that people all over the world are talking about and hardly anyone does anything about—the problem of achieving the synthetic outlook in a world of specialization. The Junior College promises to be a practical and inspiring solution to that problem and as such deserves the sympathetic interest and support of all students, educators, and citizens.

Education for Happiness

About a quarter century before the World War a speaker at a congress of physicians startled his audience by declaring that within a few years the general practitioner of medicine, the then familiar "family doctor," would be a rarity. Most of the older men present refused to take the speaker seriously. He was radical, they said, and the notion he advanced was absurd.

Today in all larger communities "family doctors" are as scarce as hackney coaches. Almost every physician is a specialist. Nor is medicine the only profession like this. The law and business are filled with specialists.

Specialization has, in fact, spread to nearly every field of activity—not only to medicine, law, and business, but to engineering, architecture, education, and in some respects, even to the skilled trades. Without doubt this is a development of the scientific viewpoint—the viewpoint that everything be done with the greatest efficiency in the least possible time with a minimum of waste in both effort and materials of construction.

What is the upshot of all this specialization? What effect has it had on present day life and thought? What effect has it had on education? For one thing, it has had the effect of concentrating too much on the physical side of life. Many of us have learned too well "how to get along" and have forgotten to inquire "why do we live?" *The real purpose of life, the pursuit of genuine happiness, has been neglected.*

Can we do anything about it? M. E. Cooley, Dean Emeritus of the University of Michigan, thinks we can. Writing recently in Popular Mechanics magazine, Dean Cooley makes this constructive suggestion: "The first necessity (in education) is for subjects that deal with things in life common to all; that teach the *why* of things, rather than the *how*; that teach the heavens and the earth and the things of the earth—animate and inanimate, including the peoples of the earth, their motives which govern, and the consequences that follow; in short, subjects that teach development of character, preparation for life,—for citizenship in new forms of government still in their infancy. After such training in our schools and colleges specialization may begin. Of course, it means a longer period of training. But we, the richest nation on earth, can afford it. Nor need it be so much longer if we start, as we should, in the home—in the cradle."

In a previous paragraph of the same article Dean Cooley raises the question: Shall education fail by reason of the deficiencies brought about by specialization? Our answer is that education shall not fail—if the people respond to the leadership that is pointing out the fallacy of seeking wealth and possessions for their own sake. We are confident that education is not failing in those communities where, in spite of specialization, thousands of adults are devoting much of their leisure time to education that broadens their vision, deepens their thought, and *enriches their lives.*

—From the April Bulletin of the National Commission on the Enrichment of Adult Life.

TO CERTIFICATE CANDIDATES

This is our final opportunity to notify extension students who expect to be candidates for an extension certificate in June to make their application to the Students' Work Committee. Between 40 and 50 candidates have now filed their applications, but the Committee is not sure that all possible candidates have taken the proper action and had their credits checked. The Committee is doing its best to locate all candidates, but the initiative should come from the student. Applications received after May 15th may come too late to be checked in time for the Commencement list.

Students' Work Committee Notices

CHANGE OF CREDIT STATUS

Students should make sure that their credit status is properly filed in advance of the final examinations in their classes. If they wish credit for the course they must take the final examination and do all the work to the satisfaction of the instructor. If, however, they are not interested in the credit and do not wish to take the final examinations, their registrations should be marked as no credit. Changes to no credit may be made any time up to the final week of the semester by notifying any office of the General Extension Division.

NEXT YEAR'S PROGRAM

In connection with planning the program of extension work for next year there are two opportunities for constructive student action. The first is with respect to individual programs of study. Many students have now accumulated a considerable number of credits through extension classes and might very properly consider the application of these credits towards one of the University Extension certificates, or perhaps towards a University degree. If each student will have his credits checked against the new certificate requirements, and also the degree requirements, he will be able to learn what other courses he needs to complete any particular sequence. He can then plan his program of classes for the next year or two so that he will work to the best advantage and most successfully carry out an organized plan.

The second matter is in connection with the particular classes which the Division can offer next year. As always, offerings must be in terms of demands from students. The earlier and the more specifically students make known their wants, the better the program can be laid out. The work for 1932-33 is now being planned. In view of the continued financial situation, it will have to be very carefully planned. Many of our students feel the economic pressure so severely that they are unable even to continue extension classes. Those that remain, however, must be served and the Division would like to serve them to their best advantage. The appeal, therefore, goes out to all students to indicate, through their instructors or by word to any office of the General Extension Division, what classes they are interested in and what classes they feel they can secure some registrations for, so that they may be organized. This is both an opportunity and an obligation which it is hoped students will generally recognize.

Education is a public function and it can be neither efficient nor effective unless those charged with its exercise acquaint the people with the educational process and identify their interests with school purposes.

