EDUCATION A LIFELONG PROCESS

The Interpreter

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University of Minnesota

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An Exploratory Experiment in Adult Educational Guidance

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THOSE of us who are engaged in adult educational work in the University of Minnesota General Extension Division have long been of the opinion that there is a field for definite guidance and orientation among our adult students. We knew that a large number of our students with very high ability and high aptitude ratings were engaged in occupations requiring relatively little ability. Our college ability tests showed that a considerable proportion of our extension students with the native ability and intelligence of professional people were doing the work of clerks or common laborers. We felt that these students could, with proper guidance, be stimulated to go further up the educational ladder. We detected in these superior but misplaced individuals symptoms of mental restlessness. We found definitely from aptitude tests given them that students with high college aptitude come to our adult extension classes in disproportionate numbers—in other words, there is a larger proportion of the population with high ability than with low ability that come to extension classes for adults. Possibly it is because of their exceptional intelligence that these individuals seek attachment to the University.

The conclusion that adult education classes attract people of superior ability from even the low ranks of occupation was further verified by a study made at the University of Minnesota in 1929-1930. This study was initiated to determine the college ability of extension students in comparison with that of the younger generation of students in the day time classes of the University, and to find out the nature of the educational interests of these adult extension students.

Three instruments were used in this study. They were the college ability test, the Minnesota Reading Test, and a personal data sheet. Certain of the conclusions drawn from these tests by Dr. Herbert Sorenson are as follows:

1. Two-thirds of the women and four-fifths of the men students in adult classes have vocational objectives.

2. A majority of the older students have social-cultural-leisure objectives, but even so the number with vocational purposes is surprisingly large.

3. Persons who declare themselves to be working for degrees show greater college aptitude than those working for certificates, and these show greater aptitude than those who do not work for either degree or certificate.

4. Students whose study is controlled by their ambition for degrees or certificates tend to complete more courses than do those who have no such aims.

5. Reading ability and college aptitude are associated with the number of years of schooling.

6. The college abilities of persons who return to school after relatively long periods of absence are as high, and sometimes higher, than those of students who have had no interruption.

7. Adult education, as it is now administered through the General Extension Division of the University of Minnesota, selects the more capable of the normally out-of-school individuals.

The Minnesota experiment is the only educational study which shows that older people have more mental capacity than have the younger students. It also shows definitely that extension students have as high ability—perhaps higher ability—than some full time day student groups, but that this ability is not always well directed.

With the findings of this study in mind we instituted in August, 1931, a guidance study of an exploratory nature to determine the validity of our opinion that adult students need and welcome guidance.

The initial step of our experiment consisted in addressing a letter to 500 persons recently enrolled in extension classes, and upon whom we had made the college ability tests, informing them that the General Extension Division stood ready to assist them in their relations with the University. This group of 500 was designated as the experimental group. Another equally large group of former extension students, similar to the experimental group in college aptitude, years of schooling, age, and vocational status, was selected and designated as the control group. The final number comparable in each group turned out to be 486.

Our preliminary purpose was first to determine what type of guidance extension students seek, and second, to ascertain to what degree our offer of guidance influenced a selected group of students in their registration for extension courses. We arrived at these conclusions:

1. There are a definite number of extension students who desire and who are in real need of guidance, but what these students seek is not vocational guidance but *educational* guidance.

2. The interest which we manifested in this group of students did stimulate to some extent their registration in extension classes.

The following is a tabular outline showthe enrollment of the two groups during the first and second semesters of the school year:

Number Enrolled

	Number	First Semester	Second Semester
Experimental group....	486	172	112
Control group.....	486	154	105

It appears from this numerical summary that more of the experimental group than of the control group enrolled for extension classes.

3. Although there were a number of students who, upon solicitation, conferred with us at the beginning of the fall semester, none returned for conferences in the second semester. No one of this experimental group has returned for further guidance. Apparently those with educational problems took care of them entirely in the early part of the fall semester. We believe that the advice and guidance which we gave them last fall enabled these stu-

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Richard R. Price - - - - - - - - Director

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Mildred Boie - - - - - - - - - - Editor

SEPTEMBER, 1932

The Problem of Educational Guidance

A brief and exploratory study of the need of guidance for adult students in the General Extension Division of the University of Minnesota indicates that some sort of guidance for students of mature years is necessary. Many students register for classes, attend a brief period, and leave the University without apparent cause. What is the reason? Dr. Herbert Sorenson's preliminary study indicates that even adults are often "Babes in the Wood" when they venture upon search for knowledge. He hints that what adults need most is not vocational guidance—for they have selected (or have been selected by) their jobs and cannot conveniently make a change. What they do need is educational guidance—that is, direction toward an educational goal that will help them better to live richer and happier lives.

It is in the simpler occupations that most of the populace must be employed, and the amount of formal school education that can be put to useful service in those simpler occupations is limited. But to educate people beyond the needs of their life work is not necessarily an economic error. Music serves no economic purpose in most people's lives, yet who of us does not enjoy life more for such knowledge of that art as we may have? Mathematics may not add to the income of a barber or a baker's helper, but it may help to satisfy his curiosity and afford him intellectual pleasure in his leisure hours.

The problem of educational guidance, then, seems to be that of ferreting out the student's likes and dislikes, his tastes and capabilities, and directing him to studies that will nurture them into culture and character, thereby making him a better neighbor as well as a more valuable worker in the community.

On Remembering Vacations

The art of taking a vacation consists not only in where one goes and in what one does, but also in how one plans the holiday and what one thinks about it afterwards. Most of us have by now taken our annual vacation, and no amount of resolution or thought will enable us to plan or live it over again. But the joy—or fruitful pain—of retrospection can now be ours, and in the remembering, as well as in the planning, lies half the joy and value of holidays.

It's the wise man who knows that it is just as important to spend as much time thinking about a book as it is to read it, and he might well consider that one of the tests of the value of any book is whether or not it will bear thinking about after he has finished the last page. Nightmares forbid, he must confess, that certain thrillers and detective stories be thought of at all, and a man's capacity for boredom will surely persuade him not to muse very much upon most of the love stories and books of adventure that he reads.

Similarly, many kinds of vacation are over the day one returns home and will not bear reliving even in the memory. But the best kinds of vacations, like the best kinds of books, yield their true significance only when they have mellowed upon the mind, only when hours of thoughtful retrospection enable one to distill their true value and beauty, and days and weeks of hard work reveal the energy and strength they have quietly stored in one's mind and body.

"Exactly what did I get out of my vacation?" is a question so simple most of us would not trouble to ask it, even for ourselves. To try to answer it, in black and white, might be difficult; it might even be embarrassing; it would certainly be revealing. Relaxation? Good. Rest and physical energy? Better. A sweeter temper, a calmer mind, a new determination to make work days as well as holidays full and bright and rich and productive? Splendid.

Of course all this thinking may be done unconsciously, just as the enjoyment of the vacation itself may be natural and undetermined. One need hardly go to the mountains and *force* one's self to love them,—say to one's self, "Now I'm going to absorb all the health and strength and serenity and joy from that big peak and this range that I can possibly hold. Lungs, breathe the pine fragrance! Legs, measure that mountain! Eyes, photograph this glacier! In two weeks you won't have this chance again, and what you get now has to last all winter."

And in the same way, one needn't come back from the holiday and say, "These things I'm going to preserve in my memory; this I'll throw out; this I'll make a resolution never to do again; that's the one thing worth remembering and following up." But a little conscious thought about the significance of even a vacation at home helps not only to illuminate that vacation's particular essence, but also to prepare for the next one.

Acquaintance with the best in scholarship; the fruit of it, ripening into refinement, elevation, sensitiveness, courage, and wisdom, is culture.

—WILLIAM LOUIS POTEAT

Student Work Committee Notices

THE NEW CERTIFICATES

The new bulletin of Extension classes contains statements of the requirements for the ninety-credit certificates which were authorized some time ago and announced last year. The only certificate to remain unchanged is the Junior College Certificate, issued to indicate the completion of the first two years' work in the College of Science, Literature, and the Arts, leading to the bachelor's degree. The other certificates heretofore announced in liberal arts subjects have been replaced by a single certificate in Liberal Education. This new certificate is designed primarily for those students who do not aspire to get a degree, but who are interested in continuing their education and welcome a program for their study. The new certificate is very broad and liberal and should fit the interests of most any student.

The certificate in Business subjects is revised to include for all candidates a core or basic group of subjects which are fundamental in business preparation. Above this basic requirement the student may complete his 90 credits in any one of seven fields, including the hitherto popular branches of Accounting, Finance, and General Business. A new field of Merchandising has been opened, in which large numbers of persons engaged in some sort of store work may well be interested, since the retail merchant of today needs all the skill and information he can get.

Mathematics has been made the basic requirement for the Engineering certificate, in all fields, just as it is the basic requirement for all engineering degrees. Many students of engineering have attempted to study advanced courses without adequate mathematical preparation, and all of them have found that because of this handicap they could not secure the full value of their classes. In some cases such students have interfered with the progress of those classmates who did have the proper preparation. The new requirement is therefore made in the interest of students, to secure to them in full the advantages for which they are expending their time and money. On the basis of this requirement, together with the drawing and mechanics which are equally fundamental, the student may specialize in any branch of engineering, in classes where the work offered is identical with that given in day classes. Many students, some of whom actually petitioned for this strengthening of the requirements, have already expressed their gratification over the new procedure.

With mathematics classes now offered in five-credit units, complete in one semester, the time needed for mathematics is actually cut in half, and all students interested in engineering subjects should begin their study of mathematics at once.

Thirty-Eight Students Receive Extension Certificates at June Commencement

At the University commencement exercises held in the Stadium on June 6, thirty-eight students received certificates in recognition of their completion of work in various classes offered by the General Extension Division. Dr. R. R. Price, Director of the Extension Division, presented the students to President L. D. Coffman, who conferred the certificates. The students so honored were:

Junior College—Virginia H. Lockwood, Tillie Simos.

Advanced Civil Engineering—Matt G. Tometz.

Civil Engineering—William A. Ostrem.

Mechanical Engineering—Robert C. Garwood, Louis S. Sinykin.

Electrical Engineering—Francis A. Anderson, Raymond A. Lundbeck, Frank A. Muller, Leo F. Murlowski, James E. Trask.

Accounting—William F. Boehm, Sally Brody, Willam VanMeter Cooke, Joseph A. DeZelar, Harvey H. Dutton, Milton E. Erickson, Laudis F. Franckowiak, Cyrus E. Johnson, David J. Kaplan, Ernest M. Larson, George E. Mundale, Palma J. Nelson, Evelyn C. Olson, Gerald Posawad, Vahe G. Santoorjian, Walter J. Schleh, Edward E. Schoen, Alvin J. Stoven, Edward P. Sullivan, John T. Schramek, Clinton A. L. Fuller, Andre J. Turgeon, Paul H. Williams, Bessie E. Woodworth.

General Business—John C. McNulty, John T. Schramek.

Finance—Leonard P. Gisvold.

Registration Notice

The first semester of the General Extension Division classes will begin on Monday, October 3. All registrations should be made, and fees paid, before the first week of the semester. Registrations made later than the evening of Monday, October 3, are subject to a late registration fee.

The offices of the General Extension Division, at 402 Administration Building, Campus; 736 Security Building, Minneapolis; 920 Pioneer Building, St. Paul; and 404 Alworth Building, Duluth, will be open from September 26 to October 7, including Saturdays, until 8:30 p.m., in order to allow students who work during the day to register after working hours. Before and after this period, offices are open from 8:30 a.m. to 5:00 p.m., and on Saturdays close at 12:00 m.

Extension Student Wins Success with Short Stories

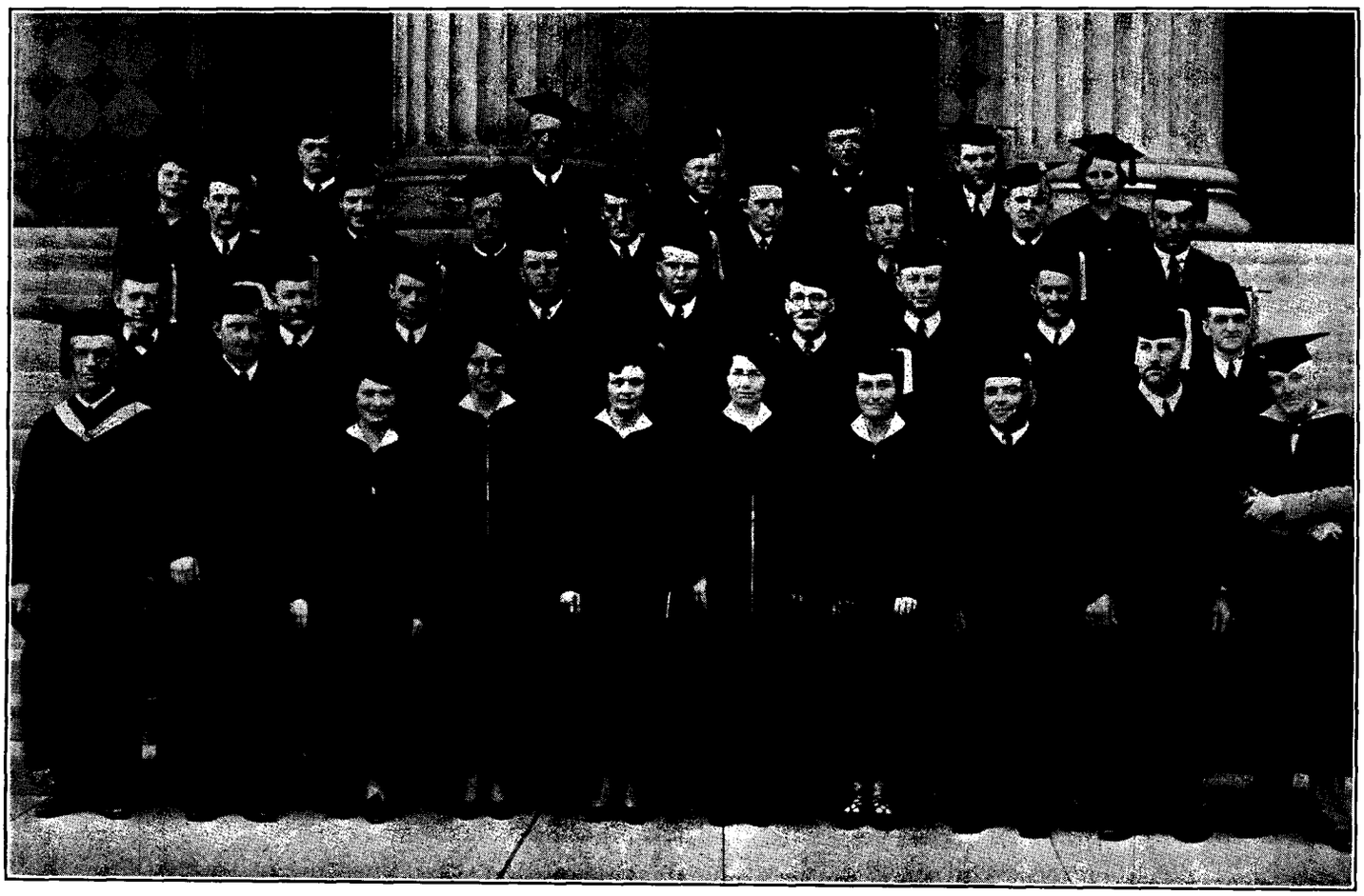
The writings of Mrs. Monica Krawczyk, who has long been a member of the Extension classes in Short Story Writing, have begun to appear in *Good Housekeeping Magazine*. The July issue contained her story, "Tokens," and "My Man" will be published in the near furture.

Mrs. Krawczyk has worked under the direction of Dr. Anna Phelan, in Extension classes, and she is a member of Delta Phi Lambda, honorary creative writing sorority. Besides writing fiction, she has had many articles published in education papers. She is in addition a visiting teacher in the Minneapolis Public Schools and the mother of two boys and a girl.

Evening Students' Dramatic Club Wins State Honors

The Players, one of the University of Minnesota evening students' dramatic organizations, took second place in the annual one-act play tournament of the Minnesota Dramatic Guild, held in the last part of May.

In addition, Miss Marguerite Phillips, of the Players, took the cup for the best feminine player in the tournament.



Reading from right to left—Front row: Professor Teeter, Mr. Anderson, Miss Brody, Miss Olson, Miss Nelson, Mrs. Woodworth, Miss Simos, Mr. Kaplan, Mr. Muller, Professor Edwards. *Second row:* Messrs. Ostrem, Dutton, Garwood, Turgeon, Murlowski, Fuller, Johnson, Lundbeck, Franckowiak. *Third row:* Messrs. Schleh, Gisvold, Schramek, Posawad, Schoen, Cooke, Sinykin, Tometz. *Back row:* Miss Faue (Guide), Miss Mundale, Messrs. Boehm, Larson, Stoven, Sullivan, Miss Anderson (Guide).

24 Honor Students Took Work in Extension Classes

Among the students graduating in June and July this year, twenty-four of those winning *cum laude, with distinction* and *with high distinction* degrees are students who did part or all of their university work in classes offered by the General Extension Division. The Division is proud to call attention to the distinguished work of these students, who have taken advantage of the opportunities it offered, as well as those of the Summer School and day school. June honor graduates are:

College of Science, Literature, and the Arts—Alicia J. Drage, *summa cum laude;* Arnold C. Aslakson, Esther R. Challman, *cum laude.*

College of Education—S. Madaline Bullis, Gladys Kittleson, *with high distinction;* Louise S. Crickmer, David Brody, Kathleen M. Hynes, Jessie H. Michaelson, Mae O. Midje, Mertie Rohrer, Antoinette M. Tomczak, *with distinction.*

University College—H. Dustin Rice, *with distinction.*

July graduates winning honors are:

College of Science, Literature, and the Arts—A. Carl Mauritz Ahlen, *cum laude.*

College of Education—Ellen Hughes, *with high distinction;* Lucile M. Armstrong, Alice S. Corneveaux, Ann S. Covart, Edith M. Follansbee, Ellen Mehalek, Blanche L. Merrill, Jean Baxter Smith, Beulah H. Wallar, Rose B. Wiedner, *with distinction.*

Social Workers to Hold State Conference Sept. 19-24

The Minnesota State Conference and Institute of Social Work will hold its annual meeting September 19-24 on the University of Minnesota Agricultural Campus, St. Paul, Minnesota. For several years the Extension Division has been one of the groups to sponsor this meeting, and the office of the Conference is in the Extension Division offices.

Among speakers of national prominence at this meeting will be Judge Andrew Bruce of the Northwestern University Law School, who will speak on the subject of "The Young Delinquent." Mr. Harry Lurie, well known authority on relief problems, will discuss "The Need for a National Policy of Public Relief."

The program in general is planned for the discussion of rural problems. Seven Institute courses will be held for the first three days of the Conference. Instructors will be persons specialized in the fields of Social Insurance, Psychiatric Social Work, Probation and Parole Work and Group Work. Other topics will include: Unemployment and Old Age Insurance in the United States; Securing Protection in the Low Cost Dietary; What Shall Our Attitude Be Toward the Epileptic; The Contribution of Religion to Mental Health; Maintaining Motherless Families Intact.

Programs and information about the Conference may be secured by writing the Executive Secretary, Mrs. Jean E. Alger, 413 Administration Building, University of Minnesota, Minneapolis.

An Experiment in Adult Educational Guidance

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dents to solve their placement problems, for the time being at least.

Of course educational guidance can easily lead to avocational and even vocational guidance. Our studies are very preliminary and exploratory, but it appears that what is needed in all institutions engaged in adult education work is an extensive set up which will catch the young person of ability in the position below his capacity, pull him loose and start him on the road to success in a more stimulating occupation, and which will also encourage the older person who has been submerged occupationally and give him (or her) something sustaining against the depressive effect of mediocre accomplishment, and the mental starvation of the present social and economic conditions.

We have definite evidence that University Extension classes for adults are giving good practical training which helps the working adult to grow and advance in his vocation.

We do not as yet have sufficient evidence, but we have a well-founded belief, that University Extension classes are also helping students to get more out of life, to live more richly and fully, to be more aware of those pleasures of the mind which are open to everyone.

These people may be shut out from the more stimulating vocations, but no one need be shut out from the finest avocations. To awaken an appreciation of this truth in adult students will awaken also an appreciation of the opportunities of adult education work. But it requires the time and attention of instructors who have a broad cultural background and who have time to encourage and plan educational programs for individual students.

The modern university teacher is, however, somewhat overburdened with routine. He does not have the time properly to seek out those who need guidance. Perhaps we should relieve the best and most experienced teachers of their routine and put them in charge of beginning classes where they can properly orient the student before he becomes discouraged and disgusted, and where they can stimulate students to be curious about many fields of knowledge. An advisory system guiding students into orientation courses has already been proven popular in evening classes at this University. Further study in this field seems eminently appropriate, especially in these times of depression, confusion, and transition.

Embalming Course To Be Extended To Nine Months' Session

The General Extension Division of the University of Minnesota, with the co-operation of the Medical School and other Schools of the University, the Minnesota State Department of Health, and the Minnesota Funeral Directors' Association, announces the twentieth annual session of the Course in Embalming and Funeral Directing, to begin October 3, and to run until June 24, 1933.

This is the first time that the University offers a complete nine months' course in embalming. The work combines instruction in the academic subjects, particularly the basic sciences, and training in the technical details of practical embalming, as well as in business methods and procedures. Students who successfully complete the course are granted a University certificate.

Notice Regarding English Placement Tests

All students beginning the work in English Composition will be required, by general university regulation, to take a series of tests in English, as prescribed by the Department of English. These tests are for placement purposes, to determine whether or not the student may take Composition 4-5-6, must take Sub-Freshman English, or may be exempt from beginning classes.