—PURPOSE REPORTING

State High School Music Contest Scheduled for May

On May 5 and 6 the eighth annual contest in music for the high schools of the state will be held at the University. In the sessions held on those days will appear the winners from the district contests, which are held in thirteen districts covering the entire state.

It is expected that about 2,500 pupils will come to the campus and participate in these final events, not the least of which will be their massed performance of the festival selections. All the bands, for instance, will join in one large group of about 400 players, and similarly, the orchestras, choruses, and glee clubs will perform together.

The contest is a joint project of the University, acting through the General Extension Division, and the Minnesota Public School Music League, an organization of high schools. Nearly 200 schools are co-operating in the project and approximately 10,000 pupils participate in the various district contests. Mr. Irving W. Jones, chairman of the Students' Work Committee of the General Extension Division, is University representative in the joint organization and is responsible for the administration of the contests.

Regional Conferences of Social Work Planned for June

The Extension Division joins with the State Board of Health, the State Board of Control, and the State Conference of Social Work in sponsoring three Regional Conferences of Social Work, to be held in June. These conferences will be held Thursday, June 9, at Glenwood; Friday and Saturday, June 10 and 11, at Douglas Lodge, Itasca State Park; and Wednesday, June 15, at Marshall, Minnesota.

Problems of Child Welfare, Juvenile Delinquency, County Health programs, the Indian in Minnesota, and Community Responsibility in poor relief giving, will be among the topics discussed at these conferences, to which all who are interested in social or health work are invited.

A New Order of Life

"What should college undertake? It may help students acquire prevailing culture or prepare for callings. It may equip them intellectually, professionally, personally, and socially to live as well as society will comfortably tolerate. There is a further possibility. Students may fully commit themselves to discovering the best possible ways of life and the best elements of social order, and may radically reconstruct their lives by such a pattern. . . . For long periods human society was almost static,—each generation almost exactly like the last. Today human affairs are in flux . . . They misread the present times who think humanity will settle down and continue to reproduce the recent past. If general

deterioration is to be avoided there must be a conscious building of a new order of life. The imagination, integrity, and wisdom with which that building is done will determine the quality of our civilization for a long period. All social institutions—business, religion, education, art—should be concerned with the undertaking."

—ANTIOCH NOTES

Education

From out the days when knighthood first began
I saw a suit of armor; burnished steel
Composed the plate from helmet strong to heel.
A barrier it stood,—a cogent ban
Against intruders. "But," I thought, "who can
Imagine this grim coat could ever feel
Within, the touch of animation real?
I can behold the suit, but where's the man?"
The school room's armor rare is girt on me;
A helmet strong of words is fitted by
Deft hands. A vizor of philosophy
And greaves of many ancient dates all lie
Close down upon me. Yet I cannot see,
If this is education, where am I.

—HAROLD M. FRELIGH

Extension Division Announces Program for NUEA Convention

The program of the Seventeenth Annual Conference of the National University Extension Association, which will be held at the University of Minnesota on May 11, 12, and 13, has been announced by the General Extension Division, its host, as follows:

On Wednesday morning, May 11, an address of welcome will be given by President L. D. Coffman, and the official address by the President of the NUEA, Mr. R. E. Cavanaugh, of Indiana University, will follow. The subject for discussion in the afternoon will be Quality in Class Extension, with addresses by Mr. T. H. Shelby, University of Texas, and Dr. Herbert Sorenson, University of Minnesota. In the evening the topic considered will be Quality in Correspondence Study, with talks by leaders in this field from all over the country.

The Thursday, May 12, program includes consideration of Informal Services and the Response of the University to Social Demands, and a series of Round Table Luncheon Conferences.

A tea will be given to visiting women in the afternoon by Mrs. L. D. Coffman. The banquet will be held Thursday evening, with President Coffman and Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, as the principal speakers.

Friday will be given up to a business session, and to an address on Adult Education in Europe, by Mr. Leon J. Richardson, University of California. The convention will close with an automobile tour of the city.

Delegates are expected from all parts of the United States, and every one interested in adult education or university extension work is invited to attend the general meetings.

Dr. Roberts Publishes Who's Who of Minnesota Birds

The Birds of Minnesota, long awaited by bird-lovers of the state, will be published by the University of Minnesota Press next month. The author, Dr. Thomas S. Roberts, is director of the Museum of Natural History at the University of Minnesota. He has been planning and preparing this book for more than fifty years.

Ninety-two full-page color plates, depicting groups of game-birds and song-birds in their natural surroundings, are among the illustrations used. There are also more than 500 black-and-white pictures and maps. Among the 327 species of birds described, there are included not only Minnesota varieties but also those that inhabit the entire Upper Mississippi Valley and the Canadian Middle West.

The Birds of Minnesota is being published through the generosity of a group of prominent citizens of Minneapolis. Proceeds from the sale of the book will become a permanent trust fund for the Museum of Natural History at the University.

A New Way to Combine Study and Work

Among the unique ways of combining study and work which Extension Students are so fertile in inventing, is the practical and *working* plan of Russell Piper. Mr. Piper is a prospect for a degree in journalism, at the same time that he is an employee of the *Union Advocate* of St. Paul. He is at present enrolled in an Extension class in Beginning German, and warms the heart and rests the eyes of his instructor, Mr. Prottengeier, by turning in his exercises printed.

Instead of killing two birds with one stone, Mr. Piper is thus doing three jobs with one typographical exercise: he is presenting his German exercises in a most readable form, and earning University credit; he is completing his practice work for an advanced course in Typography, which he is taking under the tutelage of the International Typographical Union; and he is becoming proficient at his trade.

Social Betterment

"In the vision of the whole of our social fabric we have loosened new ambitions, new energies; we have produced a complexity of life for which there is no precedent. With machines ever enlarging man's power and capacity, with electricity extending over the world its magic, with the air giving us a wholly new realm, our children must be prepared to meet entirely new contacts and new forces. They must be *physically strong* and *mentally placed* to stand up under the increasing pressure of life. Their problem is not alone one of physical health, but of mental, emotional, spiritual health."

—HERBERT HOOVER

University of Minnesota Junior College

(Continued from page one)

scaping; the engineers, its heating, lighting and ventilating; the Home Economics instructors will take up the vital problems of decorating, budgeting, buying for and feeding the family within the home.

Agriculture is offering a course in the conservation of natural resources, dealing with water power, mines, oil, land economics, and the basic wealths to be found in animals, birds, fish, and plant and forest life. Into this course will be woven the whole philosophy of conservation. The various branches of the Engineering College are co-operating to offer an overview of basic engineering processes, revealing the problems of engineering in the development of great dams and bridges, of highways, and sewage systems, of city zoning, and planning. The architectural engineer will consider the construction of giant buildings; the mechanical engineer, the devising and building of everything from children's toys to battleships and monstrous steam shovels; the electrical engineer, problems of power, and light, and the electrical gadgets by which we run our homes, transport ourselves, or make the most minute and delicate measurements; and the aeronautical engineer will outline for the interested layman the whole field of man's high adventure in the development of aircraft.

The faculty of the School of Business Administration is planning a year's survey of the vast business machine which is put into operation every time any one of us makes a purchase. This will deal with the methods of manufacture and distribution, with problems of finance, money, banking and credit, with stocks and bonds, and the markets in the great financial centers of the world, with foreign exchange, and international business dealings.

History and the social sciences are combining to offer a variety of these mountain-top courses. One, *The Background of the Modern World*, will consider the happenings of the present in the light of historical development. It will cover the period since the Renaissance with the purpose of making the twentieth century intelligible. Italian fascism, Russian communism, England's abandonment of the gold standard, and many more such topics have their roots far back in the medieval ages, and these will be traced to their origins. In another course, sociology will present social changes based upon technology and invention since the close of the World War. Political Science is planning a course in both United States and world politics. A third course will deal with strictly current history so that every week, every month, world affairs will be explained in the light of their most recent developments.

These are only a sampling of the courses that are to be offered next year, and more

will be developed as student demand requires.

In conclusion, I shall attempt to answer a number of the practical questions involved. Admission to the new Junior College is identical with admission to the University. Fees are the same as those in the College of Science, Literature, and the Arts. Courses, exclusive of military training for men students, are freely elective. Certificates will be issued at the completion of two years of satisfactory work. Arrangements are being made for flexible transfer from the Junior College to other colleges on the part of students, who, having done satisfactory work in the Junior College and having found the field of their speciality, wish to go on for longer training. Students who have found themselves mistaken in their choice of a speciality may apply for admission to Junior College courses. A limited number of students may also be permitted to take one or two of the Junior College overview courses along with a portion of their program in one of the established colleges. The usual provision is being made to accommodate adult auditors.

To quote again from Dean Ford's statement, although the new Junior College opens next fall, "It cannot be expected that the new unit will start full panoplied at any given moment. It has been our general plan at Minnesota to develop such experiments as this gradually by the methods of trial, observation, deduction, and action. Whether it is recognized or not, there has preceded this first overt step a great deal of preliminary study and deliberation. The University, through many agencies and individuals, has laid the foundation for this attempt to serve a great mass of students by more adequate recognition of their varying needs and capacities. What is here intended is a greater service to the body of students who are entitled to some broadening experience and training but who do not need or desire the standard curricula suited to a different group with justifiably different purposes."