The tests will be given at 7:30 p.m. on Friday, September 30, at the Campus, in the Auditorium of the Physics Building, and in St. Paul at the Court House. Those students intending to take Composition 4 who cannot come at this time, may report at the Physics Building Auditorium on October 7, at 7:30, but all are urged to come on September 30 if possible, in order that they may find out their status at the beginning of class sessions.

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An Individual Matter

By MILDRED BOIE

THIS summer I spent my working holidays in three little New England villages. They were all places of idyllic beauty: their wide, elm-arched streets were bordered with charming old houses, green-shuttered and spacious, surrounded by cool lawns and white picket fences; and about the broad green common were grouped the dignified old meeting house, the church, with its slim white spire, and the restful old graveyard, all breathing the deep, fragrant peace of the trees and the gardens, and of the surrounding hills.

While I was living in these serene and isolated villages, while I walked their quiet streets and watched the contented, unhurried life that went on within them, especially while I sat of an evening in the modest homes and listened to the people talk, I began to understand what kind of life it was that produced Emerson and Thoreau, Alcott and Emily Dickinson; I felt that I was experiencing a different kind of life from what we live here in the Middle West, here in cities—a life dependent upon other values.

For there I perceived a life in which people knew contentment and simplicity, order and restraint; a life where happiness was not dependent upon electric refrigerators, eight-cylinder motor cars, and 1933 styles of clothing, food and shelter, but upon quiet orderliness and honest thriftiness. There people did not turn frantically to movies and concerts, races and "walkathons" for excitement; they found all their pleasures *in their own families* and *in the resources of their own minds.* In the evening, my friends would settle down about the lamp or the fireplace; the son of the family would play the piano or the flute; the father would discuss the essay or poem he had been writing during the day, or the mother would read aloud from a much marked classic. Or sometimes there would be a visit to one of the neighbors, with good stirring talk, and a walk home across the fragrant fields and cool lanes.

This kind of life seemed to me so quiet and beautiful that for a time I thought no other part of the world could be as sane and ordered and lovely. But then I began to say to myself, "But not everybody in New England lives like that; the art of living isn't achieved by everyone there. And even if it were, we can't all live in the East, and neither can we make the Middle West over into New England."

And then I went on to wonder whether, even if the kind of rare, serene life I had witnessed in those villages wasn't universally true of all New England villages, even if it were true only of the few families I had met individually—whether, I say, the Middle West and all America were not saner and more balanced places in which to live, because of those three or four families, those three or four places where people of modest means and native gentility and refinement did live simple, orderly lives made rich by resources of a kind other than material.

For the individual life is what counts, to the nation as well as to ourselves. None of us who deplore the speed and hurry and noise and nervous strain of twentieth century life is excused thereby from trying to make his own life less noisy and hurried and excited. Each and every one of us has a chance, in his own home, no matter where he lives, to cultivate the genuine pleasures of family society; every one of us has opportunity to cultivate a love of books and of music—a love which, like all excellent things, requires mental exertion—instead of evading or ignoring them and letting ourselves be fed artificial pleasures which require no thinking, and leave no food for thought. The good life is an individual matter.

And so too is the honest life. None of those who deplore the increasing lawlessness and crime in America is excused by his disgust and alarm from keeping his own life entirely honorable. No matter how humble or insignificant socially he may be, his individual integrity is necessary for the balance, the orderliness of society. If only one family in every community educates its children to a strict respect for the laws of society, what a balance is kept; how impossible it will be for crime and lawlessness to win complete control over our business and social lives!

If it is true that even one individual's honesty counts in the nation's honesty, is it a far-fetched comparison to think that if only a few persons determined to make their own lives more simple and serene, determined to learn to rely on other sources of comfort and pleasure and incentive than material things, the nation as a whole would be more balanced and sane, because of the resources of strength and sanity which they represented?

A number of years ago George Gissing, who spent the last part of his life in quiet seclusion and meditation, penning those mellow pages of *The Private Papers of Henry Ryecroft,* wrote: "I believe that the world is better, not worse, for having one more inhabitant who lives as becomes a civilized being. . . More than half a century of existence has taught me that most of the wrong and folly which darken earth is due to those who cannot possess their souls in quiet; that most of the good which saves mankind from destruction comes of life that is led in thoughtful stillness. Every day the world grows noisier; I, for one, will have no part in that increasing clamour, and, were it only by my silence, I confer a boon on all."

Were he living today, I think he might also say: "Every day the world grows more confused and discouraged and depressed, because of the material confusion and disaster which overwhelm it. I, for one, will find my joy and courage in things other than material, and the world will be a better place for having one more inhabitant who lives by a different set of values."

For what discouraged, depressed individuals who cannot see into the future, for themselves or others or for the country as a whole, need, is another kind of values. They need the kind of thoughtful stillness, the kind of cultivation of the resources of their minds and spirits, that will show them how to overcome or override the material and physical difficulties which all people the world over are facing.

The other day I was talking to an inspector who traveled about the farming districts of Minnesota—a man who came into daily contact with good, honest, hard

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Mildred Boie - - - - - - - - - - Editor

OCTOBER, 1932

Two Practical Ways to Make Your Life Rich and Beautiful

In planning our lives we cannot all choose the kind of work we most want to do; sometimes circumstances force us to accept or remain in positions that are our second choice, or not our choice at all. But all of us can choose the occupations of our leisure hours, and what we make of them is entirely a free-will matter—and entirely our individual responsibility.

To use our leisure wisely, to make it rich and creative, to cultivate the resources of our minds, and to practice the art of living beautifully, are things each one of us, no matter what his work or environment, can plan for himself.

How have you planned your leisure hours? If you sit down and make a list of the things that you are doing with your free evenings, Sundays and holidays, you might find it appallingly trivial. You may, on the other hand, find that you have accomplished more than you realized. Either way, such an inventory is good discipline for the mind, and may help you determine to order your life more wisely.

To say to yourself that one night in every week you will devote to the enjoyment of good literature is in itself a bracer; and to give up a few bridge parties, movies and fits of laziness in order to keep to your program is mental discipline that will outweigh the effort required and outlast the facts you learn. You will be surprised to find what you can accomplish by setting aside even a small amount of time each week for reading worthwhile books. A friend of ours recently determined to use her Saturday evenings for reading, because she realized she was unacquainted with fine writers, and at the end of three months she found she had read all of the best known novels of George Eliot, Thackeray and Dickens. She had not only increased her knowledge and had many hours of the finest kind of pleasure, but she had also cultivated her taste for and her ability to enjoy the best that has been thought and written.

A second practical way in which you can make your life more ordered and purposeful and rich is by taking advantage of the night school classes that the University Extension Division makes available to you. To spend one evening a week at the University, a great institution of learning, and to come into contact with men and women who are devoting their lives to study, to the training of the mind and the search for the good, the true and the beautiful, are mental stimulants of the highest order; and to devote a second evening a week to the quiet, methodical study which such courses require means that you are using a fourth of your leisure time in a wise and constructive way.

In the stress and hurry of modern metropolitan life, every person is better, individually and as a member of society, for hours of thoughtful stillness, for periods of concentration on things outside himself and his material problems, for the deep and permanent pleasures that come from communion with the best minds of this and other ages, and contemplation of the great facts of history and science. All these deep and lasting pleasures that make life civilized and beautiful and serene and happy can be yours—if you want them to be. No one can give them to you, and no disaster can take them from you; they become yours forever when you decide to make them the better part of your life, and plan your leisure accordingly.

Program of Five Credit Courses Offered Extension Students

The General Extension Division announces a new program of five credit classes in beginning languages, history, mathematics, literature and other subjects, which will enable evening students to cover the same work taken by day school students in five hour classes. The new arrangement provides a one evening a week meeting of the class, which will begin at 6:20 and run until 9:20, with a fifteen minute recess for intermission.

Under the new plan, classes will be organized on the day-school basis; the student will be able to earn more credits in a shorter time, and he will also be able to cover more ground.

The courses that will go on the five credit basis are Beginning and Intermediate German; Mathematics; Higher Algebra, College Algebra, Trigonometry, Analytic Geometry, Differential and Integral Calculus; American Government, Human Geography, and Modern World History. The Introduction to Literature class will continue on the five credit basis.

General Geology will be offered on either a three or five credit basis. Students wishing to earn three credits may go one night a week and take Geology I (Dynamics); students wishing to earn five credits may take in addition the laboratory course.

An Individual Matter

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working farmers, who, in spite of their greatest efforts, were unable to meet their bills, to see any hope or security in the future for themselves or their families.

"I've worked from early morning until I can't stand at night—all of us have, my wife and boys too," he said one typical farmer told him. "We're honest people, and we've always paid our bills. But now I can't sell my grain for enough to pay threshing bills, let alone buy food, and what will become of us all? *I tell you it makes me feel as if I was no good, as if I was a dead-beat.*"

The worst part of that man's plight was not his financial difficulties, not his inability to pay his debts, not even his lack of food for his family—but the terrible fact that he had been reduced, by worry and mental suffering, *to feeling like a "dead-beat."* To have paid his threshing bill, said my friend the inspector, would not have helped him. What could? Only something that would restore his courage, his morale, his spirit.

That farmer got the help he needed—he got it from the few words of sympathy and encouragement that a stranger inspector gave him. Some people can get it from friendship, some from love, a great many from religion. And more persons than realize it can get the same help from books, from education—the kind of help that takes them out of their wearying brain-circles of fear and worry, that gives them new courage and strength—the kind of help that empowers them to tap the hidden resources of their energy and will.

In that marvelous essay of his entitled *The Energies of Men,* William James says, "The plain fact remains that men the world over possess amounts of resource which only very exceptional individuals push to their extremes of use," and then he goes on to ask, To what do certain individuals owe their power to tap those hidden resources of power, and how can all men be trained up to their most useful pitch of energy?

The answering of the problem, as Mr. James points out, is the purpose of education. It is the purpose and aim of education to help people find the sanest and most constructive kind of "excitements, ideas and efforts" with which to use and develop their hidden energies and face the problems of our complicated and troubled social system.

And the significant thing for those who wish to be educated and happy to recognize is, that in these days when world problems seem overwhelming and the individual helpless in their gigantic movements, the overcoming of the evil effects of such things as the depression and the mechanization and stress of modern life is, in the last analysis, *an individual matter.* Only when the individual himself learns to tap his hidden energies, his powers of endurance and patience and strength; learns to readjust his values, and put the riches of his mind and soul above those of his money; only when serenity and simplicity and order and restraint in his own life mean more to him than excitement and luxury and freedom from responsibility, will the nation—that large social group of individuals—develop its resources of strength and power and sanity.

New and Special Classes To Be Offered by Extension Division

The General Extension Division this year offers a well-selected list of new classes and special features to the adult student who wishes to take advantage of evening classes. These new offerings include attractions both for those students who want to do advanced work for credit in special fields, and for those persons who wish to study for general cultural or practical purposes.

One of the advanced courses to be offered to Extension students for the first time is Special Bacteriology. This course is a highly specialized one given by Dr. M. F. Gunderson.

Graduate nurses who want to know more about physiology for practical purposes will be interested in the course in Advanced Physiology for Nurses. It will be given by Dr. Greisheimer, an authority in the field, who recently published a book on the subject.

Social workers, teachers and parents will find the advanced Sociology course on The Family an interesting specialty. It has been arranged at the request of St. Paul students, and will be given by Dr. Finney.

Dr. de Berry, one of the most popular of Extension lecturers, will this year offer his course in Mental Hygiene.

Survey of Later Modern European History is a Junior course—one of the regular Junior year survey courses—offered this year by the Extension Division for the first time.

The course in Foreign News Sources, which was given last year for the first time, will be repeated. It is not a technical course, but is planned for the layman who wants to know the political, social and economic factors involved in foreign news gathering.

For music lovers, the Extension Division is scheduling a course in Bach, Beethoven, Wagner, and Brahms. This will be a continuation of the Historical Appreciation course (now called Introduction to Music).

For those people interested in business, several new and special courses will be offered, including Retail Store Management, which is a specialty not often given, and Personnel Administration.

Psychology of Advertising, which was offered for the first time last spring and had a fine response, will be given again the first semester by Dr. Longstaff, a specialist in the field.

St. Paul people will have an opportunity to get an advanced class in Economics, not often offered, called Current Economic Problems. It will deal with problems of price stabilization, distribution of wealth, international trade barriers, and so on.

Traffic Law, an advanced course, will be given by Mr. Stanley Houck, a practicing traffic lawyer who appears before the Interstate Commerce Commission in Washington.

The engineering program has been enlarged by the addition of elementary courses in Machine Design, Kinematics and Mechanism, so that the study of these subjects may now be carried on for four complete semesters.

Practical Background Courses for Engineering Students

The General Extension Division announces an important change in its offerings in classes in Engineering. Beginning with the fall semester, classes will be divided into two groups—credit classes for those students who have the proper prerequisites and preparation and wish to work for a degree in Engineering; and non-credit classes for those who want to study only the practical side of engineering, and who do not wish to take the mathematics and science needed as background for engineering degrees.

The practical courses which will be given without credit and without prerequisites offer an interesting and useful variety of subjects, such as Commercial Drawing, Radio Communication, Steam Power Plants (for men actually working with steam engines and boilers), Fuels and Fuel Combustion, and Petroleum and Petroleum Products (for salesmen and others who want to know about the sources, treatments and uses of petroleum). Elementary Mathematics will also be offered to give the student all the mathematics he needs for practical purposes.

In the credit classes, students will be required to have taken the prerequisite courses. Students who want to begin the study of Electrical Engineering through Extension classes should therefore start with the mathematics required, particularly trigonometry and its prerequisite courses, because the courses which will be required in the Electrical Engineering Certificate, and which will be offered as soon as students are ready for them, will demand a knowledge of trigonometry. Advanced courses will require calculus. Students who do not have these prerequisites will be admitted only as auditors.

New Course in Descriptive Astronomy Offered Star Lovers

One of the most interesting of the new classes offered this year for the first time by the General Extension Division is the one in Descriptive Astronomy.

The new course is planned for the layman who is curious about the general principles and fundamental facts of astronomy, and a knowledge of higher mathematics is not necessary for admission to the class. The lectures will be illustrated by lantern slides, and students will have an opportunity to work simple problems and make naked eye and telescopic observations.

Notice To Entering Composition Students

All students beginning the work in English Composition will be required, by general university regulation, to take a series of tests in English, as prescribed by the Department of English. The tests will be given at 7:30 p.m. on Friday, September 30, at the Campus, in the Auditorium of the Physics Building, and in St. Paul at the Court House. Late entrants may take the test October 7, at 7:30, in the Physics Auditorium.

Students entering composition classes after the second meeting of the class may do so only by consent of the English Department of the General Extension Division.

Students who are not prepared to carry successfully Composition 4-5-6 without preliminary drill will be assigned to the class in Sub-Freshman Composition. The fee for this course is only $7.50.

New Classes for the Student Of Modern Literature

The student who is interested in American and foreign literature will find the Extension Division offerings this year unusually stimulating and modern.

The course in the American Novel, by Mr. Tremaine McDowell, offers a rare opportunity for advanced students to get a stimulating graduate course by a specialist in the field. Brown, Irving, Cooper, Poe, Hawthorne, and Aldrich will be among the authors read.

Mr. Hillhouse will conduct the class in the English Novel. The first semester the nineteenth century novel to the time of Meredith will be considered, and the second will be concentrated on later nineteenth and early twentieth century novels.

Professor Pfeiffer will give a course in Recent German Fiction, in which he will discuss present-day novels by eminent German writers, including Mann, Hauptmann, Huch, Werful, Feuchtwanger, Remarque and others. This course has never been given in the University before, and any one interested in contemporary German literature, whether he can read German or not, will find it stimulating.

The new course in Contemporary French Readings is also one that has never been given in either the day or evening school. A reading knowledge of French is required.

For the first time in several years, classes in Beginning and Advanced Norwegian will be organized.

Those interested in English Composition will this year be offered two semesters of Exposition, substituted for the usual sequence of Description and Narration. This course gives an unusual amount of practice in writing clear and straightforward prose, and should be valuable training for those who write reports, etc.

Program of Extension Classes Available Each Day

Below are listed all the classes offered by the General Extension Division for the first semester, 1932, arranged acording to the day on which they are scheduled. This may help you arrange your program, but registrations must be made from the Bulletin.

MONDAY

CLASSES IN MINNEAPOLIS

4:15 p.m.
Art Education 7-8-9 (Sketch)
Educational Sociology

6:20 p.m.
English Composition 4
English Composition 5
English 21 (Introduction to Literature)
English 69 (Short Story Writing)
German 1 (Beginning A)
German 3 (Beginning C)
German 17a (Graduate Students)
German 70 (Recent Fiction)
History 1 (Modern World)
History 7 (United States)
Music 60-61-62 (Ensemble)
Psychology 1-2 (Combined course)
Spanish 3 (Intermediate)
Sociology 1 (Introduction)
Social Psychology
Speech 41 (Fundamentals 1)
Art Education 1-3 (Design)
Elements of Preventive Medicine
Accounting 25 (Principles A)
Mechanism of Exch. (Money, Banking)
Retail Store Management
Business English
Advanced General Economics
Fire and Marine Insurance

7:00 p.m.
Spanish 1 (Beginning 1) (West High)
Swimming (Women)

7:30 p.m.
Anatomy 5
Bacteriology 101
Meteorology and Aerial Navigation
Commercial Drawing
Solid Geometry
Steam Power Plants

8:00 p.m.
Swimming (Women)

8:05 p.m.
German 17b (Graduate Students, adv.)
Physiology, Advanced, for Nurses
English 91 (Advanced Short Story)
Psychology 1 (General)
French 20a (Comp. and Conversation)
French 78 (Contemporary Readings)
Sociology 119 (The Family)
Speech 42-43 (Fundamentals 2, 3)
Music Ed. 56 (Orchestra Conducting)

CLASSES IN ST. PAUL

6:20 p.m.
English for Everyday (Oral)
Bible as Literature
Applied Psychology
Speech 41 (Fundamentals 1)
Accounting Practice and Procedure A
Cost Accounting
Business Law A

7:00 p.m.
Child Training 40

8:05 p.m.
English for Everyday (Written)
Browning and Tennyson
Speech 42-43 (Fundamentals 2, 3)
Accounting Practice and Procedure A
Income Tax Accounting
Business Law A
Business Law C

TUESDAY

CLASSES IN MINNEAPOLIS

4:15 p.m.
Methods and Sources of Nature Study

5:00 p.m.
Art.Ed. 37-38 (Basketry, Weaving, etc.)

6:20 p.m.
English A (Sub-Freshman Composition)
English 18 (Exposition)
English for Everyday (Oral)
Bible as Literature
Geography 41a (Commercial Production)
Geology 1 (General Dynamic)
Music 3 (Harmony 1)
Applied Psychology
Psychology of Advertising
French 3 (Intermediate)
French 5 (Graduate Students)
Spanish 56 (Composition)
Speech 41 (Fundamentals 1)
Zoology 1 (General)
Educational Psychology 55 (Elem.)
Educational Measurements (111)
Accounting 25 (Principles A)
Accounting Practice and Procedure A
Cost Accounting C (Methods)
Business Law A
Labor Problems
General Insurance
Traffic Law

7:00 p.m
Higher Algebra

7:30 p.m.
Anatomy 5
Bacteriology 41 (General)
Child Training 40 (Vocational High)
Elements of Architecture
Architectural Design I, II
Freehand Drawing I-II
Chemistry 9ex (General Inorganic)
Chemistry 1ex (Quantitative Analysis)
Chemistry 8a-ex (Organic)
Plane Surveying
Radio Communication
Alternating Current Machinery (Adv. 3)
Elements of Mathematics
Heat Treatment of Iron and Steel
Petroleum and Petroleum Products

8:05 p.m.
Child Psychology
32ex English for Everyday (Written)
Browning and Tennyson
Music 5 (Harmony)
Parliamentary Law
Philosophy 1ex (Introduction to Phil.)
Swedish 7 (Beginning)
Nursing Ed. 70ex (Teach. and Super.)
Accounting Practice and Procedure
Income Tax Accounting
Personnel Administration (Introductory)
Business Law B
Business Law C

CLASSES IN ST. PAUL

6:20 p.m.
English 21 (Introduction to Literature)
English 73 (American Literature 1)
History 1 (Modern World)
History 9 (Recent American)
Psychology 1 (General)
Mechanism of Exch. (Money, Banking)
Economics 7 (Principles 2)
Current Economic Problems

7:00 p.m.
German 1 (Beginning A)
French 1 (Beginning)
Spanish 1 (Beginning)
Art Education 1-3 (Design)
Trigonometry

8:05 p.m.
English Composition 6
Economics 6 (Principles 1)
Elements of Statistics (Ec. 14)

WEDNESDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Astronomy (Descriptive)
English Composition 4
The English Novel
The American Novel
Geography 51 (Human)
Music 56 (Bach, Beethoven, et al.)
Orientation 1 (Physical Sciences)
American Government
Psychology 1 (General)
Psychology 4 (Laboratory)
French 1 (Beginning)
Speech 41 (Fundamentals 1) (Voc. H.)
Interpretative Reading
Superv. & Impr. of Instr. (Ed. Ad. 150)
Interior Decorating (Art Ed. 2)
Maternal and Child Hygiene
Auditing A
Accounting Topics (Budget Control)
Business Cycles
Investments (Finance C)
Retail Credits
Business Law A
Textiles
Traffic III (Rates, Classification)

7:00 p.m.
Swimming (Women)
Trigonometry

7:30 p.m.
Bacteriology 101
Aircraft Engines
Internal Combustion Engines
Building Construction
Freehand Drawing III, IV, V, VI
Highways and Pavements
Descriptive Geometry
Advanced Mechanical Drawing
Analytic Geometry
Machine Design (Elements, Kinematics)
Machine Design 23

8:05 p.m.
English Composition 6
Shakespeare
Journalism 13 (Reporting)
Foreign News Sources
Orientation 2 (Social Sciences)
Physiology, Advanced for Nurses
History, Modern Scandinavian
Educational Statistics
Cost Accounting A
Accounting, Advanced General (Interpretation of Financial Statements)
Securities Market

CLASSES IN ST. PAUL

4:15 p.m.
Mathematics for Teachers

6:20 p.m.
Sociology 1 (Introduction)
Speech 41 (Fundamentals 1)
Advertising, Elementary
Business English

7:00 p.m.
Greek Literature and Life
Art Ed. 32-33 (Cardboard, Paper, Bookbinding)

8:05 p.m.
Sociology 119 (The Family)
Public Health Nursing (Special Fields)

THURSDAY

CLASSES IN MINNEAPOLIS

5:00 p.m.
Mental Hygiene

6:20 p.m.
Fine Arts (History of Painting)
Geography 71 (North America)
Geology A (General Laboratory)
German 50-51 (Composition)
History 59 (Late Modern Europe)
Music 8-9 (Historical Appreciation)
World Politics
Psychology 1-2 (General Combined)
Norwegian 1 (Beginning)
Sociology 101 (Organization)
Zoology 1 (General)
Accounting 26 (Principles B)
Advertising, Elementary (Voc. High)
Money and Banking, Advanced
Statistics, Elements (Business)

7:00 p.m.
Differential Calculus

7:30 p.m.
Bacteriology 41 (General)
Aeronautics (Elementary) and Airplane Construction
Chemistry 9ex (General Inorganic)
Chemistry 1ex (Quantitative Anal.)
Chemistry 8a-ex (Organic)
Drawing, Engineering, 1-2
Drafting, Structural

8:00 p.m.
Differential Equations

8:05 p.m.
Philosophy 3ex (Ethics)
Psychology 1 (General)
Norwegian 4 (Advanced)
Sociology 53 (Criminology)
Salesmanship
Economics 6 (Principles 1)

CLASSES IN ST. PAUL

4:15 p.m.
Mathematics for Teachers

6:20 p.m.
English Composition 5
Educational Psychology 55 (Elem.)
Accounting 25 (Principles A)
Auditing A
Investments (Finance C)

6:30 p.m.
Swimming (Women) (Univ. Farm)

7:00 p.m.
German 3 (Beginning C)
Speech 51 (Advanced)

7:30 p.m.
Swimming (Women) (Univ. Farm)

8:05 p.m.
English Composition 4
Orientation 1 (Physical Sciences)
Mental Tests (Ed. Psy. 134)

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Business English
Traffic 71 (Management and Facilities)

7:30 p.m.
Elements of Architecture
Architectural Design I-II
Cost Estimating (Building)
Heating and Ventilating
Fuels and Combustion

CLASSES IN ST. PAUL

6:20 p.m.
Accounting 25 (Principles A)
Accounting Topics (Budget Control)

7:30 p.m.
Drawing, Engineering, 1-2
Drawing, Advanced Mechanical

SATURDAY

CLASSES IN MINNEAPOLIS

9:00 a.m.
Field Course in Nature Study

THE LAST DAY FOR REGISTRATION

Without Extra Fees Is

Monday, October 3

The offices of the General Extension Division will be open from Sept. 26 to Oct. 7, including Saturdays, until 8:30 p.m. Register early and avoid late registration fees.

The fifth week of the first semester, beginning October 31, will be election week for class representatives. Each class is entitled to one representative for each ten students. The representatives elected are asked to send their names, addresses, telephone numbers, and identification of their class to Room 407, Administration Building.

The first meeting of the evening students' dramatic organization, affiliated with the Evening Students' Association, will be held in Room 308, Folwell Hall, Friday, Oct. 14, at 8:00 p.m. All students are invited to try out for membership.

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EDUCATION A LIFELONG PROCESS

The Interpreter

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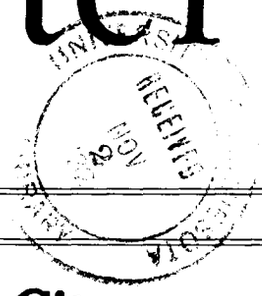

The Public Services of a British City

By EDWARD M. KANE

IT has been said that the City was the birthplace of democracy and is still the chief hope of true democracy. Be that true or false, an American visitor to European cities cannot fail to be impressed by the social viewpoint of those cities and by the variety and the magnitude of their public services. In Birmingham, in Manchester, in Glasgow, or in London the same thing is true; municipal undertakings are everywhere in evidence, contributing to the health, comfort, and well-being of their citizens and testifying to the wisdom, the forethought, the courage and (be it said) the integrity and faithfulness to trust of the city fathers of past decades.

Not because it is in any way unique, but because it was the first of the British cities I visited last summer, because it is typical of progressive British cities in its public services, and because my opportunities for observation were rather better there than elsewhere, I propose to describe briefly some of the public services of Glasgow, the metropolis of Scotland. Few American visitors spend much time in Glasgow; they do not find there the attractions in the way of historical memorials or of a romantic past that are found, for example, in Edinburgh. But to anyone who is interested in how a great industrial city is governed and how it may work for the welfare of its people, Glasgow, I found, may be a very fascinating place indeed.

The first thing to stimulate my curiosity about the municipal undertakings of Glasgow occurred on my first day there, when I boarded a tram (street-car) to go to the Mitchell Library, and asked the fare.

"A ha'-penny, sir," said the conductor.

Now a ha'-penny is the equivalent of an American cent, and although I am old enough to remember Tom Johnson of Cleveland and his "Pink trip slip for a three cent fare," yet I had never indulged in the hope of riding in a street-car for a one-cent fare.

Upon inquiry I found that it was possible to ride as far as a mile upon Glasgow trams for a ha'-penny, and that Glasgow tramway conductors had last year

Editor's Note: Mr. Kane, who is an Instructor in History on the Extension Division staff, spent the summer abroad, where he made a special study of municipal projects in British and Scandinavian cities.

collected 127,000,000 ha'-penny fares from their passengers. The next higher fare is one penny (two cents), and about sixty per cent of the total tramway revenue comes from half-penny and penny fares. For the larger fare of "tuppence" (four cents), the average distance traveled by a Glasgow passenger was slightly under five miles, but I found it was quite possible to ride more than twenty-two miles for "tuppence."

I learned later that the tramways had been owned and operated by the city of Glasgow since 1894, and that although the system was enormously expanded and transformed to a modern electric traction system in following years, enough money had been saved out of revenue by the end of twenty years of municipal operation to pay off the whole capital expenditure of $20,000,000 and to contribute $5,000,000 to the city treasury. Since then the tramway system has been greatly expanded and improved and now has 271 miles of track, carries over five hundred million passengers annually and has annual gross earnings of more than eleven million dollars, nearly all of it from fares of from one cent to four cents, with an average fare per passenger of 2.3 cents.

The city also operates a fleet of 216 busses, which carry seventy-five million passengers annually at an average fare of 3.4 cents. The entire population served by the Glasgow transport system, including people in some sixteen suburbs, amounts to 1,339,000 persons, or more than one-fourth of the total population of Scotland. Incidentally, the system employs some nine thousand men and women and its minimum wage of fifty-five shillings per week is much higher than the wages paid by private industry in Scotland for corresponding work. The Glasgow Corporation Transport System has attracted for many years the attention of municipal authorities throughout the world.

All British economic and social historians of the nineteenth century emphasize two great evils of the early industrial cities—bad and inadequate housing and bad and inadequate water supply. Glasgow was one of the first of great modern cities to secure the blessings of a water supply at once abundant for all needs and absolutely pure and healthful without the need of either filtration or chemical treatment. The source decided upon nearly eighty years ago by eminent consulting engineers and chemists employed by the city was Loch Katrine, in the Perthshire highlands, some forty miles from the city. From this beautiful lake, situated in the midst of grand and romantic scenery and made famous by Sir Walter Scott in his immortal poem *The Lady of the Lake,* the city of Glasgow has, since 1860, drawn its water supply. The lake and its entire watershed of some 25,000 acres are now the property of the city, and the water is conveyed through huge aqueducts to mighty reservoirs about seven miles from the city. From these reservoirs about seventy-five million gallons of water per day are drawn off and delivered to the city in cast-iron pipes.

The total amount of money invested by the city in the water plant since its beginning is more than twenty-five millions of dollars, of which about fifteen millions have been paid off by the operation of the sinking funds.

Glasgow citizens are justly proud of their possession of a water supply probably unexcelled in the world in respect of abundance, purity and cheapness. Glasgow's enterprise in the matter of water supply, no less than in that of transportation, has been studied and imitated by other cities, notably by Manchester, which draws its supply from Derwent Water in the English Lake country, but I doubt if another community can be found which has for so long promoted the health and welfare of its people through its control of an unlimited supply of such water at a cost of little more than a shilling per year to each person who enjoys its benefits.

(Continued on page four)

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

Mildred Boie - - - - - - - - - Editor

NOVEMBER, 1932

"Wanted: Enlightenment!"

In an address to the Annual Meeting of the American Association for Adult Education, Dr. Everett Dean Martin proclaimed that the main thing needed in modern civilization is—enlightenment. "What we need," he said, "is not the education that is social service, or a device for uplifting the poor, not the education that is evangelism, or a means for putting more money into our pay envelopes. What we need is enlightenment, and we need a great deal of it, and we need it very badly. No civilization can exist in which men fail to achieve excellence of some kind. Barbarians excelled in skill; the Middle Ages in sainthood, seeking excellence through divine grace. In a secular culture like our own, excellence must be achieved through enlightenment. That achievement is adult education."

No one, in these days when the discussion of more or less abstract ideas is not the popular or regular thing, is going to come and ask you if you are getting "enlightenment." If anyone did, it might be embarrassing both for him and for you. But it might be an interesting test for you to ask yourself if you could explain what Dr. Martin meant by "enlightenment." He is a man of long and liberal experience in educational fields, and a man, moreover, who packs a great deal of thought into his words—into individual and significant words like "enlightenment," for example; and his use of the word in relation to education and modern civilization ought therefore to be a challenge to anyone who is trying to follow that life long job—education.

A second test that you might make is to ask yourself, once you have thought out for yourself all that could be meant by "enlightenment" in relation to civilization, whether you are getting that enlightenment from your education. If you are not, you have a right seriously to object to that educational system and to the people who are working in it. But you have also the obligation to examine yourself, as well as the instruments of education, and ask whether or not you are yourself working in such a way, and looking for such things, that enlightenment is the necessary product of your educational efforts.

Such tests as these may not be tests that will help you pass your examinations, but they are most certainly exercises that should stimulate and develop your power of thinking, and your awareness of the underlying purpose of all education, of which examinations are merely a single external device.

Any one who is interested enough to work out a good explanation of "enlightenment," from the context of Dr. Martin's remarks, is invited to send it to THE INTERPRETER.

The University and the Depression

The economic situation has affected the whole University, faculty, students, and employees. During the year, each member of the faculty will turn back to the University treasury one-half of a month's salary. What further sacrifices may be required is not yet known. The students, in common with the rest of the population, are enduring the rigors of almost unprecedented hard times.

In the Extension Division, as well as in other units, every legal and permissible means has been used to mitigate the economic distress of members of the student body. These self-supporting people have been particularly and sometimes cruelly affected by wage reductions and by unemployment. The measures taken to assist financially embarrassed students to pursue their education without interruption are necessarily limited by State law and by the general legislation of the Board of Regents. Within these limits every effort has been made to alleviate the hardships imposed by the present economic crisis. It is true that in no part of the University have fees been reduced; the additional fees for late registration are still imposed. In these respects the Extension Division must be governed by the policy of the University as a whole. Nevertheless, it must be said that no student who has personally presented his case to the responsible officers of the Extension Division and has asked for an adjustment in the time or method of payment of tuition fees, has been turned away. Many students can testify to this, but, obviously, no publicity can be given to these cases. The student body as a whole is ignorant of these matters because each individual has had personal and specific consideration. An institution sometimes acquires the reputation of being "hard-boiled" unjustly, simply because the facts and circumstances are not known. Let no student in temporary financial embarrassment hesitate to present his case. He may be assured of sympathetic and understanding consideration.

Mr. Ross L. Finney, Associate Professor of Educational Sociology, and member of the General Extension Division faculty, has been granted a half year's leave of absence, necessitated by illness. His classes will be conducted by Mr. F. A. Holbert, who did his graduate work at the University of Minnesota.

Students' Work Committee Notices

AUDITORS

Students who do all the work required in a class with the idea of taking the final examination and receiving a creditable grade undoubtedly get the most out of their work; few of us work at our best except under the stimulus of some requirement or necessity. All registrations for extension classes should, therefore, be on a credit basis, and this year they have been unless the student filed an application for the status of auditor.

The application for status as auditor is a statement of reasons and a waiver of credit, signed by the student and filed as a permanent matter of record. The student must of course determine for himself his reasons for desiring the status of auditor. When he signs the application the matter is closed and cannot be reopened for further consideration. Instructors may, and perhaps should, attempt to dissuade students from auditing classes, but no coercion is to be used. An auditor will understand that he can do as much of the work of the class as he wishes—or as little; he may participate in class discussions, and may even take the examinations. He must understand that he may never receive any credit for the class, and therefore should carefully consider the matter before he applies for the status of auditor.

Changes to the status of auditor may be made any time before the final examination, and students may get application blanks from their instructors.

TRANSFERS

Students who transfer from one class to another must be sure to make their transfer official by sending notice to the General Extension Division. This may be done by telephone if desired, and so there is no excuse for failure to notify the Division.

Transfers should not be made later than the third week. Applications after that time must have the approval of the instructor to whose class the change is made.

Notice to Students Interested in International Relations

The International Relations Club has extended a cordial invitation to all students of the General Extension Division to attend its meetings. It is the desire of the Club that Extension students join in its discussions and become delegates to represent any of the countries. The subjects for discussion so far planned are: Tariff, the Manchurian Situation, War Debts and Reparations, and International Monetary Problems.

The meetings are to be held every second Thursday, at 7:30 p.m. in the Minnesota Union, the first meeting having been held October 20.

A Modern Gulliver's Travels to Minervapoll

By a Student
in *Introduction to Literature*

As I entered the administration hall of the Senate of Minervapoll, I was greeted by the Chairman and immediately was informed that the Senate wished to question me concerning my own country, or Ulterior Mundus, as they called it. One senator said, "In our country, we worship a god who symbolizes all physical, mental and moral perfection. He is great, good and kind. Every citizen of Minervapoll strives to attain that perfection for which He stands. We spend one-third of our time in studying and working, one-third in recreation, and one-third in resting. We believe this program will give us the physical and mental supremacy we desire. Now what sort of a god is the one your people worship?"

"Well, my people worship many gods."

The senator exclaimed, "But what are these many gods? Tell us all about them."

I began my story. "There are many gods, as I say, but some are more widely worshipped than others are. One of the most outstanding is the God we call Football. The Sabbath ordained by Him is Saturday. Huge temples have been built for Him and on His holydays people crowd into them. The ceremonies attending His worship are wild and only too often very bacchic. The priests wear white sweaters and white knickerbockers. They are assisted by twenty-two deacons who rush wildly back and forth in the temple seeking to murder each other. Subdeacons are seated on benches ready to dash into the places of the fallen ones. The worshippers are divided into two sections, and each side is lead in its mad prayers by various clerks who scream, wave their arms wildly, and jump into the air incessantly. In fact, I should say Football and His Associates, Baseball and Basketball, are our most popular gods.

"Another great god is called Movies. This god is worshipped daily. He has huge temples erected for Him also and each temple has many uniformed guards who stand at attention from eleven in the morning until eleven in the evening. The rites for His worship are very impressive. First, there are numerous smaller services. For instance, one is a panoramic view of His Travels; another is an expression of His love for animals; a third is a little insight into His deep humor; and then comes the real ceremony. There are usually a head priest and priestess who go through varied actions, always closing the ceremonies by embracing each other. The worshippers are always aroused to fear, pity, sorrow or happiness by these rites.

"I cannot tell of all of the gods of Ulterior Mundus but these two are the most important."

The Chairman spoke, "What a fickle people yours must be! Why can't they worship one god who is omnipotent?"

The senator who had questioned me replied, "They are ruled by their emotions not by their minds—hence they could never revere one all-perfect god."

MARIE TRAUFLER

University Offers New Student Work Plan to Minnesota Towns

On account of the prevailing economic conditions in the state of Minnesota, which are obliging many 1932 high school graduates to remain at home, the General Extension Division of the University of Minnesota, through its Correspondence Study Department, has planned and is now offering a new type of university work to the towns and students of Minnesota.

Appleton is the first town to offer this new plan of student work, and a special instructor, Mr. H. S. Fink, has been appointed from the College of Education of the University to supervise the work.

Through the new plan, students in small towns may study university courses in their own high schools, under local supervision, somewhat on a junior college basis. They may then take examinations and gain university credits in advance of their entrance to the University. The Correspondence Study Department will be glad to answer requests for further information on the new project.

Maud Scheerer to Appear on Community Service Programs

Maud Scheerer, New York artist, and interpreter and reader of plays, who has for seven successive years appeared at the University of Minnesota and given her recitals and readings to constantly growing audiences, will be available for a few outside engagements in the state and Northwest this winter.

Because of her long and close association with our University, Miss Scheerer has consented to co-operate with the Extension Division to widen this educational entertainment feature, and make available to other communities, at a drastically reduced fee, these especially prepared University Extension Programs.

A One Day Drama Festival is the plan. Miss Scheerer will make two appearances in the one day—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 write the Community Service Department, General Extension Division.

Mr. Thomas A. H. Teeter, of the General Extension Division, who is Assistant Director of the University Summer Session, attended the annual meeting of the Association of Summer School Directors held at Ann Arbor, Michigan, on October 14 and 15.

University Press to Publish Oscar Firkins' Plays

Entering the field of drama publication for the first time in its career, the University of Minnesota Press will bring out at the head of its fall list of books two volumes of plays by the late Professor Oscar W. Firkins, who died last March. Mr. Firkins was head of the Department of Comparative Literature at this university and the author of six books, scores of plays, and hundreds of magazine articles. Noted both for his brilliant lectures and for his literary criticism, he attracted many students to his classes and was also widely known outside university circles.

The title play of the first volume of dramas is *The Bride of Quietness,* a fantasy on Keats' "Ode on a Grecian Urn," and the other plays in this volume are all concerned with English writers—the Brownings, the Brontës, and Samuel Pepys. The second volume will be called *The Revealing Moment,* and will contain plays about European authors.

Arrangements have been made by the University Press to publish not only his plays, which will appear in November, but also a number of his essays and one or two volumes of literary criticism. These books will come out in 1933.

Another book for lovers of literature that the University Press will publish this fall is *Mythology and the Renaissance Tradition in English Poetry,* by Mr. Douglas Bush, professor of English. This is Professor Bush's first book. It tells of the many metamorphoses that classical stories passed through in the hands of Elizabethan and Jacobean writers who "adopted" the classics and made them over to suit the taste of new audiences for whom the grand simplicity of Homer and Virgil seemed a little old-fashioned.

Criticisms and Suggestions

From time to time there are received at the office of the Extension Division unsigned letters containing criticisms of teachers or complaints about administrative procedures. Sometimes these criticisms and complaints are well founded and, if possible, the conditions are promptly remedied. Sometimes the trouble lies in general University policy, over which the Extension Division has no control. Adjustment of these matters would be much more simple and direct if the administrative officers of the Extension Division could come into immediate contact with the persons making the complaints. No resentment is felt at criticisms made in good faith and with a constructive purpose, but the opportunity is desired of making explanations or of setting forth all the facts in the case. For these reasons, critics or students with grievances are urged to sign their names to their letters and to give their addresses.

The Public Services of a British City

(Continued from page one)

In 1869, after fifty years of experience with private gas companies, the Glasgow Corporation obtained power by Act of Parliament to take over the gas supply of the city as a municipal enterprise. It should be noted in connection with the development of all these services by British cities, that they have been and still are hampered at every step by the necessity of securing a special Act of Parliament for every new undertaking of this nature, and this legislation is frequently secured only after great delay, trouble and expense. The Glasgow Water Act of 1855, for example, cost the city about $125,000 to secure its passage through Parliament.

As a result of repeated expansions of the municipal gas system, the Glasgow Corporation now supplies with gas a district of about one hundred square miles lying within four counties. The total amount of gas manufactured annually at the four gas-works exceeds at present nine billion cubic feet, and the rates charged the public range from 32 cents to 84 cents per 1000 cubic feet, according to the quantity consumed. There are 1,298 miles of gas mains in use in the area; the total capital investment of the system approximates $42,000,000; and the total annual revenue from the sale of gas as of 1930 was about $7,000,000.

Since 1890, the city of Glasgow has supplied electrical energy within the city for all public and private purposes. The system has had a very rapid growth and the figures for capital investment and annual revenue for this department in 1930 are almost identical with those for the gas service—that is, the city has, from first to last, invested some $42,000,000 in the electric plant, and its annual revenue as of 1930 was about $7,000,000. During that same year about $2,000,000 of outstanding debt charged against the electrical plant was paid off. The rates charged are very favorable to consumers, including a sliding rate for industrial power ranging from 2½ cents to 1½ cents per kilowatt-hour and a cooking rate of 1½ cents per kilowatt-hour.

It would be pleasant and, I hope, instructive to record the many educational and cultural services undertaken by the great city of Glasgow for its people. I should like, for example, to describe its splendid school system, emphasizing its School Welfare work, through which free meals are supplied annually to some nine thousand poor children, and shoes and clothing to some thirty thousand. The art galleries, containing the finest and most comprehensive municipal collection of pictures in Great Britain, are well worthy of praise, and the public library system, consisting of the great Mitchell Library and a system of twenty-seven branch libraries, is of particular interest to Americans because the system of branch libraries owes its inception to the generosity of that great Scottish-American library-builder, Andrew Carnegie, who gave £120,000 to the city for the building of libraries. But lack of space compels me to confine myself to the description of only one more of Glasgow's many municipal undertakings, namely, its housing projects.