Washington Bi-Centennial Films Available for Communities

The Bureau of Visual Aids has available for schools, churches, clubs, lodges, and other groups the George Washington Bi-Centennial Films, produced by the Eastman Teaching Films, Inc., at the request of the Washington Bi-Centennial Commission.

These outstanding films are available in both the 16mm (narrow width) and the 35mm (standard) sizes.

All groups wishing to use these films as a part of the commemoration programs, which extend officially until November 24, may procure them from the Department of Community Service, University of Minnesota Extension Division. A moderate fee is charged.

Unique Drama Service Offered Community Groups

Through its Drama Service, the General Extension Division maintains a library of about 3,000 plays which are at the service of the people of the state who wish to select plays for class presentation or any other kind of performance.

The rules governing this service are few and simple. A group wishing to put on a play may send in for copies of as many plays as they may wish to examine, although sending for too many at one time is a drain on the library and keeps such plays from serving other people as long as they remain out. It is well to limit each order to half a dozen or at most a dozen plays. As soon as selection of a play for presentation has been made, or the copies sent have been read, they should be promptly returned to the library, within one week's time from the day received by the borrower.

The plays are furnished free by publishing companies, and in return for this courtesy, patrons promise not to copy any play or part thereof, and when selection is made, to send for copies of plays to the publishing company that prints the play.

This service is free to patrons, except that they pay the postage on the plays both ways. This is usually a nominal amount.

When requests are sent in, not for any specific plays, but for recommendations from the Drama Service Department for plays of a certain character, it is advantageous to give as full information as possible in regard to the number of characters of each sex available for the production, or desired in the play, what royalties can be paid, what the stage facilities are and what the occasion is.

Further information regarding this service may be obtained from the Department of Community Service.

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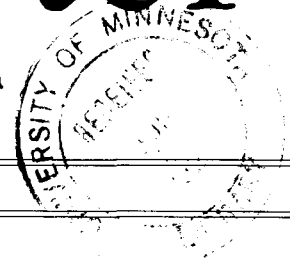
The Interpreter

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Adult Education in Europe

By LEON J. RICHARDSON
Director of University Extension
University of California

Editor's Note: This article consists of excerpts from a paper read before the annual convention of the National University Extension Association, May 13, 1932.

TO understand adult education in Europe one should bear in mind the conditions now existing in that part of the Old World.

1. With all the upheavals of recent years, the people at heart are still conservative, being generally disposed to live by the ideas and customs inherited from their fathers.

2. Society is still tripartite. The lower class, middle class, and upper class cleavage makes it difficult to administer adult education. Each class has to be served separately.

3. Schooling, unlike that received in our well organized public schools, is a variable thing, some individuals getting little, some much, and some a great deal. The toiling masses drop out of school early.

4. Nationalism, now intensely felt in many countries, puts a bias into adult education. It sets an excessive valuation upon local institutions and culture.

5. Politics and economic troubles hamper educational work.

6. Lands under the domination of a dictator or despotic political party do not give free play to adult education.

7. Organized religion often complicates the educational efforts of men and women.

8. Changes from absolutism to democracy and the rise of new nations emphasize the need of adult education for the citizens.

9. People, as a rule, are not well supplied with books. Libraries are places where books are kept. Persons once admitted to the reading rooms may seldom go to the bookshelves or take books home.

10. The adult education movement is confined mainly to the northern part of Europe. Spain, Italy, and Greece are but little affected.

11. Withal Europe has been, and still is, the center of the intellectual life of the world, the thinking, however, being done, not by the masses, but by individuals.

The morning star of learning for democratic society arose in England. There one type of educational work gave way to another in a long series of experiments, ranging from the early lectures to working men, Sunday schools, mechanics institutes, and labor colleges down to uni-

versity extension, social or college settlements, and university tutorial classes.

Also widely known is the parallel development in Denmark, which resulted in the creation of the Folk High School, established by Bishop Grundtvig after visiting England in 1843. This type of adult college has flourished. It has spread to Norway, Sweden, Finland, and Germany. There are at present ninety such colleges in Denmark and forty in Germany. It is significant in this connection that Denmark outranks all other countries in literacy. This college, unlike the university, does not carry on research. The students try not so much to gather facts and information as to gain living values and solve some of their broad human problems.