The great need of new houses for the working people, the hopelessness of this need being supplied by private enterprise, and the effort of the cities to solve the problem by building at public expense are highly typical of British communities since the World War. Even before the World War the housing conditions in most industrial communities were very bad indeed. The report of a Royal Commission made in 1917 put the number of new houses needed to meet the shortage in Glasgow at 57,000. It was useless to expect private companies and contractors, building for profit, to supply this need, because the rents they would have to charge would be far beyond the capacity of workingmen to pay. In this emergency, the cities appealed to Parliament for government aid, and Parliament responded by granting aid to local authorities undertaking the building of houses either by subsidizing private builders or by building with public funds.

Under these acts of Parliament the Glasgow housing authority has worked steadily since 1919, purchasing land and building flats and cottages for workers both for rent and for sale. At the same time thousands of the worst "slum" houses have been condemned as uninhabitable, closed and demolished.

The greatest problem to be solved in these housing projects arises from the serious difficulty of building a house which will meet the requirements of modern health and housing authorities and which at the same time can be rented so cheaply that the ordinary worker can afford to live in it. Judged by American standards, the rents of typical subsidized houses seem very low indeed. The very cheapest rents in the model tenements built for the "rehousing" of families evicted from the condemned slum dwellings range from $6.70 to $7.20 per month for two-room flats in such tenements. Three-room flats in similar tenements rent from $8.00 to $9.00 per month, including taxes. More typical are the detached houses and "two-family villas" built in the numerous suburban housing schemes, where the rents per year (to which taxes must be added) range from as low as $145 for a three-room house to as high as $225 for a five-room house. Counting all the various schemes and types of accommodations provided, the number of new houses and apartments built in Glasgow housing projects up to the summer of 1930 was 35,266, and a number of projects are still in progress.

There is much controversy over the use of public funds for the building of private homes for citizens and a great deal of honest doubt in conservative minds as to the wisdom and justice of the whole policy, but no visitor from abroad who sees first the grim and dreary old streets and closes that for many generations constituted the dwelling-places of the less fortunate section of the population, and then the clean, light and pleasant suburbs where the working-class families are being housed today, can doubt that the home-building project will pay ample dividends in health, happiness, and character.

Fifteen States Send Embalmers to University Short Course

Final registration figures for the Embalming Short Course offered this year by the General Extension Division of the University of Minnesota show that the ninety students enrolled come from fifteen states in the Union, including Texas, Pennsylvania, Washington, Connecticut and the District of Columbia. Minneapolis and St. Paul embalmers are represented by twenty-two students, and other Minnesota towns send thirty-seven.

The distribution of students according to years of education is also interesting. All of them have high school education; 8 students have one year of college, 9 two years, 4 three years, and 4 four years.

Correspondence Study Courses In the Polish Language

Dr. Marie Krolowna of the University of Warsaw, Poland, will prepare Correspondence Study courses in Beginning Polish, and also in Polish Composition, for the General Extension Division.

These Polish courses will parallel the courses carried for the last few years in the Extension evening classes, which have been taught by Dr. Krolowna. Dr. Krolowna's wide travel, her cosmopolitan spirit, and her thorough training in her own country as well as at the University of Chicago, well fit her to prepare these courses.

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EDUCATION A LIFELONG PROCESS

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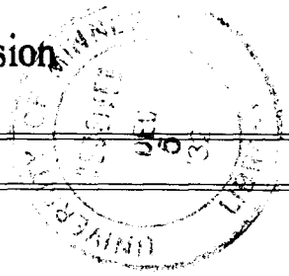

Sweetness and Light

By JOHN W. POWELL

IN these words—sweetness and light—Matthew Arnold defined the purpose of education. Knowledge and power, information and inspiration.

The modern world is eager in the pursuit of knowledge. Secure in the conviction that knowledge is power, it seeks complete mastery over the conditions of life through the extension of science. Vast sums are spent in research. Even academic promotion is based, not on success in teaching, but upon evidence of independent investigation.

The average student comes to college to increase his earning power. He resents the presence in his curriculum of studies which do not seem to bear directly upon his future career. His first question regarding any course is, "What will that get me?" He may not work any too hard to acquire knowledge, but he is indifferent to anything else.

This is perhaps even more true of the student who is denied the opportunities of the Campus, and seeks to further his education through evening classes or home study courses. Such courses cost money. They add the burden of study to the work of every day. As a result the student seeks to make every course count directly toward his chosen objective.

Thoughtful people are beginning to realize that all this is too one-sided, and that it is apt to miss the very ends it seeks, through failure to realize that information is sterile unless it is fertilized by inspiration. Knowledge becomes power only when it is the servant of high aims and ideals. We must know not only facts about Nature, but facts about Life. We must have not only science, but a philosophy.

This is true, even on the most practical basis. The engineer must not only understand stresses and strains, he must be able to handle men, to inspire confidence and loyalty, to get them to work. The manufacturer must know the tastes and desires of people. He must satisfy their ideas of comfort and beauty as well as of efficiency. The salesman must be a psychologist. The banker must understand human nature.

DR. POWELL

But this is not all. There is more in life than food and clothing and shelter—more even than high powered cars and electric refrigeration. The meanest of us have hungers and thirsts that are of the spirit rather than the flesh. We have certain ideals, however unformed. We desire beauty, friendship, the respect of our neighbors. We are restless, dissatisfied, wondering what life is all about, and what we get out of it after our physical needs have been met. We must have recreation and inspiration. Even in war, the *morale* of the soldier counts for quite as much as the perfection of his training or the efficiency of his weapons. He fights best who fights for an ideal, for "God and home and native land."

The first thing for us to see is that when our aim is extended to include not only the increase of our practical efficiency, but the broadening and deepening of our mental life, the enlargement of our personality, the very studies which we undertook for efficiency's sake become the source of a fresh inspiration. There is joy even in the solution of a mathematical equation, when we see it, not merely as a combination of algebraic symbols, but as an exercise of the magic power of reason coupled with imagination. There is a beauty in geometric figures. There is even greater beauty in the symmetry of equations. There is inspiration in the discovery that mathematical principles run through the whole creation, and that as Plato declared, "God geometrizes." The enlargement of the universe by the Copernician astronomy made a poet of Giordano Bruno, and inspired him to almost fanatical enthusiasm.

Geology becomes fascinating when the imagination begins to take in the vast drama of the earth's crust. One can fairly get drunk on astronomy if he learns to "swing out into the heavens" and behold the stars in their courses.

History may be a barren collection of dry as dust facts—dates, names of kings, the record of battles and conquests. Or it may be the unfolding drama of human life, the political and social lessons that men have learned as they sought to build a stable national life in competition with their neighbors. Even geography becomes the most fascinating of studies when it becomes the discovery of "how the other half lives"—what conditions of climate and topography have helped or hindered the struggle for existence, how civilization itself has turned on matters of soil and water supply, the course of rivers and the contour of coast lines.

There is not a subject in the most sordid of practical courses which may not be transformed by an intelligent imagination. As the artist may find the greatest beauty in an old heap of stones and a broken tree in the moonlight, or the poet may find tragedy in the most commonplace life, so the student who seeks to enlarge his perception of human values may draw the largest culture from a course in economics or engineering.

But this is not all. At least one of the ends of education is to bring the student into contact with the heaped up treasures of human experience. What have men learned and thought through the centuries? What discoveries have they made, in what did they find inspiration? What ideals, what sense of human values, have emerged from the age-long effort of the human race to make itself at home in the earth? The things that fed the souls of men in the age of Homer or of Pericles,

(Continued on page four)

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Mildred Boie - - - - - - - - - Editor

DECEMBER, 1932

The Dangers of Self-Education

The dangers of self-education are numerous—more numerous and more serious than self-educated persons realize or than that larger group, composed of persons who believe in "rugged American individualism," will admit. And among those many and serious dangers, one of the most frequent and difficult is surely that of one-sidedness, of narrow-mindedness. When one has added up the sterling qualities of independence and self-reliance, of perseverence and devotion, of courage and purposefulness, which self-education necessitates and develops, one may still find lacking a subtler but no less important quality of mind, of personality, which has too often had to suffer neglect. This quality of mind is what is commonly described in the rather general terms "broad-mindedness" and "culture."

Until comparatively recently, and except in certain parts of the country, broad-mindedness has been neglected for single-mindedness, and "culture" has been more or less looked down upon. Such things, according to the pioneer philosophy, were considered secondary to the primary occupations and needs of men and women—and perhaps logically and rightfully so.

But the point now is, that no part of America can honestly be said to be, any longer, "in the pioneer stage." Not even business men—the main apostles of that part of the pioneer spirit which insisted that men "build empires," "clear the ground first," and therefore "leave religion and culture and such like luxuries for women"—can any longer be said to be so pressed by the needs of producing material things, that they have no time for those broader interests in history, philosophy and the arts which mark the progress of civilized peoples.

Not even the poorest and most unfortunate person need any longer struggle, unaided and alone, for his rudiments of knowledge. For as education has become more and more the function of the state, and more and more people have been able to profit by the state's provisions for its poorest as well as its wealthiest citizens, educating one's self has become less and less the last resort of the unfortunate but determined few who have had no opportunities given them but have managed to procure some education nevertheless. And therefore, the danger that seemed concomitant with the process of self-education has become more avoidable and less excusable for more and more persons.

In other words: in the days of the pioneers, before the days when the state provided education for everyone, and before the time when means of production of material necessities had become perfected, there were many people who had to struggle desperately to get any education, along with their food and shelter, and who did nobly and admirably to obtain even the narrowest and most rudimentary knowledge.

But today Americans have conquered the physical wilderness that absorbed the whole energies of their pioneer forefathers; today their state provides a minimum of eight years of education for every citizen, offers four additional years free of cost, and makes even higher education available for everyone at a minimum of expense; and today it is necessary for men to start dividing work, instead of increasing it. There is little excuse or defense, therefore, for a person's suffering the handicaps of self-education. Narrowness of outlook and of information is, in this day and decade of the twentieth century, more avoidable and therefore less excusable. He who suffers from these weaknesses suffers not from an inescapable and superimposed handicap, but from his own indolence of mind, his own unwillingness to take advantage of the educational opportunities which are offered him. In most parts of this country, the necessity for self-education has been done away with, and where it has not, bridges have been built over the dangers of self-education, so that he who falls to the narrow and rocky straits below falls because he has been careless or reckless or half asleep.

To assert that lack of culture and breadth of mind is the result of carelessness or indolence or indifference, rather than of misfortune and handicaps, is to offer a serious challenge to every person whose mind is so limited—but this is the challenge of a developed and seasoned democracy, and it is a challenge which every member of a democracy must face.

What Is Enlightenment?

Among the definitions of "enlightenment," which were stimulated by our comment on Dean Martin's talk entitled "Wanted: Enlightenment," and which THE INTERPRETER has received during the past month, are two which the Editor wishes to publish, with thanks to the authors:

"Enlightenment means, I think, a grasp of life in its broader meaning. We must first of all put aside our prejudices and our own petty convictions about the world of things and people. We must forget the component parts and regard the whole and our relation to it. The world is vastly greater and older than religion, or politics or the people in it.

"A man, to be enlightened, should know himself and should work out a philosophy to fit his own particular needs, and insure his contentment and the best use of his ability for the common good. I feel that we will be enlightened when we no longer permit war because we have minds free from greed, prejudice and racial hatred. We will be enlightened when each individual is doing the work he likes best and for which he is best fitted. We will be enlightened when we are no longer held down by fear, either religious or political. We will be enlightened when we have a larger vision that will enable us to see beyond our own small field of activity. And we will be enlightened when we have tolerance for those of other creeds and other races."

—ROSALIE GRAY NELSON

"Enlightenment is a state in which darkness has been driven out by light. Long has a lighted lamp been the symbol of enlightenment; the torch has been so long appropriate to knowledge that it is trite. In the story of the Wise and Foolish Virgins the foolish ones also once had oil in their lamps, but alas for society today, some of us never had oil in our lamps, and some of the lamps are so old-fashioned that the flame pierces few shadows. We are trying to burn whale oil in a day of electric filaments.

"The variety of daily contacts makes enlightenment a complex thing. To judge every situation in life critically, yet with open mind, requires knowledge of, at least, the findings of Science, of History, of Psychology. It requires the habit of *thinking*. When we are enlightened, we shall consider the welfare of every person and of every people, of society. Enlightenment is a state never attained completely in a changing order, but a condition to be sought with avidity. It takes constant care that the lamp does not become too antiquated for utility, or that the flame does not go out entirely."

—MARGARET F. WILLIAMS

Your mind is not *your* mind. Only a small part of it is yours. Most of it comes from the minds of others, for mind belongs to the race. Through untold centuries the mind has been developed, slowly at first, faster as it gained momentum. For some six thousand years the fruits of man's thinking have been recorded in books. Printing from movable type was begun in 1450. In the brief space since then the mind of man has made more progress than in all the ages that went before. Books have brought mental food to the masses. Where one man in ancient times was free to think, today millions are free to draw upon the accumulated experience of all written history as it is recorded in books and made free at our great libraries. Love books; own as many as you can; select them carefully; use and encourage libraries.

—JOY ELMER MORGAN

Dr. Price Elected Officer of Education Organizations

Dr. R. R. Price, Director of the General Extension Division, has just been elected president of the Minneapolis Council on Adult Education. This council correlates all adult education projects in Minneapolis, such as recreation projects in schools during the summer, the Sunday afternoon Forum conducted at the Public Library, and so on. Miss Katherine Kohler, who has charge of the Public School Extension Division, was elected first vice-president of the Council, Miss Gratia Countryman, second vice-president, Mr. A. H. Speer, secretary, and Mrs. Charles Rauch, treasurer.

Dr. Price has also been renamed chairman of the State Committee on Parental Education, of the Parent-Teachers Association.

On October 27-29, Dr. Price gave four lectures at Great Falls and Billings, Montana, to the Montana Education Association. He spoke on "Problems of Adult Education" and "The Power of Personality."

On November 11 and 12 Dr. Price attended the annual meeting of the American Municipal Association at Chicago. The chief topic discussed at the convention was problems of municipalities in relief work, and participation of municipalities in the new Reconstruction Finance Corporation plans for relief.

Mr. Morris B. Lambie, Professor of Political Science and Chief of the Municipal Reference Bureau at the University of Minnesota, has been appointed by Governor Olson as state representative in the federal relief enterprise with which the R.F.C. is co-operating.

Mr. Lambie is Executive Treasurer of the League of Minnesota Municipalities, of which Mr. Price has been Secretary-Treasurer since 1913. Both men attended the district meeting of the League at Appleton on November 17.

Handicapped Men Make High Records in Studies

Stillwater prison might not seem to be a likely place from which would emanate successful and high grade work. The three following notes, however, will show the fine work that can be done in Stillwater.

A head of a department at the University of Minnesota, who is also an author, says that in his difficult course the final paper of his student (a Stillwater man) is "the best I have ever had, and, with one possible exception, his work throughout has been more original, critical, and better informed than that of any other student I have had in this correspondence course."

Another head of a department made this remark about the the work of a second Stillwater student, who is taking a difficult dead language: "He has completed this language course with a grade of 'A' and is doing the same kind of work in the succeeding course. He is one of the most interested and finest students it has ever been my privilege to teach."

The third handicapped man says: "I am a proud person now. I have completed my course which has been a pleasure from beginning to end. It has provided me with many thrilling hours, which flew by with lightning speed."

"Listening In" on World Affairs

Are you interested in world affairs? Would you like to use your influence toward disarmament, prevention of war, and the promotion of good will among the nations of the world?

Here is your opportunity.

The University station WLB (1250 K.C.) is broadcasting a series of weekly informative talks on world affairs on Tuesday evenings at 8:15 P.M. The speaker is Cyrus P. Barnum, Director of International Relations Project at the University. If you have listened to any of these talks, you will know that they give a survey of the most important news from all quarters of the globe: Europe, India, China, Japan, South America, Australia, Africa. Such information tends to give an intelligent understanding of world problems and an international mind, and there is nothing so much needed today as the ability to vision the whole world.

It is suggested that persons interested in these talks get together a neighborhood group to meet in the homes of members at the hour when these broadcasts come, on Tuesday evening, at 8:15, every week, and have discussions of the issues dealt with in the broadcasts.

Interested groups are invited to get in touch with WLB and send in questions and suggestions on topics they wish to have discussed.

Mr. Ross L. Finney, Associate Professor of Educational Psychology and member of the General Extension Division staff, who was given a leave of absence because of illness, left on November 12 for New Orleans, where he will spend the winter with his son.

The October issue of the *Journal of Adult Education,* which is published by the American Association of Adult Education, carried an article called "An Exploratory Experiment," by Mr. T. A. H. Teeter, of this university. Mr. Teeter is Associate Professor of Engineering, and Director of the Summer Session. During 1929-30 he was Acting Director of the General Extension Division. His article is a description of an experiment in educational guidance conducted by the General Extension Division, and analyzed in the September issue of THE INTERPRETER.

Professor Riley to Read Firkins' Play December 13

Professor A. Dale Riley, director of dramatics at the university, will read *The Bride of Quietness,* a play in five scenes by Oscar Firkins, at 8 o'clock Tuesday evening, December 13, in the Music auditorium. Everyone interested in the drama is cordially invited to attend. There will be no admission charge.

The Bride of Quietness is the title play of a volume of four dramas by Mr. Firkins recently published by the University of Minnesota Press. Well known literary figures of England and the Continent are the leading characters in these plays. A second volume by Mr. Firkins, entitled *The Revealing Moment and Other Plays* will be published shortly.

University Press Announces Ph.D. Directory

Professors, judges, authors, physicians, scientists—these are some of the men and women who, since 1888, have obtained the degree of Doctor of Philosophy from the University of Minnesota. The fame that they have attained is revealed in a directory of the 612 Ph.D.'s who formerly studied here, which has just been published by the University of Minnesota Press. Many of them are to be found today listed in *Who's Who in America, American Men of Science,* and *Educational Leaders.* Among the scientists, a considerable number of former Minnesota men are "starred," meaning that they occupy a position of unusual eminence in their fields. Three Minnesota Ph.D.'s who majored in Scandinavian have been knighted by the Swedish government in recognition of their scholarship.

The Ph.D. directory gives the names, degrees, major and minor departments, major advisers, thesis subjects, honors, and positions held by Minnesota "doctors," both living and dead, whenever this information has been found available. Gathering of the data has been a difficult task, for the holders of doctoral degrees from Minnesota are scattered all over the world today. As well as finding homes in virtually every state and every Canadian province, they have gone to pursue their work in the Philippines, Haiti, Santo Domingo, Hawaii, England, Wales, Holland, Germany, Sweden, Africa, Australia, China, Japan, and Syria.

The largest number of doctoral degrees has been given in agricultural subjects, and the smallest number—one only—in astronomy. Thesis subjects range all the way from "The Presentation of Crime in the Newspaper" to "A Physico-Chemical Study of Cracker-Dough Fermentation."

Real teachers crave immortality through teaching students to think rather than through telling them what to think. A good technique lives longer than an idea.

—HENRY SUZZALLO

CATALINA

by

A Student in *Narration*

Catalina Island, a cluster of bare mountain tops rising from the blue Pacific, was a leisurely place before Mr. Wrigley bought it. The little port, Avalon, snuggled at the foot of the bare hills on a small bay. There were a couple of hotels there and a few small cottages, but most of the visitors lived in tents, comfortable places with floors and furniture, fronting on streets lined with tall eucalyptus trees. The summer weather in Avalon was always the same; hot, still days and warm dewless nights, and, at that time, there were neither flies nor mosquitoes to make life miserable.

In the morning we got up when the sun rose too high for sleep, dressed and fastened back the flaps of the tent, letting in the breeze from the bay. After breakfast we shopped for food.

About ten o'clock the boat arrived, an exciting event where the days are so uneventful. Everyone lined up along the broad plank walk leading to the wharf, and the audible remarks about the incoming passengers were more candid than polite: "a good looking girl"; "that fellow looks pretty green around the gills."

At eleven all the islanders went bathing. In those days women's bathing suits were sedate: waist and bloomers in one piece, knee length skirts, stockings, cork-soled sandals and brilliant bandanas tied over the bathing caps. The Pacific is cold and a few minutes in the water were sufficient, but lying in the sun on the sand was as pleasant then as now.

After lunch there wasn't much to do, sleep, visit with friends, walk along the shore until dinner. After this the usual band concert and dances.

This is the bare outline, but often the days were punctuated with other activities, sailing in the early morning till the breeze died down, and fishing. The town being on the leeward side of the island, the bay and the ocean for some miles beyond were quiet enough to make fishing from a small boat fairly safe, and the place was a fisherman's paradise. Sand dabs—how good they tasted fried in butter! And what fun to row out in a boat to catch them—fun that is for the type of person who doesn't care for fishing for sport. We would row out from the bay, take in the oars and drift on the quiet sea until the island showed the blue, filmy haze that comes with distance in arid western places. The heavy line with several hooks on the end was let down from a reel fastened onto the side of the boat, some four or five hundred feet of line, and then we sat and waited. After a while we reeled in the line and on one or more hooks there would be sand dabs, small, flat fish, eyes popping out, bodies so nearly transparent that the shadowy intestines could be seen. For real sportsmen there was fishing for the leaping tuna, for huge lazy sea bass weighing three or four hundred pounds and for an occasional shark of a variety harmless to man.

Sometimes we glided slowly about the bay in a gondola-like boat, peering down through a glass bottomed well at the long, graceful seaweed swaying with the tide and at strange, golden fish swimming among the rocks—scenes of unforgettable beauty.

And there were evening rides in a launch along the coast when we were so gay and careless that we forgot to look at the almost unearthly beauty of the island and sea; there were drives over the crest of the hills to the surfbeaten shore on the other side; golf on a grassless, sandy course that was advertised as "unique." It certainly was! For those who liked it there was hunting for the fleet mountain goat; always there was gay company and the careless, idle laughter of youth.

Now, I understand, Catalina is a sophisticated resort, big hotels are at Avalon, aeroplane landing fields, all that goes with modern life, but I doubt if it is as pleasurable as the leisurely place I knew.

Jennie S. Darnielle

Sweetness and Light

(Continued from page one)

of Isaiah or Dante, may feed our souls today. If the study of literature is just another "course," taken to complete a major sequence and to get a grade, it may be as barren as dust. But if the human values are kept uppermost, it becomes the most enriching and enlightening of all studies, and of all the most inspiring. Not *what* we study, but *how and for what end* we study, is the important thing.

Nor is this all. It is the fashion to poke fun at "extra-curricular activities," to decry the amount of time college students spend in athletics, in fraternity parties and junior balls, in the flirtations and friendships of the Campus. The tax payer asks why there should be glee clubs and dramatic societies, orchestras and lectures, and so much energy expended on what seem to be "frills," unrelated to the serious business of education.

The answer is that these are as much a part of education as mathematics or physics. Education is not a matter of books, of courses and marks and degrees. Youth must learn how to live. While he is at his books, every other side of his nature is clamoring for expression. For four years, the university is his world. It must cater to his physical, his social, his esthetic needs, no less than to his intellectual development. The more completely the student enters into the whole life of the Campus, the more certainly he will come out of college equipped for the business of living.

It is at this point that the off-the-campus student, whether "class" or "correspondence," needs a word of advice and encouragement. Such students are missing a very valuable part of their university connection if they fail to take advantage of every opportunity to share the campus life. The university plays, the orchestra and other concerts, the lectures, even the football games, enhance the interest of more serious studies, cultivate taste, enlarge the capacity for enjoyment and appreciation, and above all, contribute to the *esprit de corps*—, the feeling that one "belongs," that he is a part of a great body of forward-looking youth striving to find the best in life.

The chief thing is to open every window of the soul to all the winds that blow! Through knowledge, through beauty in art and music and poetry, above all, through the imaginative sense of a living humanity questing in all directions for the true values of experience—in such ways education comes and true culture of mind and heart is gained.

Dramatic Activities Planned for Extension Students

Dr. Dale Riley, head of the University Drama Department, announces that any student registered in colleges, day, night, or correspondence school of the university, will this year have the privilege of trying out for all major dramatic productions given during the season of 1932-33 at the main auditorium on the campus.

The University of Minnesota Lantern Club, one of the older dramatic organizations on the campus, is especially planned for extension students. Its officers for the year are: Mr. Joe Shannon, Jr., president; Miss Harriette A. Faue, vice-president; Misses Frieda Hertel and Marjorie Costello, secretaries; Mr. Louis Malloy, treasurer. Extension students interested in dramatics are invited to attend the meetings of the Lantern Club.

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EDUCATION A LIFELONG PROCESS

The Interpreter

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Three Examples of Student Achievement

By IRVING W. JONES
Chairman,
Students' Work Committee

IF all extension students knew how far and how fast they could go toward their educational objectives, it is quite possible that more of them would achieve those objectives. That they do not, and that they are frequently worried about their educational progress as a result, is apparent from many of the Students' Work Committee interviews that deal with objectives and programs. Even when a definite program is proposed and the number of courses and credits required is figured out, the student frequently feels as if he were up against a blank and unending wall. His effort to translate the number of required credits into the classes required to earn them, and thence into the number of years involved becomes a confused and discouraging effort in mental arithmetic; the answer is not clear and the result is that the desired goal seems so far away as to be almost invisible and practically unattainable.

The Students' Work Committee believes it can demonstrate to extension students in general that the road to their objectives is not really so long as it appears to their cloudy vision, and in particular, that, when compared with the road that is travelled by full-time day students, the extension road is a time-saving institution. For day students devote practically their entire time to study for a period of years during which they have only haphazard employment, and at the end of their study period they may not have reached any definite vocational objective. But the extension students carry on their own formal study parallel with their vocational or professional advancement; they are accomplishing two purposes at the same time, a thing which day students seldom do.

Perhaps the best way in which this idea can be illustrated is in terms of some individual cases which will show the very specific accomplishment made by extension students, the time it took these students to achieve their objectives, and something of the conditions under which they worked. These stories exemplify certain aspects of the problem involved, and are to some extent outstanding and quite beyond the usual in their achievement, but they do reveal the kind of things that extension students with definite objectives can do. The number of cases has been kept small so that each might be specifically set forth in its individual aspects. It is not expected that these cases will cover all possible situations, but they will at least point the general direction in which all students may travel.

It may perhaps be well to begin with what appears to be the most notable achievement of any student in extension classes, that of Mr. George W. Hill, who received his Bachelor's degree in the College of Science, Literature, and the Arts in June, 1932. He earned the credits for his degree, with the exception of 5, through extension work, either in class or correspondence courses. If it had not been for a combination of circumstances growing out of his major requirement, Mr. Hill might have established the record of earning a degree entirely through extension classes.

Mr. Hill came to Minneapolis about ten years ago, and after securing a business college training and entering upon an employment which he has followed ever since, decided to complete in the evening classes of the Minneapolis public schools the two years remaining of a high school course that he had abandoned a few years earlier. This he did, receiving a full diploma which admitted him to the University of Minnesota. He immediately began his study in extension classes, decided in due course of time what his major subject would be, interviewed the head of the department of that subject, and with him worked out a definite program by means of which he might complete the necessary credits and courses. He carried regularly three, and sometimes four, extension classes each semester. As soon as the classes were over in June each year, he began work by correspondence and actually completed in correspondence courses about 40 of the 180 credits necessary for graduation. He continued this program without stopping for the next seven or eight years, and as a result, when about a year ago he presented himself to the Assistant Dean of the Upper Division of Science, Literature, and the Arts, his credits were all in order and he easily completed his degree work at the end of the spring semester.

If Mr. Hill had entered the University as a full-time student, he would have spent at least four years in acquiring his degree, at the end of which time he would have had to begin his vocational career at exactly the point at which he started ten years ago. By carrying on his study and his work at the same time he was able to establish himself professionally and financially so that at the present time he can devote his full time to work in the Graduate School, from which he expectes to receive his Master's degree in June, 1933. Unless he changes his plans, he will then continue his graduate work for the Doctor's degree.

The student who has settled very definitely into a vocation and neither desires nor anticipates changes, but on the contrary, is desirous of making all progress in his chosen work, will be interested in the achievement of Mr. X. (We adopt this name for a student who, for professional reasons, does not wish to have the publicity which may come from this article, but is glad to have the facts of his case made known for whatever value they may be to other students.) Mr. X, immediately following his graduation from high school, entered the employ of a business organization of national scope, making all the progress within its ranks that has been possible under the conditions of the past few years. He has a position of responsibility and looks forward to a long continued service with the company.

In 1922 Mr. X began his study in extension classes. Interested primarily in business, he naturally began with subjects in that field, and continued them until he was entitled to extension certificates in business. However, from the very beginning he had the good judgment to register for classes in Science, Literature, and the Arts subjects which would satisfy the requirements of the pre-

(Continued on page four)

The Interpreter

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JANUARY, 1933

Faith in Yourself

Those who go to motion picture theatres may recall the photoplay "Disraeli," in which George Arliss, the eminent English actor, took the leading part. The plot of this picture was based on incidents in the life of one of the most colorful figures in modern English history.

Disraeli's life-story is well worth reading merely as a story, for it is rich with excitement and human interest. Much of it is revealed in Lytton Strachey's "Queen Victoria" and more of it in Andre Maurois' book "Disraeli." The latter volume is especially recommended. Read this and you may find yourself saying more than once, "How is it that such a dressed-up playboy could ever become the prime minister of England in the days of Wellington and Gladstone?" But you will also find the answer to your question. Disraeli had supreme faith in himself.

Disraeli, who was, incidentally, a novelist of parts, once wrote, "Men are not the creatures of circumstance: circumstances are the creatures of men." Analyze that pretty epigram. It is the key to the character of a great man—a man who became the leading figure of his time and the active head of the English government at the height of its power, in spite of strong prejudice and bitter opposition. It is a brilliant expression of self-confidence, of faith in one's self.

This is the point I wish to stress, the value of faith in one's self. Whether you wish to explore a wilderness, write a book, build a bridge, or merely become the office manager, you must have faith in yourself. Moreover, there never was a time in our lives when faith was more necessary than it is today. The United States of America needs faith. The whole world needs faith. How else can it be supplied except by having faith in ourselves first of all?

Don't confuse faith in yourself with arrogance or bluster. Real faith in yourself is more like humility. You give yourself credit for what you are worth, no more but *no less!* It's a hard thing to define, this faith in yourself, but I would call it the unshakable belief in your ability, through well-directed effort, to reach desirable objectives. Please observe that phrase, "through well-directed effort." You cannot omit it from the definition. Consequently, your faith in yourself will grow the more you know and the better prepared you become.

Remember Coue, the little Frenchman with the theory of auto-suggestion? Five or six years ago his jingle, "Every day in every way I am becoming better and better," danced on a million tongues. But Coue's theory was like Mohamet's casket, suspended in mid-air with nothing to support it. It lacked a solid and substantial foundation. How different was the platform of Abraham Lincoln, who said, "I will study and *prepare myself* and when my time has come, I will be *ready.*"

Lincoln is by far the safer model to follow. Study and prepare yourself. Your faith will increase because your opportunities will increase. America is still full of possibilities for the men and women who combine faith in themselves with the will to work, to study, and to learn. This is a combination that seldom fails. When Disraeli got up to deliver his first speech in the House of Commons, the opposition shouted him down. Above the uproar his voice could be heard predicting, "The time will come, gentlemen, when you will not only listen, but hang on my words." Whenever he spoke thereafter, his audience was forced to listen, for by diligent application Disraeli made himself a master in the knowledge of every problem confronting England. Faith in one's self is infinitely stronger when it is reinforced by knowledge.

—MASSACHUSETTS UNIVERSITY EXTENSION MONTHLY BULLETIN

A Warning to Students

The General Extension Division wishes to give to its students and friends a general warning against organizations and individuals who may approach them with schemes for special classes and study groups. There are being established in the Twin Cities a number of so-called "sorority" study organizations which manage to get on their staffs one or more persons whose names they can use to give a quasi-university significance to their work. The university cannot vouch for any organizations not under its control, and students are warned not to invest money in study programs and expensive sets of books, such as are usually sold by these organizations, before investigating thoroughly the standing and value of the work offered. If any student is approached and asked to join such a group, and is told that it is allied in any way with the university, he may check on its authority by calling the General Extension Division.

Parking Regulations on University Concert Nights

The Department of Buildings and Grounds announces that on nights when concerts are held at the Northrop Auditorium, no students, extension or day school, may park any place on the campus which is marked with yellow curb lines. The university has hitherto been glad to let extension students use marked parking places at night, but the parking problem and traffic congestion are now becoming so serious on nights of university concerts, that the Police Department must tag every car parked in violation of yellow curb warnings.

On concert nights students may park in back of the Law School, by the Main Engineering Building, on the new parade ground (on Fourth Street and Seventeenth Avenue S.E., one block from Folwell), or at any authorized parking place.

For the convenience of extension students we reprint below the dates of university concerts which have been announced so far; on all of these nights no cars must be parked along the streets of the campus.

Symphony Concerts—January 6, 13, 27; February 24; March 10, 17; April 14, 21.

Artists Course Concerts—January 18, February 6, April 5.

German Student Enters "U" Thru Correspondence Study

From the German army to senior class standing in the University of Minnesota via the correspondence study route is the dramatic story of a student who found himself through correspondence courses.

When this young German boy, halfway in his teens, was released from the World War army and had the chance, or took the chance, to get to America, he came by boat to Duluth, Minnesota. He did not like his first job in a steel mill, and took a more menial and less remunerative job in another town in order to get a more congenial occupation. Later he was employed in a large packing plant in one of our Southern Minnesota towns. All this time his plans were forming and he was pursuing mathematical courses in the Correspondence Study Department of the University of Minnesota.

He found he could keep happy in his job and keep from getting sad and lonely if he pursued these courses as he built up his plans. Recently he realized his goal when he reached the university campus and began his work in the day school. Not a little of his morale, his consuming purpose and stimulation toward his goal was engendered by the personal contact of the correspondence department instructor, O. C. Edwards, who after many courses and the exchange of many letters, met his promising student on the campus.

Mr. Harvey S. Hoshour, professor of the University of Minnesota Law School, has resigned his position to become attorney-general of the American Telephone and Telegraph Company in New York City.

Mr. Hoshour, who has been teaching corporation law for the past five years, practiced law in Duluth before coming to the university. At Duluth he also taught Business Law for the General Extension Division from 1922-25.

Extension Student Organizations Give Christmas Parties

The University of Minnesota Lantern Club, a drama organization, held its annual Christmas Party Saturday evening, December 17th, at the "Rendezvous" club rooms. Entertainment was furnished by members of the club; dancing continued throughout the evening and a midnight supper was served.

The Lantern Club has chosen as its next one-act play, "Do You Take This Woman?" to be given on Friday evening, January 20. Miss Marjorie Costello will direct the production.

The traditional Players-Chanters Christmas Party was held Friday evening, December 23, in Alice Shevlin Hall. An extensive Christmas program was planned, including singing of Christmas carols and presentation of gifts. Dr. and Mrs. Wendell White, Mr. and Mrs. Ellsworth Swedien and Mr. and Mrs. Earl H. Amundson acted as chaperones.

Lectures and Entertainment Programs Planned for 1932

The list of lecturers for next year offered by the University Lecture and Entertainment Bureau of the University of Minnesota is headed by Charles Lofgren of the Byrd Antarctic Expedition. Mr. Lofgren gave about twenty-five lectures under the auspices of the General Extension Division last year, and was everywhere enthusiastically received. So was his dog, born on the ice pack near the South Pole—the lecturer's constant companion. Mr. Lofgren tells a story of entrancing interest of the human side of the expedition. He carries with him five reels featuring major episodes of the South Polar venture.

Engagements for Mr. Lofgren are already coming in, one by mail from the Northeastern Division of the Minnesota Educational Association for their regional meeting in October. Mr. Lofgren is expected to have about a four weeks' run, and will be available in October, 1933.

Charles Plattenburg, well-known platform speaker, will be another offering for next year. Among his subjects are these: "Worms Beneath the Bark," "Your Town and the Rest of the World," "The Machine Age," "The Man Above the Mob," and "The High and the Low." He will be available in March, 1934.

In the music line, the Davies Light Opera Company of Chicago heads the list of outside offerings. This company also has filled a series of engagements in Minnesota before, and with excellent satisfaction. All members of the company are seasoned musicians.

The Petrie Novelty Quintet is a company of five instrumentalists who play on thirteen instruments. Their program consists of the most familiar of the classics, the most tuneful of the popular selections, and some comic and novelty numbers.

A novelty feature will be *Sue Hastings' Marionettes.* Sue Hastings has brought a peculiarly American flavor to this ancient art. Her appeal is to old and young alike. Her puppets perform the most intricate dance steps, play musical instruments and sing, ride bicycles, slide down banisters and even indulge in hysterics like their foolish prototypes from real life. Miss Hastings' Marionettes have been shown in many of New York's most fashionable homes. They have performed under the auspices of the New York Theatre Guild, and have toured the country on the R.K.O. circuit. Last year they gave several matinees at the Shubert Theater, Minneapolis. They will be available in November and December, 1933.

Maud Scheerer to Give Recitals Throughout the State

Maud Scheerer, New York dramatic artist, will give a number of dramatic recitals and readings of plays in the latter part of February under the auspices of the General Extension Division.

Among the centers in which she will have engagements are the Mankato State Teachers College, Carleton College English Club, Duluth Teachers Association, Moorhead State Teachers College, and Sioux Falls Methodist Church. In each of these places, Northfield excepted, Miss Scheerer will give two programs. One program, given during the day, will consist of talks on plays and reading of excerpts. In the evening program, Miss Scheerer will read Rachel Crother's *He and She.*

Early in February, the Delphian Club of Minneapolis will hear Miss Scheerer in a program at the Curtis Hotel.

Schools or organizations interested in a program by Miss Scheerer may get full information from the University Lecture and Entertainment Bureau, General Extension Division.

Dr. Roberts Compiles Manual for Minnesota Bird Lovers

For the convenience of teachers and students in beginning classes in bird study, *A Manual for the Identification of the Birds of Minnesota and Neighboring States,* by Dr. Thomas S. Roberts, will be published by the University of Minnesota Press in January. Dr. Roberts is well known as the author of *The Birds of Minnesota,* published by the University Press last June. His manual is a reprint of 273 pages from the larger book, and consists mainly of keys and descriptions for the quick and easy identification of birds. Many black and white illustrations from *The Birds of Minnesota* will also appear in the manual.

Character is a by-product. . . It comes as a consequence of a life devoted to the nearest duty, and the place in which character would be cultivated, if it be a place of study, is a place where study is the object and character is the result.

—Woodrow Wilson

Social Conditions in Minnesota Pictured by Mrs. La Du

A Picture of Minnesota in 1932, by Mrs. Blanche L. La Du, is an interesting reprint recently issued from the State Conference of Social Work office. Mrs. La Du is Chairman of the Minnesota State Board of Control and was, for the past year, president of the Conference. This address was given by her as her presidential address at the meeting of the State Conference of Social Work in September, 1932. The author is in a position to know facts about social and economic conditions in Minnesota today, and her discussion gives figures and facts about economic conditions, and emergency relief plans in various parts of the state. A comprehensive picture is given of the State Institutions in Minnesota today for the care of children, the insane, the feebleminded, the epileptics and those handicapped in hearing and vision. The effect of the depression on the size of population in these institutions is discussed. Copies of the reprint are available at the State Conference of Social Work office in 413 Administration Building, University of Minnesota.

Another interesting development in the State Conference of Social Work is the creation of a special committee on Indian Welfare. Dr. A. J. Chesley, executive officer of the State Board of Health is to be Chairman of this committee, which will study conditions among and plans for the Indians of our state.

Second Volume of Firkins' Plays Published by University Press

Following *The Bride of Quietness,* a volume of four plays about noted English writers, *The Revealing Moment and Other Plays,* a second book of dramas by Oscar W. Firkins, was published by the University of Minnesota Press shortly before Christmas.

The Revealing Moment, like *The Bride of Quietness,* is a book of plays about famous playwrights, poets, and novelists, but the characters in the second volume are all Europeans. Chekhov, the Russian realist, is the leading figure in the title play. Norway is represented by "Two Great Men and a Small Boy," a drama concerning Ibsen, Bjørnson, and their little grandson. From French literature, which he knew as thoroughly as English, Mr. Firkins drew the inspiration for three plays in this volume: "The Unknown Woman," concerning Mermiee; "Tulip and Camellia," the two Dumas; and "The Wave and the Flame," Chateaubriand. "In a Suburb of Paris" is a drama motivated by Oscar Wilde's "Salome," which, it will be remembered, was originally written in French. One play, "The Columns," goes back to classical antiquity for its scene and characters. In this drama Sophocles and Euripides are contrasted.

Three Examples of Student Achievement

(Continued from page one)

business curriculum, that is, the first two years' work required for a university degree in business. As a total result he has completed all the requirements for admission to the senior School of Business Administration, and all but about 20 credits of the requirements for a degree. These remaining credits will be completed just as fast as the appropriate classes can be offered by the General Extension Division; and both Mr. X and the Division hope that these classes can be successfully offered so that his work may be completed entirely in extension classes. There is no doubt about the ultimate completion: Mr. X is not only a consistent student but an excellent one as well, his honor point average at this time being about 2.8 per credit.

The dominant elements in Mr. X's achievement seem to be the consistency with which he has followed the program necessary for his degree, and the close relation which he has kept between his study and his vocation. He has naturally become expert in matters concerned with his business, and his study of business subjects in general has given him a background which he could not otherwise have acquired, and which makes him the more valuable and successful in his business service. This combination of scholarship and experience has been recognized by the School of Business Administration, and during the past year he has been regularly employed by that school as a special lecturer in matters concerned with his particular business. This recognition is very good evidence that the degree is not a more essential thing in the process than is the product of the work which leads to the degree. Mr. X will be gratified when he receives his degree, because it marks the culmination of a project; he might well be just as gratified at his achievement even if he never were to receive the degree.

Those persons who are interested in changing their vocations may well look to education to help them fit themselves for new and different types of work. It is a well-known fact that very few people find themselves in their maturer years following the vocation on which they embarked, say at the age of twenty. Whether this is inevitable or not no one knows, but education is today making serious attempts to guide, both educationally and vocationally, students when they are in high schools and in the years immediately following, so that the amount and seriousness of the vocational changes they make may be reduced. Changes, however, are not always undesirable, and may sometimes even be the best thing that could happen for an individual, provided there is not too much lost motion in the process of transition. Perhaps the greatest difficulty for the person who wishes to change is that of getting the education, training, or experience necessary to enter the new vocational field. Such a person may be earning his livelihood in his present occupation, and cannot drop that work without sacrificing this livelihood. Yet he may not be able to enter his new vocation without at least a minimum of training for it. It is in this emergency that extension study may, and frequently does, perform a valuable service in enabling the student to prepare for his new work while still carrying on the old.

Mr. Axel C. M. Ahlen has made just such a change, and the way in which he has made use of extension classes is a good illustration of their possibilities. A dozen years ago Mr. Ahlen was a young bookkeeper in the office of a lumber company. He had some aspirations of becoming a public accountant, and like many other bookkeepers, he entered extension classes in accounting and related subjects, and in 1923 was given an extension certificate in accountancy. He continued his clerical work, but gradually came to be less certain that he wished to follow accounting professionally, and ultimately decided that he did not. He was not quite sure what he would turn his education to, but he was sure of one thing, and that is that he would continue to study in the field of liberal arts, in which he could lay a foundation for almost any kind of professional work. In the course of two or three years, he had decided to enter the ministry, and by that time he had accumulated enough credits to enable him to enter the divinity school.