The most widely known instrumentalities of adult education today are University Extension, the University Tutorial Class, the Danish Folk High School, the American Evening High School, and the American Correspondence Course invented by President Harper of the University of Chicago. There is, however, another great form of adult education, namely, the *Stadtheim* or *Volkshheim* invented in Germany. Unlike The Folk High School, which is a rural institution, it evolved in the city. Credit for inventing the *Stadtheim* is due to Frau G. Hermes, who originally worked out the idea in Leipzig. According to the plan a group of men rent a house and hire a housekeeper. There they live for a year. During the daytime they follow their regular occupations. They are at table together at breakfast and dinner. They spend three evenings together weekly, the time being devoted to lectures and dis-

cussion led by a university scholar. He, too, lives in the Home and shares in its life. His salary and part of the Home expenses may be met from gifts or from some educational fund. The aim is not to alienate students from their callings and occupations, but to make them happier and more secure in their lives.

A Home may evolve into a kind of community center, since each member is at liberty to invite his friends and acquaintances to the lectures, discussions, and social gatherings. The German expression for adult education, *Volksbildung*, implies a connection with the community and even with politics.

Vienna possesses two remarkable educational institutions for men and women. One is called the *Urania*: It is a private adult education association, housed in a large city building which contains many teaching rooms and auditoriums. There is an observatory at the top of it. The main auditorium, equipped with a stage, seats about 1800 people. One may become a life member by paying about thirty-five dollars, or an annual member by paying about one dollar. Membership entitles one to buy admission to courses, lectures, or performances at a reduced rate.

The other institution in Vienna is the *Volkshheim*: it is under the management of the city. Work is carried on in five large centers. The main building is an impressive structure of five or six stories, containing many lecture rooms, laboratories, auditoriums, and a bookstore where one may buy almost anything having to do with the adult education work carried on in the city. The *Volkshheim* catalogue resembles that issued by an American university; every important field of knowledge is represented in the courses and lectures offered. The work is partly cultural, partly vocational. Thousands of people take advantage of these facilities.

In Czechoslovakia adult education has become an activity of public and general importance, for which, to a certain extent, the state provides. The work is administered by political parties, the gymnastic associations, and certain other groups. Many of these bodies are co-operating

(Continued on page four)

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JUNE, 1932

Bringing Education to the People

The national convention of University Extension, which met at the University the past week, emphasizes the growing recognition that education, even in the more or less restricted sense of the study of books and the use of laboratories, can not be confined to the class room and the university. As knowledge expands, the burden of keeping the pace becomes greater than the taxpayer can stand. Periods of depression keep hundreds of young people at home. At best, the four years of college afford but an introduction to the field of learning. The university, if it is to meet the needs of the community, must devise means for bringing its resources to the people, and enabling them to pursue the broadest culture under its trained leadership.

President George E. Vincent twenty years ago adopted the slogan, "The University Campus as wide as the State," and his ideal is being progressively realized. University classes are conducted at convenient afternoon and evening hours in the larger cities. Lecture courses, high grade musical and entertainment programs, are maintained wherever the community will support them. Thousands of students avail themselves of the opportunities afforded by correspondence study.

After a quarter of a century, University Extension is still in its infancy. Apart from those undertaking elementary business courses and school teachers with an eye to enhanced salaries, comparatively few avail themselves of the advantages thus provided. Few parents realize how large a part of an expensive college course might be written off while their children remained at home, or worked to obtain the funds needed to complete their studies. Few citizens, whether college graduates or not, understand the wide range of cultural opportunities that Extension classes and lecture courses might afford.

To be sure, nothing can replace the associations of college life. Yet parents sometimes suspect that the debit account of these associations is often quite as great as the credit. Personal contact of teacher and student may mean much, but too often means little enough. After all, the business of learning means a hungry mind brought into fruitful contact with the sources of information. The wisest

teacher is he who can guide and inspire the efforts of the student himself. That this may be done by letter, in informal classes, or even through the medium of the popular lecture, experience abundantly proves.

University Extension, as originally devised, aimed chiefly at bringing university opportunities to the under privileged. More and more, it is coming to mean the extending of the university career to embrace the whole of the adult life. We are never too old to learn. There is no end to the field of knowledge. To share the guidance and the inspiring enthusiasm of a trained teacher, while pursuing whatever intellectual interests the individual may cultivate—this is what University Extension offers. The limit to its field of usefulness is only that of the popular interest and demand.

—Reprinted from The Minneapolis Journal, by permission of Dr. John Walker Powell, the author.

Student Work Committee Notices

SUMMER PLANNING

With the close of the present semester it is not improbable that the thoughts of the majority of students turn toward the vacation period and the cessation of study. We hope that every student will have a most enjoyable summer and return to his work refreshed and invigorated next fall. We cannot, however, fail to take this opportunity of putting out the reminder that it would be advisable to give some thought during the summer to the planning of a definite program of study for the coming year.

During the summer months there is usually less pressure from other matters so that the Students' Work Committee can a little more leisurely consider the problems of individual students. The announcement of classes for the fall semester and the new sequences for the various certificates will not be issued in printed form until some time in August. The Committee will, however, have this matter available a number of weeks earlier than that, can give private advice in advance of publication, and invites you to make appointments at your convenience.