The work of the divinity school was so arranged that Mr. Ahlen was able to continue his study of liberal arts subjects, and he decided upon a major in Philosophy. During the entire course leading up to his degree of Bachelor of Divinity, he continued this work. In fact, he has not failed to register for extension classes for a single semester since 1921. Upon the completion of the divinity work he devoted still more attention to the completion of his work for the Bachelor of Arts degree. This degree was granted him at the summer Commencement in 1932, and he completed the greater portion of the work for this degree in extension classes. He has not studied by correspondence, but instead has used part of his summer leisure in attending summer session classes.

These three cases show some differences in the objectives and in the method of procedure which each man followed, but they have a few things in common which should be of interest to all persons who have educational ambitions. The first thing they have in common, and the thing that is first in importance to all students, is that of having an objective and of adopting a program of study which is calculated to accomplish that objective. The student who elects classes in a haphazard fashion may ultimately achieve something, but he runs the risk of seriously delaying his possible accomplishment and is pretty sure to find, when he comes to count his credits for a degree, that he has chosen some wrong classes.

The second element to note is that in every case the program of study has been carefully and consistently followed without interruption. Mr. Hill has registered for a total of 48 classes in a period of eight years, an average of three per semester, which is the normal maximum load of extension classes. Mr. X has completed 44 classes, and Mr. Ahlen 43. Each has been consistently faithful to his self-created obligation, and has not let a single semester go by without registering for his quota of classes.

The third thing to notice about these students is that each of them has taken the point of view that while he is pursuing his vocation on the one hand, he will at the same time expand his life through education which parallels that vocation. This can be done, as they have exemplified, regardless of whether a man determines to pursue the same vocation all his life, or whether he decides that changes are necessary or desirable.

The cases of these three men may seem extreme and exceptional, and perhaps to a certain extent they are. It is not to be expected that every student will find either the impulse or the time and energy to be equally consistent and industrious. But even tho one admits that they are outstanding cases, both in the objective attained and the amount of time required, one must perceive that they still remain so possible of duplication that any student may well consider them as practical guides. As a matter of fact, there are many other extension students now well on the road to similar accomplishments—so many that it becomes obvious that all students can, and probably will, realize more of the possibilities offered through extension study. Educational achievement through extension classes is neither an impossible dream nor a long, hard, and dreary struggle; it is a very practical possibility.

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EDUCATION A LIFELONG PROCESS

The Interpreter

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A Dirigible Education

By RICHARD R. PRICE

Director
General Extension Division

WE are now fully committed to the idea and the principle that education is a social function. We no longer accept the notion that education is a matter for the individual to decide for himself. There is social pressure behind the process. Organized society itself has asserted an interest. For many centuries the theory prevailed that education was purely an individual matter: that is, that it was a process through which the individual prepared himself to make the most of his own abilities and capacities and opportunities for the sake of getting for himself out of the world as much as possible of benefits and privileges. If he turned his trained abilities to public service or social reform, it was because his inclinations led him in that direction.

But the idea that now prevails and that we now accept without question, even if our own practice is somewhat short of our theory, is that education is a social function performed by society to meet social needs, and to insure the preservation of social ideals. It is to the interest of society that every individual be educated to fit well into the social machinery, to the end that he may make, as a social unit, his due and appropriate contribution to the social welfare. On no other grounds may we explain or defend the use of public money to defray the costs of education. As Sir Auckland Geddes puts it: "Education is the process designed to help a human being to appreciate God, to know himself and to understand the spirit of the age in which he lives, so that he can live in, serve and act with and on the community in which his lot is cast."

But here we encounter the fundamental fact that systematic education, especially when publicly controlled, is and always has been essentially a conservative force. All the inherited experience of the race, its social and political forms, its dogmas and its creeds, its cultural treasures and its spiritual anathemas, its attitudes and its philosophies of life, are bound up in its system of education. Therefore, each generation attempts to fix, stabilize and stereotype its conception of life and its social, industrial, and political organization on the succeeding generation through the medium of the schools. If life itself did not teach some lessons, and if there were not always some innovators, iconoclasts and social rebels, there would be no progress.

And here we have to face the question fairly: Should there be what I have called a dirigible education? By that I mean an educational system consciously *aimed* or *steered* at a preconceived social goal. Shall we educate people for the world and society as they are, or as they should be and may be? In other words, are we interested in maintaining the *status quo* or in contributing to the evolution of society to higher levels? That society may deliberately set out to reorganize itself on a different plan and with different ideals through the medium of education is now being demonstrated before our very eyes in Soviet Russia. But there is no such unanimity in this country as to either ends or processes. Neither are the educators united in opinion as to whether education should be static or progressive; whether it should be the conservator and trustee of things that are, or a voice crying in the wilderness preparing the way for the new kingdom.

Now, the answer to this question has an enormously important bearing on the whole issue of the meaning, content, and purpose of education, particularly on the higher levels. And especially is this true with regard to adult education. If one is committed to the belief that the present social order has already reached the acme of perfection, then obviously it follows that our educational theory need concern itself only with adapting the best available means and facilities to training individuals for functioning most efficiently in the existing social structure. To many observers that seems to be the mission and purpose of the present system of public education.

If, on the other hand, one accepts the theory of progressive and indefinite evolution in human society, then education, and particularly adult education, must envisage the more generous and appealing mission of preparing men and women not only to carry on the duties and tasks of today under present conditions, but also to become the heralds and proponents of a better social order in a new era. For such as these, training for making money or for perpetuating the things that are is not enough; there must also be a quickening of the human spirit, a generous but informed and disciplined ardor for better things. It is true that not all change is progress; it is also true that inertia and stagnation are not necessarily meritorius. Among social institutions and practices it is necessary to cling fast to the true, the tried, the useful; to reject, regardless of time's sanctions, the outworn and the mischievous. But when the choice lies between a static world and a world in progressive evolution, the decision as to educational policy should not be long in doubt. We need to train the discerning eye, the quickened intelligence, the courageous heart, the sympathetic understanding, the sound judgment and the disciplined will, for an era of better things. In other words, we need to make education dirigible.

Let those who are participating in the program of education for youth or adults, whether as administrators, teachers or students, bear in mind that in the choice of studies or of offerings there is much more at stake than adequately meeting the demands or necessities of the moment. There is need of the long look ahead, of preparation for a future as yet only dimly glimpsed, of statesmanlike equipment and maturing of powers for occasions that still lie latent in the womb of time.

This is no time for complacency or for standpatism in matters educational—no time for teaching "whatever is, is right." There are mutterings and groanings of a world in travail. The times are out of joint and full of portents of great and moving changes. It is a time of restlessness, of discontent, or reappraisal of accepted

(*Continued on Page Two*)

The Interpreter

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FEBRUARY, 1933

A Year-Around Job

Now that the first half of the college year is over, it is important that, instead of considering the past semester's work something that is over and done with, we ask ourselves what we have accomplished. Have we gotten out of our work the things that we planned on? If not, why not? Have we gained unexpected values and knowledge? Above all, have we learned how to carry our new knowledge and stimulation over into our daily lives?

It is also important that, instead of "letting down" and thinking we deserve the next half year for vacation, we gird ourselves to make the second half of our school year as productive as the first half. Education cannot be achieved once and for all, in six hour days, five day weeks, or half year periods. It is a continuous and never-ending process, and whether it is carried on in the University or outside, through formal means or informal, it must be an integral part of every day of every intelligent person's life.

A Dirigible Education

(Continued from Page One)

standards, of questioning time-sanctioned dogmas, creeds, theories, conventions, fundamental social conceptions. To the careful observer there are plentiful signs of the passing of the old order and the coming of the new. Shall the transition be effected by evolution in a peaceful and orderly manner, or through catastrophe, whirlwind, and intervening chaos? Is this the time to teach our adolescents and our mature students that all's well with the best of all possible worlds? Hardly. What we shall need in the next generations is impatience with hokum and fetiches and slogans and mental regimentation; we shall need open-mindedness and clear-eyed vision and dispassionate, unemotional facing of facts.

Education is the answer, but a dirigible education; an education not aimed solely or mainly at manual dexterity, mental cleverness in the manipulation of facts and figures, competence in the material pursuits of life or contentment with things as they are; nay, rather an education whose fruit shall be wisdom and an understanding heart and a discerning eye and warm imagination and quick human sympathy. "Wisdom is the principal thing; therefore get wisdom; and with all thy getting, get understanding."

We must place the major emphasis on studies that are liberating in their tendency,—studies that broaden the horizon, that deepen the sympathies, that enrich human life, that sharpen the perception of human values, that develop "the latent values of human personality." This education will be aimed to function not only as training for a place in society as it is now organized, but also as preparation, mental, ethical and spiritual, for intelligent and discriminating participation in the orderly evolution of that society to a higher level. Thus we prepare to usher in a new era and a new standard of human values.

No serious student of our times can be satisfied with the *status quo*. We are living in times of unparalleled misery, of social dislocation, of commercial and industrial confusion, of political unrest, of agricultural stagnation, of world-wide instability in prices, values and standards. In a country as rich in resources as ours, with abundant crops and ample production of all the necessities as well as the luxuries of life, where the average standard of living is the highest in the world, we find ten or twelve million of people out of work and suffering for lack of food, shelter and clothing. That in itself is a monstrous indictment of our social and economic system. We revolt against it; it must not be allowed to happen again. Somehow general social well-being must be attained.

This is not the time or place to talk of causes and remedies. There are already too many panaceas in existence. But one primary cause of the dislocation may be pointed out, because it has a bearing on our subject.

We are now clearly going through a second industrial revolution. The first industrial revolution took place in the latter half of the eighteenth century and the early years of the nineteenth century, when manufacturing was taken out of the homes and was segregated in factories under the application of steam power. The displaced hand workers were easily absorbed by the great expansion of trade and industry which followed. The new industrial revolution of today is marked by the growth of what is now called Technology. A constant stream of new inventions is displacing labor, not because the newly-invented machines are power-driven but because they are *automatic*. The human element is largely dispensed with, and a whole factory full of such machines needs only a very few human attendants. This is the new technology, and the men thus displaced by it are not absorbed elsewhere. We have entered a new machine age, and our social controls and economic adjustments have not yet caught up with our industrial efficiency.

There is a functional organization of outstanding engineers called Technocracy, which is now engaged in the most extensive analysis of our industrial and agricultural growth ever attempted. These engineers report that because of the tremendous increase of speed which is characteristic of modern production, our machinery can produce more than can be absorbed by man. As the machine improves, we come nearer and nearer to the elimination of all human employment.

Now, these are not the vaporings of visionaries. These are the sober facts and conclusions of scientists. A world revolutionized by technology—that is the kind of a world that our children and our children's children will have to live in. It is plain that a dirigible education must prepare the coming generations to face these facts courageously and to attack the underlying problems with knowledge, intelligence, and sound judgment. Given these facts, these tendencies, these relationships, we must produce somehow a social order in which man will be the master, not the slave of the machine; in which the benefits of machine production will be so distributed that all may share therein and the general welfare may be enhanced; in which individuals may have their energies set free for richer, fuller living.

The meaning of any human life lies in the purpose of that life. Education therefore means the development of a purposive individual, and this implies a social order and an environment congenial to such development. Purpose may be conceived of as the third element of a trinity with heredity and environment. The purposive life is also the free life and, therefore, the ultimate end of education is the production of a free human being.

But this ultimate end also implies the organization of a social condition, of a social organization, of a social control under which human freedom is possible. As I have already pointed out and as everybody knows, the world is not yet ready for free men. In such a world we could not have what has been called "the present ghastly contrast of ragged bread lines with unmarketable surpluses of both food and clothing." Politically, civilly, economically, the world is not free for the exercise of free purpose.

Here is where we sense the end of a dirigible education, a purposive education, aimed at the creation of a free world. In spite of our blind and sometimes stupid optimism we must be forced to realize that the world is not necessarily going right. Chance intervenes and defeat is a possibility. Life will not inevitably turn out good; the good must be fought for. Life is determined not only by what has been and is, but also by what may be. Educators therefore have as part of their task, not only educating human beings for the present world, but educating them also for a new world to come.

New and Special Classes Scheduled by Extension Division

A new class in Astronomy has been scheduled by the General Extension Division for the second semester—Practical and Stellar Astronomy. This course will give a detailed description of the constellations and individual stars, the structure of the sidereal universe and such practical problems as the determination of time from the stars; moreover, it will give opportunity for actual use of the telescope and observation of the heavenly bodies.

This new offering in astronomy does not require a knowledge of higher mathematics. It will be a continuation of Astronomy 11, which is a prerequisite for those taking the course for credit. Professor Luyten will conduct the class.

A rare offering in the field of Geography will be the newly-scheduled class in the Geography of Asia, to be given by Professor D. H. Davis, Head of the Geography Department. Mr. Davis spent the spring and early summer of 1932 in Eastern Asia, and is well equipped to make the course both stimulating, timely and authoritative. He will illustrate his lectures on Japan, China and India with slides, many of which he made from personal negatives, and will emphasize present conditions in the areas studied.

The course is a three-credit one and may be counted toward the requirements for the major or the minor in geography.

Of special interest is the announcement that Professor A. D. Riley, Director of the University Theatre, will this semester offer the regular day school course in Play Production. This course is one of the most delightful and profitable offered by the College of Science, Literature, and the Arts, and Mr. Riley is recognized as an authority of the first rank on stage productions.

Miss Hurd's class in Interpretative Reading will in the second semester be largely devoted to the interpretation of recent poetry, and should therefore be of interest to English as well as Speech students.

Dr. J. C. Michael will conduct the new course in Fundamentals of Psychiatry, a presentation of cases selected according to reaction type and life period, with discussion of psychologic and social implications in causation and treatment. The course is a specialty and has a prerequisite of ten credits in psychology and sociology for students wishing to take it for credit.

Another of the new offerings this spring is Social Case Work (52a)—a course dealing with the processes of investigation and social case treatment, with a special emphasis upon the administration of relief. It will be taught by Miss Geraldine Lamb, Assistant General Secretary of the Family Welfare Association, who has had much practical experience in the field. The course does not duplicate Sociology 52, and earns three credits. Sociology 49 is a prerequisite for candidates for degrees only.

An important course in World Politics will be offered by Professor Young in the second semester. This course is a study of the foreign policies, including international relations, of the leading European powers today.

Attention of interested students is called to the fact that the course as now scheduled will be a five-credit one, allowing students to cover in one semester the work previously listed in 2 three-credit courses.

Probably one of the most original and stimulating of the new courses scheduled is the one called Business of Today and Economic Policies. This class has been planned especially to satisfy the interest of business and lay men in present day problems. The course in Securities Market will be repeated. It is one of the classes that many students take over and over, for the benefit they get from intimate acquaintance with the subject. Mr. Weidenhammer will teach it on Wednesday at 6:20 p.m., on the Campus, Business 301. Some of the important topics to be discussed are: The Gold Standard; Business Cycles; Tariff; Taxes; Capitalistic System; Labor Problems; Unemployment Insurance; Population Trends, and Controls of Business.

Sigma Xi Announces Third Series of Public Lectures

Sigma Xi, University of Minnesota Honorary Scientific Society, announces a series of four lectures by University faculty members, on "Science and Human Welfare," to be given at the Northrop Memorial Auditorium on four consecutive Wednesday evenings, beginning February 22.

These lectures afford an unusual opportunity for students and the public to hear interesting, authoritative and non-technical papers by outstanding scientific scholars. Moving pictures, slides, scientific exhibits and charts will be used to illustrate the lectures.

The first lecture of the series will be "Problems of Human Subsistence," by Dr. Alvin C. Stakman, Professor of Plant Pathology at University Farm. It will be given February 22.

The following week Professor Charles A. Mann, Chief of the Division of Chemical Engineering, will lecture on "Chemistry in the Service of Man."

On March 8, Dr. Dwight E. Minnich, Chairman of the Department of Zoology, will discuss "Biology and Social Progress."

The last lecture of the series will be given by Dean Guy Stanton Ford, Professor of History and Dean of the Graduate School. He will speak on "Science and and Civilization."

Changes in Place of Meeting for St. Paul Classes

Because the authorities representing the city of St. Paul and the County of Ramsey have excluded all Extension classes from the new Court House, practically the entire schedule of classes for the second semester has had to be changed.

The new schedule is printed below, and St. Paul students are asked to note carefully the new location of their classes. Classes marked with an asterisk (*) have also been changed as to night. Classes not listed will meet as scheduled in the Bulletin.

Classes in St. Paul Public Library:

*Corporation Finance (Monday) Room 5
Supervision and Improvement of Instruction, Room 6
French, Beginning 2, Room 5
Spanish, Beginning 2, Room 6
Business Correspondence, Room 5
Human Geography, Room 6
Social Interaction, Auditorium

Classes in Room 920, Pioneer Building:

Bible as Literature
Recent Poetry
Accounting, Principles, Combined Course
Retail Advertising
Salesmanship
German, Intermediate

Classes in Ryan Building, 414-422 Robert St. (adjacent to Ryan Hotel) (Room numbers, sixth floor):

Accounting, Principles B, 609
Accounting, Practice and Procedure B, 609
Accounting Topics, 613
American Government, 613
Auditing B, 613
Business Law A, 613
Business Law B, 613
Business Law D, 615
College Algebra, 615
*Cost Accounting B, 615 (M 8:05)
Economics 6 and 7, 613
English Composition 5, 615
English Composition 6, 614
English 22, Introduction to Literature, 614
*English for Everyday, 615 (W 6:20 and 8:05)
*German 2, Beginning, 614 (W 6:20)
History, Modern World 2, 609
Orientation 2, 614
Speech 41, 42, 43, 614

Place Changes for Minneapolis Classes

The following changes in place of meeting of Minneapolis classes have been necessitated by the act of the Minneapolis School Board excluding outside activities from the Minneapolis Public School Buildings:

Educational Psychology 55, Elementary, to Main Engineering 136 (Mr. Sorenson).
Mental Tests, Educational Psychology 134, to Main Engineering 136 (Mr. Sorenson).
Greek Mythology 45, to Folwell 104 (Mr. Savage).
Speech 42, Fundamentals 2, to Folwell 305 (Mr. Gislason).
Spanish 2, Beginning, to Folwell 202 (Mr. Olmsted).

The vitality of any organization comes from the urgency of the ideals that the organization expresses.

—Melvin E. Haggerty

Program of Extension Classes Available Each Day

Below are listed all the classes offered by the General Extension Division for the second semester, arranged according to the day on which they are scheduled. This list may help you arrange your program, but registrations must be made from the Bulletin. Students are also reminded to consult the Supplement for information about new classes not scheduled in the Bulletin.

MONDAY

CLASSES IN MINNEAPOLIS

4:15 p.m.
Art Education 7-8-9 (Sketch)

6:20 p.m.
English Composition 5
English Composition 6
English 22 (Introduction to Literature)
English 70 (Short Story Writing)
German 2 (Beginning B)
German 4 (Intermediate)
German 17b (Graduate Students, Adv.)
German 71 (Recent Fiction)
History 2 (Modern World)
History 8 (United States)
Music 60-61-62 (Ensemble)
Psychology 1-2 (Combined course)
Spanish 4 (Intermediate)
Sociology 1 (Introduction)
Sociology 49 (Socially Inadequate)
Speech 42 (Fundamentals 2)
Speech 43 (Fundamentals 3)
Elements of Play Production
Health Supervision of School Child
Accounting 26 (Principles B)
Accounting 25-26 (Combined course)
Corporation Finance
Survey of Marketing
Business English
Business Correspondence
Advanced General Economics
Casualty Insurance

7:00 p.m.
Spanish 2 (Beginning 2)
Swimming (Women)

7:30 p.m.
Commercial Drawing
Steam Power Plants
Architectural Design I, II

8:00 p.m.
Swimming (Women)

8:05 p.m.
Business of Today and Economic Policy
German 17a (Graduate Students)
English 92 (Advanced Short Story)
Recent American History
Psychology 2 (General)
French 20b (Comp. and Conversation)
French 79 (Contemporary Readings)
Sociology 6 (Social Interaction)
Speech 41 (Fundamentals 1)
Advanced Advertising Procedure

CLASSES IN ST. PAUL

6:20 p.m.
Maternal and Child Hygiene
Bible as Literature
Speech 42 (Fundamentals 2)
Speech 43 (Fundamentals 3)
Accounting Practice and Procedure B
Business Law A
Business Law D
Corporation Finance

8:05 p.m.
English 151 (Recent Poetry)
Speech 41 (Fundamentals 1)
Accounting Practice and Procedure B
Cost Accounting B
Business Law B

TUESDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
English A (Sub-Freshman Composition)
English Composition 4
English 19 (Exposition)
English for Everyday (Oral)
Bible as Literature II
Geography 120 (Asia)
Geography 41b (Commercial Production)
Geology 2 (Historical)
Music 4 (Harmony 2)
French 4 (Intermediate)
French 5 (Graduate Students)
Social Case Work (Elementary)
Spanish 57 (Composition)
Zoology 2 (General)
Principles of Public Health Nursing
Accounting 26 (Principles B)
Accounting Practice and Procedure (B)
Cost Accounting D (Methods)
Retail Advertising
Labor Legislation and Social Insurance
Business Law B

7:00 p.m.
College Algebra

7:30 p.m.
Bacteriology 2ex (Industrial and Food)
Elements of Architecture
Architectural Design I, II
Freehand Drawing II
Chemistry 12ex (Qualitative Analysis)
Chemistry 2ex (Quantitative Analysis)
Chemistry 7ex (Pre-Medical)
Radio Communication
Alternating Current Machinery (Adv. 3)
Elements of Mathematics
Heat Treatment of Iron and Steel

8:05 p.m.
Psychology of Adolescence
English for Everyday 32ex (Written)
English 151 (Recent Poerty)
Parliamentary Law
Philosophy 101 (Psychology of Religion)
Swedish 8 (Beginning)
Nursing Ed. 60 (Ward Administration)
Accounting Practice and Procedure (B)
Business Law A
Business Law C

CLASSES IN ST. PAUL

6:20 p.m.
English 22 (Introduction to Literature)
History 2 (Modern World)
Psychology 2 (General)
Accounting 25-26 (Principles A, B)
Economics 6 (Principles 1)

7:00 p.m.
French 2 (Beginning)
Spanish 2 (Beginning)
College Algebra

8:05 p.m.
Economics 7 (Principles 2)

WEDNESDAY

CLASSES IN MINNEAPOLIS

5:00 p.m.
Art Education 46 (Metal and Simple Jewelry)

6:20 p.m.
Astronomy, Practical and Stellar
English Composition 5
English 155 (The American Novel)
Music 57 (Bach, Beethoven, et al.)
Orientation 2 (Social Sciences)
Psychology 2 (General)
Psychology 5 (Laboratory)
French 2 (Beginning)
Speech 42 (Fundamentals 2)
Interpretative Reading 82
Interior Decorating (Art Ed. 2)
Elementary Educational Psychology 55
Auditing (B)
Accounting Topics (Budget Control)
Securities Market
Business Law A
Traffic IV

7:00 p.m.
Greek Mythology
Swimming (Women)

7:30 p.m.
Aircraft Engines
Building Construction
Freehand Drawing III, IV, V, VI
Highways and Pavements
Advanced Mechanical Drawing
Analytic Geometry
Internal Combustion Engines
Machine Design 24
Mechanism 22

8:05 p.m.
Shakespeare
Journalism 69 (Newspaper and Magazine Articles)
American Newspaper
Orientation 1 (Physical Sciences)
Scandinavian Mythology
Mental Tests
Cost Accounting B

CLASSES IN ST. PAUL

4:15 p.m.
Mathematics for Teachers

6:20 p.m.
English for Everyday (Oral)
Human Geography
American Government
Social Interaction
Retail Advertising
Business Correspondence
German 2 (Beginning II)

8:05 p.m.
Salesmanship
English for Everyday (Written)

THURSDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Fine Arts (American Art)
Climatology
Geology B (Historical Laboratory)
German 51-52 (Composition)
History 60 (Late Modern Europe)
Music 9-10 (Historical Appreciation)
World Politics
Psychology 1-2 (General, Combined)
Norwegian 2 (Beginning)
Social Psychiatry
Sociology 120 (Social Progress)
Zoology 2 (General)
Economics 6 (Principles 1)
Business Law D (Court House)

7:00 p.m.
Integral Calculus

7:30 p.m.
Bacteriology (Industrial and Food)
Aeronautics (Elementary) and Airplane Construction
Chemistry 12ex (Qualitative Analysis)
Chemistry 2ex (Quantitative Analysis)
Chemistry 7ex (Pre-Medical)
Drawing, Engineering 2
Drafting, Structural
Architectural Design I, II

8:00 p.m.
Differential Equations

8:05 p.m.
Philosophy 112 (Main Currents 19th Century Thought)
Psychology 2 (General)
Norwegian 5 (Advanced)
Sociology 102 (Social Control)
Economics 7 (Principles 2)

CLASSES IN ST. PAUL

4:15 p.m.
Introduction to Educational Statistics
Mathematics for Teachers

6:20 p.m.
English Composition 6
Supervision and Improvement of Instruction 150
Accounting 26 (Principles B)
Auditing B

6:30 p.m.
Swimming (Women) (University Farm)

7:00 p.m.
German 4 (Intermediate)
Greek Mythology 45 (Library 5)
Speech 52 (Advanced)

7:30 p.m.
Swimming (Women) (University Farm)

8:05 p.m.
English Composition 5
Orientation 2 (Social Sciences)
Accounting Topics

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Accounting 25-26 (Combined)
Traffic 72 (Management and Facilities)

7:30 p.m.
Elements of Architecture
Architectural Design I, II
Cost Estimating (Building)
Fuels and Combustion
Refrigeration

CLASSES IN ST. PAUL

6:20 p.m.
Accounting 26 (Principles B)
Accounting 25-26 (Combined)

7:30 p.m.
Drawing, Engineering 1 and 2
Drawing, Advanced Mechanical

THE LAST DAY FOR REGISTRATION

Without Extra Fees Is

Monday, February 6

The offices of the General Extension Division will be open from Jan. 30 to Feb. 10, including Saturday, until 8:30 p.m. Register early and avoid late registration fees.

Notice to Students Registering for Composition IV

The psychology and English placement tests required of all students who registered for English Composition IV will be given on Friday, February 3, at 7:30 p.m. in the Auditorium of the Physics Building, on the Campus, and in Room 613, Ryan Building, St. Paul. All students who intend to take Composition IV for credit in the second semester and who have not previously taken the tests must report for the tests at this time. The tests will take approximately three hours.

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EDUCATION A LIFELONG PROCESS

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The Personal Touch in Correspondence Study

By A. H. SPEER

Head of the Correspondence Study Department

SOME little time ago I sat at lunch with an alumnus of the University of Southern California who was pursuing graduate work in Minnesota. Having come in contact with residence work only, he, like other uninitiated persons, was surprised to learn of the great volume of extension work being carried on by the universities throughout the country, and especially glad to know of the great amount of that phase of extra-campus work called correspondence study.

Stories of a personal nature brought out the point that there is a real personal touch existent between instructor and student in correspondence study work. Let me recount some of these sketches.

It was almost seven years before the professor of engineering mathematics and his bright student saw each other face to face, though the bond of friendship had been sealed and the personal touch had been felt years before. The meeting occurred in the reception room of a state institution of correction. The victory was complete. That young man is now maintaining almost an "A" average in a state university after taking 26 courses by correspondence for advanced standing. This young man attests that the power of personal touch through letters was evident long before he met instructor or administrator.

L. L. graduated from a St. Paul high school in 1925, and then became a steam engineer. Learning of the University of Minnesota correspondence study courses, he began at once to study, and up to the time when he entered St. Thomas College in 1929-30, he had finished eight courses. Some of these courses he took for self-development only. Soon, however, he began to work for "credit," consistently making "A" and "B" grades. After attending St. Thomas, he found his work so exacting that recently be had to go to Glen Lake Sanatorium, but he is still pursuing University of Minnesota correspondence study courses there, under the tuition of the Minnesota Division of Re-education. Personal contact has sprung up between this student and his teacher and thus his interest and stimulation in work have been increased. He will follow, part way at least, in the footsteps of one of our present professors who, some few years ago, did quite a great deal of work through the auspices of our Correspondence Study Department, while himself at Glen Lake.

The State Division of Re-education is responsible for placing with our department another person, a young lady, who graduated at West High School, Minneapolis, in 1930 at 16 years of age. This lady is using history for her credit work and her personal contact with her instructor is increasing.

Another Re-education person, a man of 30 years of age, graduated from West High School, Minneapolis, in the 1916 class. His experiences in the intervening years have been harassing, and he is now turning to high school mathematics for review work before stepping up farther in correspondence study work.

The Minnesota State Prison at Stillwater would not seem to be a likely place to make friends, and yet all of the eighty odd students in Stillwater are hungering for the sympathetic touch and are getting it. One man taking Advanced German recently wrote asking for Knowlton's *Physics for College Students* and for suggestions on where to get material in German on "Atomic Physics" and "Mathematical Relativity." His professor was able to refer him to the material he needed, and give him the individual help he wanted.

Two other Stillwater students have written long letters to and received long letters from the professor of mathematics. "I am deeply grateful for your help and wish I could see you," says one student.

An almost unbelievable story is as follows: a man of forty-two years took all his high school work and one year of college work by correspondence in seven years of time. When forty-nine, he proceeded by correspondence and one summer of residence study to finish the remaining three years of college in two years, being elected to a scholarship fraternity and receiving 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.

From among the 4164 registrations for correspondence courses on our books in 1931-32 (registrations which were scattered over 35 states and six foreign countries), stories like these could be multiplied indefinitely, and many students could testify to the personal influence pervasive in lesson suggestions and supplementary notes. Pictures have been exchanged and friendships cemented at long distance. Even the Correspondence Study Department of a large institution like the University of Minnesota is not without its thrills of personal touch.

The college class motto of one of our friends was an Arab proverb "Fee Ya Wah A Kha Bay E"—"In corners lie treasures." Its significance is obvious. Students in day and evening work are in such close contact with the University campus that they scarcely know of the existence and value of correspondence study work for students outside the campus. However, in corners lie treasures. Hundreds and thousands of persons have found these treasures,—indeed nearly twenty-three thousand registrations have been made in the Correspondence Study Department of the University of Minnesota since the founding of the Department in 1913. Tens of thousands of persons have registered in the correspondence study departments of other universities in the years gone by, from the time of the opening of such a department at the University of Chicago in 1892 down to the time when Ohio University became a member of the National University Extension Association in 1932.

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

MARCH, 1933

We Are Not Depressed

One of the hopeful signs for American democracy to be found among the many things in the depression which seem to undermine faith in our American system and institutions is the way in which our schools and universities are developing to meet the increased needs of the people.

Consider the number of ways in which this university and other educational organizations all over the country are extending their facilities, rising to new problems with new and original services, reaching out to help groups and individuals who never before have had any contact with any university or college, and you will see how vital and alive and creative our educational system is. Free lectures, extension courses, correspondence study opportunities, public forums, radio programs, employment stabilization projects, are only a few of the ways in which schools and colleges are building constructively a better social order.

The educational workers and organizations of this country are not submitting to the depression; they are not succumbing to doubt and despair and withdrawing from the struggle. They are growing, not in size, perhaps, but in service; they are doing more on less money than ever before; they are showing the vital importance of education as a stabilizing influence and even more important, as a constructive force in civilization.

President Coffman and University Service

During a special conference of university leaders held in New York City early this winter, President Coffman took his stand for the broadest of educational service on the part of the university in these trying times. His recognition of the obligation of the university to keep "a wide-open door to educational opportunity for all those who are willing to make the trial" without worrying about the possible dignity or lack of dignity of any kind of honest intellectual service, marks him as a leader of liberal educational thought whom Minnesota should be proud to honor and to follow.

President Coffman's appreciation of the values of adult education work through university extension activities is in direct contrast to the educational theories of men like Sir James Irvine, Vice-Chancellor of the University of St. Andrews, Scotland, who also spoke at the conference. Sir James Irvine made a plea for "the type of disinterested study which has stood the test of time in the ancient universities." While recognizing this great tradition of university education, Dr. Coffman is able to go a long step further in his thinking and recognize also the great obligations of a university for social good in a changing world.

L. T.—Licensed to Think

Bertrand Russell in a late book proposes, jestingly, the degree of "L. T."—Licensed to Think.

And who may be licensed to think? Only exceptional persons, announces Mr. Russell, and thereby arouses, especially in America, a storm of argument.

For in America a great many people sincerely believe that "every individual should be granted the degree of L.T." It is the common rather than the exceptional man who, according to the proclamations of our democratic system of government, must be guaranteed the right to think and to pit his opinions against the uncommon man's—and win over him by reason of the numbers of his companions.

But in America there are also a number of persons who, especially since the war, have questioned the *ability* of every individual to think. Some of the questionings of these young critics have been startlingly verified by the findings of studies based on intelligence tests of various kinds. Accordingly there has grown up in America a kind of intellectual snobbery that is almost as extreme as indiscriminating democracy, and about as arrogant.

What is needed is a balance between these two attitudes. It is not enough to reserve thinking for the exceptional person, because it is necessary to have an intelligent body of citizens prepared to follow exceptional thinking. Neither is it enough to grant every person a license to think, unless we see to it also that he has the training to develop his powers of thinking. The establishing of this balance between the right of every man to think and the obligation for every potential thinker to develop his powers is one of the chief functions of education.

Disguised Names

Students and teachers are warned against accepting for its name's sake a new "Society for Adult Education" which has appeared upon the educational horizon. This "Society" must not be confused with the American Association for Adult Education; it is not a clearing house organ of the adult associations of the country, but a purely commercial correspondence school purporting to offer to the American public a course of "practical study of psychology."

Extension Professors to Publish Studies This Spring

A new book on *The Art of Effective Speaking,* by Haldor B. Gislason, of the University of Minnesota Extension Division, will be published this spring by Heath & Company. Mr. Gislason is Assistant Professor of Public Speaking, and Head of the Community Service Department.

The University Press announces the publication of a monograph on *Adult Abilities in Extension Classes* by Herbert Sorenson, Assistant Professor of Education. The monograph is a record of the psychological study that was made of University of Minnesota extension students' abilities in 1931. Mr. Sorenson is now conducting a similar enlarged study of the abilities of extension students in other universities, a project for which the Carnegie Foundation has made a grant of $10,000 to the university.

Extension Student Activities

The second semester election of class representatives for the Evening Students' Association will be held the week of March 6. Only representatives for new classes and persons to fill vacancies for continuation class representations should be elected. Names, addresses and telephone numbers, together with class identifications, should be sent to 407 Administration Building.

Prizes amounting to fifty dollars are being offered to winners of the ninth annual poster contest held in connection with the May Mixer, which this year will take place May 6, in the Minnesota Union. All students of the university are eligible to compete in the contest, which closes April 20, and may secure directions from the Evening Students' Association.

The Lantern Club, senior dramatic organization of the university evening students, will this year change its spring production policy by presenting three one-act plays instead of one three-act play. No individual will be given more than one part; this arrangement will provide the opportunity for all members to participate. The plays will be given without charge; their dates and names will be announced later.

Mr. A. Dale Riley, Director of the University Theatre, will be senior adviser to the club, through the Lantern Club members who are students in his play production class, held every Monday evening in the Music Building.

The Players, another of the evening students' dramatic organizations, have announced that their annual production will be held on March 24 and 25, Music Auditorium. Miss Lura Osborn is dramatic director. The organization is affiliated with the Chanters, a mixed chorus of sixty voices, which is giving a series of broadcasts over WRHM. The Chanters rehearse every Thursday evening in Room 4, Music Building, and welcome new members.

High School Graduates Take Post-Graduate Work

Echoes from all over the United States show that states and their municipalities generally have sensed the fact that during these stringent times attendance of the new high school graduates upon higher institutions of learning is greatly curtailed.

The United States Office of Education estimates that one hundred thousand unemployed young men and women graduates of high schools have returned for post-graduate work this winter.

To meet the emergency, programs have been changed, students given as much freedom as possible, and counselling plans worked out. Correspondence study courses are being used in many schools to supplement the needs of narrow curriculums. Night classes have been established in many places, and double sessions, day or night, arranged. In some communities job-placement service has been established.

The University of Minnesota has also made efforts to help keep high school graduates mentally busy. During the summer of 1932, the University, through the Correspondence Study Department, mailed letters to all high school graduates and their superintendents suggesting college credit study classes to be arranged locally. About 150 high school graduates responded, asking for further information, and nearly 50 public school systems showed an interest in conserving the time of persons who could not during this year attend higher institutions of learning.

Many towns worked out plans for supervised study groups, semi-junior colleges, or post-graduate work in their respective high schools. One high school in Minneapolis has registered fifty per cent of one graduating class in post-graduate work.

Minnesota Schools Organize for Visual Aid Program

A Minnesota branch of the Department of Visual Instruction of the National Education Association has been organized to study the advantages and spread the use of visual aids in Minnesota schools. A definite program, formulated at the Minnesota Education Association Convention, and now being carried out in the state, consists of the following projects:

Invitation for voluntary membership in the Department of Visual Instruction, National Education Association.

Agitation for more visual instruction training in teacher preparatory institutions.

Encouragement and stimulation of active interest in the use of visual aids among teachers.

Circulation of tested, practical visual instruction methods through the Minnesota Education Association Journal and other education publications.

Formulation of a cooperative plan with the Bureau of Visual Instruction, University of Minnesota, for more and cheaper service.

Organization of a survey to determine how and to what extent visual aids are now being used in our Minnesota schools.

It is now well known that official experiments have definitely proved the value and effectiveness of teaching through seeing; that visual aid devices are being used to a comparatively limited extent within our schools; and that many teachers have not had the opportunity of learning how to use visual aids to the best advantage in their classroom teaching. It is therefore to be hoped that the new association will stimulate and promulgate the use of visual aids in Minnesota schools.

Colleges Aid Unemployed thru Educational Programs

Many colleges scattered throughout the United States are straining themselves to aid the unemployed educationally in these changing times. Lawrence College, Appleton, Wisconsin, has registered thirty-three unemployed people for full college work and upon a gratis basis. These persons are of all ages and academic standards (above high school). Only local persons have been enrolled so far. Many refused enrollment for various reasons are helped in other ways.

Lafayette College, Easton, Pennsylvania, has also put into operation a system of instruction for unemployed men.

Chicago Adult Education Council Plans Major Projects

The Adult Education Council of Chicago has embarked upon two major undertakings this winter. The first of these is an effort to conserve the adult education program of the public schools in the face of drastic reductions in the school bugdet.

The second super-effort is a co-operative project which aims to increase intelligent understanding of fundamental economic and governmental problems on the part of as many citizens of Chicago as can possibly be reached by widespread lecture and forum plans.

Employment Stabilization Program Started in New York

A program of adjustment service for the unemployed of New York City has just been established under the sponsorship of the American Association of Adult Education in co-operation with the "Emergency Employment Relief Committee." The A.A.A.E. has accepted full administrative responsibility for the conduct of the program, some parts of which will be patterned after the Minnesota Employment Stabilization Institute.

Dr. M. R. Trabue, who so ably assisted the Minnesota project, will be in charge of the Division of Diagnosis. The program will be chiefly concerned with that twenty per cent of the unemployed who, according to the findings of the Minnesota project, need training or rehabilitation.

Station WLB Broadcasts Nine Lectures on Economics

WLB, the University of Minnesota radio station, is now presenting a series of lectures on "Current Problems in Economics and Political Science," every Thursday evening from 8:15 to 8:45. These lectures, planned for the layman, are discussions by the university's leading economists and political scientists of the principles involved in modern economic problems and problems of international relations. Such radio broadcasts should be an important part of every adult's education, and represent a real contribution on the part of the university to the public.

The series began in February with two discussions of inflation by Professor Arthur W. Marget, and two on taxation by Professor Roy G. Blakey. The program for the rest of the lectures on economic problems is as follows:

International Monetary Reconstruction—Professor Marget:
- March 2, The Restoration of the Gold Standard.
- March 16, Alternatives to the Gold Standard.

Unemployment Insurance—Professor Alvin H. Hansen and Professor Merrill G. Murray:
- March 23, Questions and Answers on Unemployment Insurance.
- March 30, A System of Unemployment Reserves for Minnesota.

Banking Reform—Professor Walter R. Myers:
- April 6, Branch Banking.

In April and May WLB will present 8 lectures on Problems of International Relations, the titles of which will be reprinted in the April INTERPRETER.

Certain of the lectures will be printed by the university and distributed free to interested listeners, who are asked to write to WLB and indicate which lectures they would like to have reprinted.

Sigma Xi Lectures on Science Scheduled for March

The attention of the public and of extension students in particular is called to the fact that the public lectures on "Science and Public Welfare," presented by Sigma Xi, are now being given on Wednesday evenings in the Northrop Memorial Auditorium.

On March 1, Professor Charles A. Mann will lecture on "Chemistry in the Service of Man"; March 8, Dr. Dwight E. Minnich will discuss "Biology and Social Progress"; March 15, Dean Guy Stanton Ford will speak on "Science and Civilization."

At the March 1 meeting of the Department of Superintendents, National Education Association, Dr. R. R. Price, Director of the University Extension Division, read a paper on "The Relation of Adult Education to the Elementary, Secondary and College Systems."

University of Minnesota Correspondence Study Courses

Below are listed all the courses offered by the Correspondence Study Department of the University of Minnesota.

The figure following the name of the course indicates the number of lessons in that course. Courses containing 33 lessons carry 6 credits; 27 lessons, 5 credits; 24 lessons, 4½ credits; 20 lessons, 4 credits; 16 lessons, 3 credits; 11 lessons, 2 credits; and 6 lessons, 1 credit. The fee for a course carrying 6 credits is $20.00; 5 credits, $17.00; 4½ credits, $15.00; 3 credits, $10.00; 2 credits, $7.00; 1 credit, $5.00. Asterisk (*) indicates that the course carries no college credit. High school courses marked with a dagger (†) carry ¼ high school unit; all others carry ½ high school unit.