Planning in the summer a course of study that is not to be operative until fall may seem like buying Christmas presents in June. In both cases, however, such action is an evidence of forethought and wisdom. We hope many extension students will evidence this forethought.

THE NEW PROGRAM

In planning the offerings of extension classes for next fall the General Extension Division is facing several problems, the principal one being that of a curtailment of demand because of the current financial depression. In order that the most favorable offerings may be made, the

Division needs and will welcome the assistance of every extension student.

When the program for the past year was announced, with the innovation of a complete year in one program and an absolute guarantee of every class announced, it was with a reasonable feeling of assurance that demand would justify the innovations. We had made allowance for some shrinkage in registrations because we could not believe that in the face of all the shrinkage in every other enterprise surrounding us, the demand for extension classes could remain at its high point. This was not because we had lost faith in the desires of students for the classes, but because we knew that with reduced incomes and perhaps increased obligations many students would find it difficult and perhaps impossible to register for the classes they wanted. In the first semester our expectations were not justified. The shrinkage in registrations was so small as to be almost negligible. We were full of fine hopes, therefore, for the whole year. But in the second semester our fears were even more than realized. It was apparent that financial stringency had found its climax in the middle of the winter, and our shrinkage in registrations for the second semester was nearly 25%, on the basis of the second semester of the previous year.

In view of these facts, we feel that extreme caution will have to be employed in planning our program for the coming year. We may have to suspend the guarantee of every class offered. This does not mean that we do not believe in it in theory, but that we may find it financially impossible to carry out such a guarantee. Perhaps a compromise can be made guaranteeing some classes and placing the others on the former basis of minimum registration. Whatever the action taken, the success of the program will depend on the support given by those whom we may call regular extension students.

The assistance that these students may give may take the following forms: First, in making known now, before the program is fully worked out, those classes in which they themselves are interested and in which they believe that a sufficient number of other students may become interested; and second, in demonstrating their interest in helping the Division in the work of recruiting the necessary registrations. The matter of offering suggestions and of indicating the classes that appear to be demanded is one that should not be delayed. The program is now in the process of development and must go forward rapidly. The assistance which the Division will appreciate may well extend over the whole summer, and in a more concentrated form occupy the month of September after the announcement of classes is printed. We hope we may rely upon the interest of our loyal students to give whatever assistance is in their power to tide us over these critical months.

Seventeenth Annual Convention of University Extension Association

"A Conference To Be Remembered"

On May 11, 12, and 13, the Seventeenth Annual Convention of the National University Extension Association met at the University of Minnesota. The general subject for the Convention was "Quality in University and Adult Education." It was intended to devote Wednesday morning to conventional addresses of welcome and response, but Dean Lawrence, substituting for President Coffman, departed from convention and provided enough material for debate and controversy to last during a long meeting.

Wednesday afternoon was given to a discussion of Quality in Class Extension. Dr. Herbert Sorenson gave the findings of his investigation of the "college ability" of evening students. Mr. Shockley of Pittsburgh, leading the discussion of the kind of person who was needed in the Extension teaching field, gave a list of the qualities which a good teacher should possess: first, he must have great knowledge of his subject; second, he must be able to inspire his students with the "desire to enter with him that delightful world of intellect where he sojourns"; third, he must be a gentleman—that is, he must never hurt his students with the unfair sarcasm or the bitter witticism which harms and does not help; fourth, he must be loyal to the institution which he represents; fifth, he must be a good listener; sixth, he must have an orderly mind; seventh, he must, at times, be a severe taskmaster; eighth, he must have a real humility of spirit.

On Thursday the conference divided into four groups for luncheon. Probably the most interesting meeting was the one devoted to University Extension and Unemployment. Dean Snell of Wisconsin spoke of the need to provide the high school graduate, who was not able to go on to college this fall and who could not find a job, with something to keep him busy. He outlined the plan which they are putting into operation to give the student some continuation work in his own high school or some university correspondence work.

On Friday afternoon, Mr. Richardson of California gave a paper on the results of his study of adult education in England and on the continent. His conclusions were challenged by one of the delegates who happened to be a national of one of the countries discussed. This little incident shows the spirit of the Conference. Attending the meetings was never a matter of sitting passively and listening—or dozing-thru a series of papers, but an active, alert participation in each meeting by all those who attended. It provided an opportunity to refire one's enthusiasm for adult education. It made one proud to be a member of this group,

at once both idealistic and practical. Here one did not see men who had so far lost themselves in research that the world was limited to the confines of their own investigation—men for whom the classroom had become the mere symbol of the necessity of making a living, and the lecture hall merely a rostrum from where to expound some portion of the data which they were so laboriously gathering. Rather, one saw men who know that the important part of the educational system is the student and that the classroom is not a job-to-be-done but an opportunity to give vocational training, technical skills, or a broader understanding of the humanities. For them, Extension class instruction is real education—the process of leading people out of the place where they were bound by non-realized or non-realizable opportunities of youth—leading people out of the cramped quarters of their own ignorance into the freedom of greater knowledge. As one listened to these men, looked at them, and saw them moving in close harmony with a changing social and economic world, *a part of it*, not *apart from it*, one felt that adult education was in safe hands for another and yet another year.

Dr. Jenks To Give Anthropology Courses in Summer Quarter

Mr. T. A. H. Teeter, Associate Director of the University Summer Quarter, announces the arrangement of two courses in Anthropology, to be given by Dr. Albert Ernest Jenks, Professor of Anthropology, during the first summer session. His *Introduction to Anthropology* will give students who have not studied this fascinating science an opportunity to get a beginning course from one of the best known authorities in the field. *Prehistoric Man*, a graduate course, will provide advanced work for students interested in a detailed study of prehistoric men and their cultures, and personal laboratory study of implements from ancient cultures of Europe and Africa.

Dr. Steefel Writes New Club Study Program on Russia

Dr. Lawrence D. Steefel of the History Department has just completed a new club study program on "Russia." Since Russia is claiming the attention of the world at present, his study program is a timely addition to the offerings of the Correspondence Study Department.

After giving program material on the geography and the peoples of Russia, together with a bit of its history before the Revolution of 1917, Dr. Steefel outlines such important topics as the Political Organization of Soviet Russia, Personalities of the Russian Revolution, Making Soviet Russia, the "Five Year Plan," Foreign Commerce, Foreign Relations, and Recent Developments.

Side Lights and Free Hours of the Summer Quarter

Free hours at the University of Minnesota Summer School this year will be almost as important and stimulating as class room lecture and study hours. A full and interesting program of music recitals, dramatic productions, tours, films, convocation lectures by visiting celebrities, and unusual symposiums on Music and on the Foundations of Educational Thinking has been arranged to make Summer School students' free hours as full and valuable as they are entertaining.

One of the most important features of the free, or out-of-class-hour programs, is the Symposium on the Foundations of Educational Thinking. This Symposium will consist of lectures on those phases of sociology, economics, government and business administration which are basic to intelligent decision concerning crucial educational issues, and will be conducted by educational leaders from Minnesota and other universities and research organizations.

The lectures will be given daily except Saturday and Sunday at 12:00 noon in the auditorium of Burton Hall. They are open to all members of the university student body and faculty, and to the general public without charge.

A second kind of Symposium will be one on Music, arranged under the auspices of the Department of Music. Faculty members and speakers of national reputation in the various fields will give a series of lectures and demonstrations.

In addition to this feature for music lovers, the University Singers, under the direction of Professor Earle Killeen, will present the grand opera *La Boheme* in Northrop Memorial Auditorium on July 7 and 8, and every Wednesday at 4:00 p.m. music recitals will be given in the Music Auditorium.

The dramatic program for the Summer School will also be unusually large and varied this year. The University Theatre will present an outdoor production of *Turnadot*, by Percy Mackaye, Ibsen's *The Wild Duck*, and *Dubloon*, by Allen Scott. Miss Maud Scheerer, Dramatist, of New York City, will give several dramatic recitals, and Mr. A. Dale Riley, Director of Dramatics at the University, will lecture on "Modern Tendencies in the Theatre."

A number of outstanding men will lecture at the weekly convocations. Among them will be Dr. Clyde Fisher, Curator of the American Museum of Natural History, New York City; Major Thomas Coulson, formerly of the British Military Intelligence; and Countee Cullen, Negro poet. Dean George F. Arps, of the College of Education, Ohio State University, will deliver the commencement address.

In addition, a series of afternoon lectures will be given by prominent members of the University of Minnesota staff every Tuesday and Thursday.

Adult Education in Europe

(Continued from page one)

with the Masaryk Institute for Adult Education, which organizes public lectures, helps public libraries, provides educational films, promotes instruction in music, painting, and sculpture, and provides educational radio programs. Much attention is now being given to the development of a system of public libraries.

France is often spoken of as a country without adult education. This statement requires qualification. The land of Lafayette is a European example of a "hermit kingdom." The people live largely unto themselves. Repeated attempts have been made to import foreign methods of adult education, but such seed, when scattered on French soil, has never germinated. The fact is, the French have their own system of adult education. When an individual has once completed his schooling, for which there exists the admirable elementary schools, lycées, universities, and professional schools, he is likely for the rest of his life to read much and to discuss ideas with his fellows. Besides a small amount of telegraphic matter, the daily newspaper usually presents a long editorial or essay, well enough composed to be food for thought. Again, the weekly and monthly periodicals contain solid matter of a high order. Finally, the publishing houses find it profitable to issue annually a great number of books, many of which take high rank for their subject-matter and style. For proof that this matter in public print is discussed one has only to observe the habits of French people as they foregather daily in restaurants and cafes.

Many of the opportunities offered in a newly settled country have long since vanished in Europe. Therefore persons, who might elsewhere occupy their leisure in riding horseback through virgin forests or in shooting stags, turn in numerous cases to the pursuit of learning as something to satisfy their yearning for adventure and romance. This spirit and this attitude of mind are often found among European men and women who form the study groups. Some say they wish to make themselves ready to discharge fully the duties of citizenship. Some embark upon this work for vocational reasons and later find their interest is also on the cultural side. Some get so far as to say they wish to think clearly about the things that affect life and happiness. Now and then one desires to be in a position where he will be deceived neither by catch-word falsity nor by outworn belief. Such men and women will say, "The man who aspires to make the most of his mind will do well, as opportunity offers, to associate with persons of promise, of ability, and originality. If he finds such persons scarce in his community, he may come to know many through their works, through the books they have written, the pictures they have painted, and the songs they

have sung. While association gives inspiration, the essential work in their field must be done by the man himself for himself. Growth cannot be communicated to him by any art known to liturgies or homiletics.

"No enterprise in the wide range of human experience can rank with training the mind. By that activity alone nature permits man to rise above the level of dumb creatures. If, therefore, we have received from heaven nothing so good as the mind, what should be more worthy of exercise and cultivation? No quest of hidden gold or worldly power has in the long run ever had like charm or brought like gratification. No other adventure is to be compared with it. Through it civilization and all man's higher achievements have been won. The peal of a gun does not carry so far as the music of the lyre. The exploits of Jenghis Khan pale before Shakespeare's achievements. To pursue intellectual ideals, unlike the privilege of galloping with a king in a royal game park, is a glorious adventure open to every man who cares to live richly and well."

Extension Professors Speak at Educational Meetings

Dr. Herbert S. Sorenson, Assistant Professor of Educational Psychology of the General Extension Division, delivered an address before the Annual Meeting of the Minnesota Council for Adult Education at Duluth on May 20. His subject was "What the University of Minnesota Has Done and Proposes To Do in Regard to Adult Education."

Dr. Sorenson explained the proposed investigation of the abilities of Extension students and of adults to learn, which he will conduct for the University with the aid of a recent grant from the Carnegie Foundation.

On May 17 Mr. T. A. H. Teeter, Associate Professor of Engineering and Associate Director of the Summer Session, appeared before the National Congress of Parents and Teachers, meeting in Minneapolis, to read Dr. Price's paper on "Cooperation of Home and School in Providing for Parent Education," Dr. Price having been called to Washington.

State Communities Offered Lecture Programs for Next Year

Among the lecturers made available for community programs for the coming school year by the Department of Community Service of the Extension Division are Sam Grathwell, George Elias, Judge Fred G. Bale, and No-Yong Park. The first two lecturers are new to Minnesota communities. The others have lectured somewhat extensively in the state in previous seasons.

Further information regarding these lecturers may be obtained from the Department of Community Service.

Dr. Price Defends WLB Before Federal Radio Commission

Director Richard R. Price spent the week of May 16 in Washington, representing the University of Minnesota at the hearing before the Federal Radio Commission. He was accompanied by Mr. Charles Phillips of the Attorney General's office, St. Paul. The purpose of their visit was to attend the hearing arranged to decide whether the present arrangement as to allocation of time among the three educational stations—WLB, University of Minnesota, KFMX, Carleton College and WCAL, St. Olaf College, Northfield, and the commercial station, WRHM, Minneapolis,—is to continue.

WRHM is asking for a clear channel, which, in radio parlance, means that no other station in this region shall broadcast over channel 1250 kc., the one now shared by the four stations. WRHM maintains that it needs all the time on the this channel in order to conduct a profitable business, and properly to serve its patrons; that the public does not care for informative talks or "high brow" music and is best served by light musical programs, many of them of the jazzy order, and that the radio should be used primarily for entertainment and not for information. It is willing that the educational institutions shall have another channel, if they can find it. No such channel seems to be available, at least not for any evening hours. The educational stations are fighting for the right to broadcast informative and cultural programs during both day and evening hours. Under the present arrangement, WRHM has over 100 hours a week; the three educational stations have about twenty hours. Of these twenty, about six hours are in the evening.

The controversy is arousing much discussion in radio and educational circles, and the Federal Radio Commission's decision is being awaited with much interest.

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