Anthropology
Introduction to Anthropology 27

Art Education
Fundamental Principles of Design .. 16
Interior Decoration 16
Application of Design to Needlecraft 16

Astronomy
Descriptive Astronomy 27

Business
*Business Correspondence 24
Life Insurance 16
Fire and Marine Insurance 16
Casualty Insurance 16
Retail Store Management 16
Office Organization and Management 16
Elementary Advertising 16
Investments 16
Corporation Finance 16
Personnel Administration 16
Advanced Personnel Administration 16
*Business Organization and Management 16

Child Welfare
*Child Care and Training ($2.00)
*Later Childhood and Adolescence ($2.00)
Child Development and Training ... 16
Guidance of Children's Interests 16

Economics
Mechanism of Exchange 27
Principles of Economics I 27
Principles of Economics II 27
Principles of Accounting I 22
Principles of Accounting II 22
Business Law A 16
Business Law B 16
Business Law C 16
Business Law D 16
Labor Problems and Trade Unionism 16
Public Finance 24

Education
Educational Psychology 16
Historical Foundations of Modern Education 16
History of Modern Secondary Education 16
History of Modern Elementary Education 16
Educational Sociology 27
School Organization and Law 27
School Sanitation 27
Industrial History 11
The High School 16
Junior High School 16

Engineering
Elementary Mechanical Drawing ... 20
Advanced Mechanical Drawing 20
*Elementary Mechanics 16
Technical Mechanics I 27
Technical Mechanics II 27
Strength of Materials—Elementary . 16
Strength of Materials—Technical .. 27
Hydraulics 22
*Direct Current Machinery I 16
*Alternating Current Machinery I .. 16
Heating and Ventilating 16
*Steam Power Plant I 16
*Steam Power Plant II 20
Plain Concrete 16
Advanced Reinforced Concrete Design 16
*Elements of Machine Design 32
Cost Estimating 16
Elementary Structural Steel Design 16
Steel Building Design 16
Steel Bridge Design 16
*Refrigeration 16
*Elementary Aeronautics 16
*Shop Mathematics I 24
*Shop Mathematics II 24
Higher Algebra 27
College Algebra 27
Trigonometry 27
Analytical Geometry 32
Differential Calculus 27
Integral Calculus 27

English
Freshman Literature I 16
Freshman Literature II 16
Freshman Literature III 16
Introduction to Literature I 27
Introduction to Literature II 27
Introduction to Literature III 27
American Literature I 16
American Literature II 16
Recent English Novels 16
Shakespeare I 16
Shakespeare II 16
*Subfreshman Rhetoric 16
Composition IV 16
Composition V 16
Composition VI 16
Exposition 16
Description 16
Narration 16
Versification I 16
Versification II 16
Short Story I 16
Short Story II 16

Esperanto
*Beginning Esperanto 16
*Advanced Esperanto 16

German
Beginning German I 27
Beginning German II 27
Beginning German III 27
Intermediate German IV 27
Intermediate German IVa 27
Elementary Composition I 16
Elementary Composition II 16
Drama I 24
Drama II 24
Chemical German 24 20
Chemical German 25 20
Chemical German 26 20
Medical German 30 16
Medical German 31 16
Medical German 32 16

Geology
Dynamic and Structural 27

Greek
Beginning Greek I 27
Beginning Greek II 27
Beginning Greek III 27
Xenophon's Anabasis 27
Herodotus 27
Epic Poetry 27
Philosophy 16
Oratory 16
Dramatic Poetry 16

History
Ancient History I 27
Ancient History II 27
Europe in Middle Ages 27
Modern World I 27
Modern World II 27
English History I 27
English History II 27
American History I 27
American History II 27
Recent American History 27
American History I 16
American History II 16
American History III 16
American Economic History I 16
American Economic History II 27

Home Economics
Household Budget 16
Textiles 16

Hygiene
*Maternity and Infancy (no fee)

Journalism
Newspaper Reporting I 16
Newspaper Reporting II 16
Newspaper Reporting III 16
Editorial Writing I 16
Editorial Writing II 16
Newspaper and Magazine Articles I 16
Newspaper and Magazine Articles II 16
Press Contacts 16
Rural Community Reporting 16
Supervision of School Publications . 16

Latin
Beginning Latin I 27
Beginning Latin II 27
Caesar 27
Cicero I 27
Cicero II 27
Virgil's Aeneid I 27
Virgil's Aeneid II 27
Livy, Book I 27
Plautus and Terence 24
*Pharmaceutical Latin 20

Lettering
Freehand Engineering Lettering 6

Library Training
Elementary Classification 16
Elementary Cataloging 16
Elementary Reference 16

Mathematics
Higher Algebra 27
College Algebra 27
Trigonometry 27
Analytic Geometry 32
Differential Calculus 27
Integral Calculus 27
Differential Equations 27
Theory of Equations 16
Commerce Algebra 27
Mathematics of Investment 27

Music
Harmony I 16
Harmony II 16
Harmony III 16
Instrumentation and Orchestration I.. 6
Instrumentation and Orchestration II. 6
Instrumentation and Orchestration III 6

Physics
*Elementary Physics A 16
*Elementary Physics B 16
Elements of Mechanics and Sound .. 16
Heat 16
Optics 16
Magnetism and Electricity 16

Polish
*Beginning Polish 16
*Advanced Polish 16

Political Science
American National Government 27
Municipal Government 27
*Municipal Government (Short Course) 16
Elements of Political Science 27
State Government 27
Comparative European Government 27
World Politics 27
International Law 27
American Parties and Politics 16

Preventive Medicine
Elements of Preventive Medicine 16
Health Care of the Family 16

Psychology
General Psychology I ... 16
General Psychology II .. 16
Applied Psychology 16
Personnel Psychology ... 16

Romance Languages
French
Beginning French I 27
Beginning French II 27
Intermediate French I ... 27
Intermediate French II .. 27
Scientific French I 16
Scientific French II 16
Elemenary Composition .. 16
Advanced Composition .. 16

Spanish
Beginning Spanish I 27
Beginning Spanish II ... 27
Intermediate Spanish I .. 27
Intermediate Spanish II . 27
Elementary Composition . 16
Advanced Composition .. 16

Scandinavian
Norwegian
Beginning Norwegian I 20
Beginning Norwegian II 20
Intermediate Norwegian I 20
Intermediate Norwegian II 20
Advanced Norwegian I 27
Advanced Norwegian II 27

Swedish
Beginning Swedish I 27
Beginning Swedish II 27
Intermediate Swedish 27
Advanced Swedish I 27
Advanced Swedish II 27
Swedish Literature I 16
Swedish Literature II 16
Swedish Literature III 16

Sociology
Introduction to Sociology 27
History and Theory of Social Work 16
Rural Sociology 27
Occurrence of Socially Inadequate . 16
Elementary Case Work 16
Social Protection of Child 16
Social Organization 16
Rural Community Organization 16
The Family 16
Social Progress 16

High School Courses
†Bookkeeping 12
†Elementary Mechanical Drawing .. 20
†Advanced Mechanical Drawing 20
English Composition A 20
English Composition B 20
English Composition C 20
English Composition D 20
English Literature A 20
English Literature B 20
English Literature C 20
English Literature D 20
German A 20
German B 20
German C 20
German D 20
American History A 20
American History B 20
World History A 20
World History B 20
Latin A 20
Latin B 20
Latin C 20
Latin D 20
Cicero I 27
Cicero II 27
Virgil I 27
Virgil II 27
Elementary Algebra A 20
Elementary Algebra B 20
Plane Geometry A 20
Plane Geometry B 20
Solid Geometry 24
Higher Algebra 27
Beginning Norwegian I 20
Beginning Norwegian II 20
Intermediate Norwegian I 20
Intermediate Norwegian II 20
Beginning Swedish I 27
Beginning Swedish II 27
Intermediate Swedish 27
Social Science A 20
Social Science B 20

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EDUCATION A LIFELONG PROCESS

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Second Fiddle

By MILDRED BOIE

"WHEN I first met Tilgher," my friend the little assistant professor said, "he was known as one of the most promising and brilliant young musicians of the country. He played first violin and was concert master in a well-known orchestra of some fifty players, which used to make tours around the country somewhat as our symphony orchestra does now. Tilgher was always the star performer; his playing was positively brilliant. He was only twenty-one at the time, and every one predicted a dazzling career of the first order for him. That was thirty years ago."

"And now?" I prompted.

"That was thirty years ago, and I hadn't seen him again until last summer, when I happened to spend a few days in C..... One day I ran into a nervous, gray-headed man in a concert hall—it was my old friend Tilgher. Of course I asked him how he was getting on, what he was doing. He said he was playing in the C..... Symphony Orchestra, and asked me if I'd care to come to the rehearsal the next morning and have a chat with him then.

"Of course I went, and went not knowing what to expect. I knew Tilgher wasn't the conductor, and I seemed to recall that S..... was the concert master, so I couldn't imagine what I'd find Tilgher doing, only I was quite sure it would be something brilliant. Something brilliant—remember that.

"I got to the rehearsal a little late; the orchestra was already practicing and I couldn't see Tilgher anywhere. 'Perhaps he comes late,' I thought, and slipped into a seat in the empty auditorium to listen and wait. While I was looking over the orchestra idly, I suddenly sat up and rubbed my eyes; I saw Tilgher. He was playing second fiddle on the fifth desk."

The professor stopped. I tried to put together the bits of the story.

"Back in the second fiddles!" I exclaimed. "When you expected so much brilliance of the man!"

"But that's just it!" the professor cried excitedly. "He was playing second fiddle, and at first I too was shocked and disappointed. But when I had watched him play for a few minutes, I was impressed more than I would have been if he had—well, if he had been playing sonatas with Cortot, for example. For Tilgher was playing as brilliantly and earnestly as if he were the concert master or the soloist—with all the inspiration that goes with a piece of work that is important and commanding. His sincerity and earnestness at an ordinary rehearsal were something remarkable—something you don't often see at symphony rehearsals. I couldn't help thinking," said the professor with a chuckle, "what that orchestra would have sounded like if every member had played like Tilgher. It would have been transformed.

"I found out later that, after I had lost track of him, Tilgher had risen rapidly, winning laurel after laurel—when all of a sudden, he'd gone to pieces; had a nervous breakdown I guess; he always was extremely temperamental. He was something like the young sculptor in Henry James' story—the artist of whom everyone had expected such masterpieces, and who just played out. Only James' man, after he had to give up all his grand ambitions, died mentally and morally, and then physically. Tilgher didn't; he started playing second fiddle.

"That term second fiddle is in many ways, you know, a term of reproach. It's usually applied to a man who has tried to get to the top and hasn't, somehow, succeeded, and has had to end up playing second parts.

"Some of us, of course," he said, smiling a little ruefully, and thinking no doubt of that "assistant" before his title, and the routine work of reading papers he was loaded down with, "probably never were anything but second fiddles. But the point is, second fiddlers are just as important to the orchestra as first violins—aren't they?—just as important, even, as the conductor. Because how can any orchestra, any university, any project, be carried on without the second fiddles? If the second fiddles don't do their part, something will happen; if they do it poorly, even a good performance of the first violins isn't going to make the orchestra first rate; if they aren't on hand, there won't be any orchestra at all.

"On the other hand—and this is what I learned from that experience—if every second fiddle, every person in every second or fifth or tenth rate position in life, played as earnestly and whole-heartedly and carefully as Tilgher did, the orchestra—the whole social organization—would be transformed. Only most second fiddlers don't think of that; they don't realize how important it is for them to be first rate second fiddlers, or what they accomplish when they are."

"And those who do try to be first rate second fiddlers," I asked, "aren't they almost always the ones who work hard because they hope they'll get to be first violinists?"

"That's it. And you and I know there aren't enough first violin chairs and concert masterships and conductorships to go around; there wouldn't be even if we had symphony orchestras in every town. There would always have to be second fiddles; there would always have to be some jobs not so good as others. And that's fair enough, isn't it? There are always some people not so good as others. With all respect to our political forefathers, we know they spread a pernicious doctrine when they said all men are created equal. They aren't. In spite of the beautiful wishes and loving faith of mothers, every boy *can't* be president of the United States. We don't need that many presidents, and we don't want that many poor candidates. Neither can every boy who wants to, become the president of a bank (if *anyone* would want to be that today!), or manager of his office—or even a full professor. It can't be done even in America. Did you hear Dean Ford the other night, at the Sigma Xi lecture? He said, in so many words, that ours has now become a *static civilization.* That means that our myth of rugged individualism and what it can achieve is further exploded, if it isn't completely blown up already. In a static civilization a few men of genius can perhaps still climb to the top—yes; but the majority will have to stay where they find themselves, play second fiddle, forget their own glory and profits, and think of themselves, not as

(Continued on page four)

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Mildred Boie - - - - - - - - - - Editor

April, 1933

How Contented Must We Be?

If it is true that not all of us can play first violin parts, that most of us must play second fiddle, and cultivate those virtues of humility and patience and humor that will enable us to accept with some measure of good-natured contentment the kinds of work, the places in life, that are less glamorous, less wonderful than what we had sometime dreamed of, what becomes of those precious sparks of vision, of ambition, of "divine discontent," we have been taught to treasure? How are we to keep from becoming dull and smug and stagnant? How contented do we have to be, in order to get along in a static civilization?

This is a question which looms ever larger upon our mental horizons. It is especially important today because once more, through the domination of the machine and the mechanical conditions it imposes upon our life, the social order is becoming set and settled. In the days of the feudal system, civilization was static: men found themselves obliged to keep to the place in society in which their birth had established them, and conditions did not change much. Today, when industry has gone through its periods of greatest growth and change, when the resources of the country are known and charted and distributed, when the population has become static, and there are fewer opportunities for pioneer effort and individual enterprise, men are again finding life more stationary and less changeable, and are having to face the significance of that fact.

But there remains a part of life that is not static and fixed, whose limits have never been charted, whose frontiers are open to every one, and that is the life of the mind. We may have to learn to be contented with a more or less set place in the physical and industrial world about us, but we need never be contented with our achievements in the broader world of thought.

To every one, second fiddler as well as soloist, are open opportunities of education that can make life adventurous and changeful. No matter what our vocations are, we can make our avocations varied and exciting, can cultivate an endless appetite for the development of our minds and imaginations, which will make us realize that we need never be contented with any limitations of the mind.

American Leaders Discuss Importance of Adult Education

When the Department of Adult Education of the National Education Association began its preparation for the meeting at Minneapolis, attention was given to special phases of adult education connected with the present economic stress. Cognizance was taken of the vast army of unemployed and the increase in leisure time which will accompany the shorter working day and week. To secure the most authoritative opinions on these problems the president appointed an interstate committee to draw up a list of fifty names of prominent people in America, and each person on the list was asked to write a brief statement of significance expressing his thought on the importance of adult education.

The results of the project are convincing proof of the importance of "carrying on" programs of adult education, and The Interpreter is glad to reprint herewith a few of these evidences of what American leaders say about adult education.

Matthew Woll, Third Vice-President, American Federation of Labor:

"Changes in the work and life of American wage-earners are taking place so rapidly that old crafts and old skills are eliminated with the advent of new machines and new processes. In ten years 25 per cent of the workers of America were employed at jobs which did not exist a decade before; in another twenty years it is estimated that 75 per cent of our workers will be employed at jobs that did not exist in colonial times. Marked changes in the kind of work and in the working hours are everywhere to be observed. Labor cannot hope to adjust itself to these continuous changes both in work and leisure without continuous education. Labor cannot expect to help shape the course of economic events unless it understands them. To labor, adult education is an industrial, social, and civic necessity. It should be universal and lifelong."

William Trufant Foster, Pollak Foundation for Economic Research:

"The technocrats, in spite of their casual disregard of facts and their fallacious reasoning, have done a service in startling the whole country into a recognition of one indisputable fact. This fact—long evident to every economist—is that science will continue greatly to increase the output of *things* per unit of labor. But there is no sense in tripling or even doubling our output of *things.* This means that increased leisure will be possible along with higher material standards of living. This does *not* mean that increasing numbers of adults will have nothing to do. It does mean that all adults, collectively, must lay long-range plans for increasing the proportion of the national annual income which is devoted to *services* rather than to *things.* And high among the services which yield the more durable satisfactions of life is education. On sound economic grounds, therefore, there should be, at this very time, an increase in the numbers of professional educators, an increase in the numbers of adult students, and a wide extension of facilities for adult education."

Frances Perkins, Secretary, U. S. Department of Labor:

"Adult education at its best is a process of extending the consciousness—of broadening the horizon—of giving a spiritual reward to life. It is fortunate that at a time when the practical rewards of effort are at their low point, the opportunities for men and women to expand their mental outlook are better than ever before. Fortunate that the experiment in teaching those no longer children has led to the realization that mature minds can assimilate and develop; fortunate that the appeal of adult education is turning somewhat away from the purely practical and that more emphasis is being placed on learning for its own sake.

"Outside the provision of actual funds for food and shelter, I would say that the opening up of new and diversified educational opportunities for adults is the most important movement for unemployment relief. There is now, it would seem, the opportunity for mature persons to study almost anything that one could wish to know. And the cost is only a little time, of which many thousands of persons have a great deal more than is good for them. Surely enforced leisure cannot be better employed than in studying something which has always interested one—if not for its practical value, then for diverting one's mind from one's troubles, or just for the satisfaction or pleasure of knowing more about it."

Dorothy Canfield Fisher:

"Every hour of human life freed from enforced toil by the machine is a potential treasure for the race. To seize upon these new opportunities and convert them into the creative joys of the mind, body, and spirit they might be—what else can we learn that is half so vital to ourselves, to society!"

Students' Work Committee Notice

Students who expect or desire to receive certificates at the close of this semester should make their desires known to the Students' Work Committee at once. The committee endeavors to have a complete list of those who are eligible, but it is always well for students themselves to make sure that their names are on the list if they should be. As students' records must be checked, early action is necessary.

It will be recalled of course that beginning this year no certificates except those requiring 90 credits will be formally issued at the June commencement. Partial certificates, covering the completion of an accepted 45 credits toward any 90 credit requirement, will be issued informally to all who desire that recognition.

Girl Scout Leadership Courses To Be Given at University

One of the interesting activities the General Extension Division is sponsoring this spring is the Training Courses in Camp and Recreational Leadership, to be given April 10-28, with the cooperation of Girl Scouts, Inc., Personnel Division.

The Girl Scout Leadership Course will give a brief survey of the Girl Scout program with practical demonstration of key activities from the point of view of leadership. Topics covered in the course are the cooperative management of the Girl Scout troop through the patrol system and Court of Honor; the major emphases of the Girl Scout program and the reasons for them; the "play way" in Girl Scouting; planning troop meetings and other activities; ways in which Girl Scouting fosters practical and creative imagination; the year-round outdoor program; the national organization and world relationships of Girl Scouting.

The Camp Counselors Training Course will give practical training in attitudes and activities of camp counselors. Emphasis is placed on the attitudes and skills that make for good leadership and the important responsibilities of the camp counselor in relation to educational aims of camping, integration of the camp program, cooperation with other staff members, and program skills and activities.

The courses are open to anyone over 18 years of age who is interested in the Girl Scout program, camp activities or volunteer leadership of recreational groups. The meetings will be held in the late afternoon and evening on the University campus, and will include a trip to the Girl Scout Cabin at Fridley, Minnesota.

Extension Division Schedules Short Course for Janitors

The General Extension Division of the University of Minnesota will this year for the first time offer a Summer School for janitors, engineers, and custodians, from June 19 to 24. This short course will give intensive practical training for those who want to have a working knowledge of heating, ventilating, sanitation, and building maintenance.

The idea of training for janitors is not a new one. As early as 1915 the Minneapolis Board of Education realized how difficult it was to obtain properly qualified men for the janitorial-engineering service of the public schools. A study was made of the situation, the outcome of which was the establishment of the first training school in the United States for janitors, engineers, and custodians. The demand for this type of education from outside Minneapolis has been so great that it has been deemed advisable to turn over the operation of this Summer School to a state-wide agency—the University of Minnesota.

The value of such a service can be seen when the importance of the health factor of the school children and the entire community is considered, and also when the savings in operating expenses are estimated. Some schools report reductions of forty to eighty-seven per cent in items such as water service, fuel, and boiler repairs, when their janitors and engineers have been well trained.

The classes of the summer school will be held at the University of Minnesota and at the Janitor-Engineer Training School formerly used by the Minneapolis Board of Education for the short course.

Community Service Bureau Announces Offerings for 1933-34

The Community Service Department of the General Extension Division announces its 1933-34 offerings of programs for schools and communities of the state—offerings including outstanding artists and lecturers of national reputation. Among the programs available are the following:

Davies Light Opera Company, Chicago. This company appeared in a number of Minnesota communities in 1931-32 and gave great satisfaction. It will produce next year both *Bohemian Girl* and *Rio Rita.*

Charles Lofgren, of the Byrd Expedition. Mr. Lofgren tells an entrancing story of the human side of the Byrd expedition, and carries five reels of Byrd pictures.

Sue Hastings Marionettes. This program has been sponsored by the New York Theatre Guild and offers unusually entertaining numbers, with music accompaniment.

Petrie Quintet. This instrumental ensemble is made up of young artists who play a total of thirteen instruments.

Pollard Players. The cast of five persons will appear in a new play, *It Won't Be Long Now.*

C. E. Jones, scientific lecturer and entertainer. Mr. Jones gives talks and performs experiments dealing with the latest developments in electricity, radio, and television.

Mohan Raj. This East Indian is a pleasing speaker and a well-informed one. He is thoroughly acquainted with the situation in India, has interviewed Ghandi, and discusses intelligently Ghandi's statesmanship.

Maud Scheerer, dramatic artist. Miss Scheerer has appeared at the university in dramatic readings for seven years in succession. As an interpreter and reader of plays, she has no superior.

Philharmonic Ensemble. This Trio, headed by Agnes Rast Snyder of the University Music Department, offers exceptional musical programs of the highest quality.

Schools or community organizations desiring further information about these or other offerings, may obtain it by writing to the Community Service Department, General Extension Division, University of Minnesota.

Station WLB Begins Lectures On Political Science Problems

During April and May, the University of Minnesota Radio Station WLB will present a series of lectures by university authorities on "Current Problems in Political Science," every Thursday evening from 8:15 to 8:45. This series is the second part of a spring program of special educational broadcasts, the first one, on "Current Problems in Economics," having been presented in February and March with great success.

The complete program of the new series of lectures, all to be given by outstanding men in the Political Science and History departments, is as follows:

April 13. "What's Wrong with the World?" Dean Guy Stanton Ford.

April 20. "Uncle Sam's Dilemma," Professor L. B. Shippee.

April 27. "Preserving the Peace in Asia," Professor Harold S. Quigley.

May 4. "John Bull Takes Stock," Professor L. D. Steefel.

May 11. "France: Ambitious or Afraid?" Professor Harold C. Deutsch.

May 18. "The Trade Tangle," Professor Herbert Heaton.

May 25. "Armaments: Necessity or Luxury?" Professor Lennox A. Mills.

June 8. "Can Civilization Be Saved?" Professor Alfred L. Burt.

Annual Convention of NUEA To Be Held May 24-26

The National University Extension Association will meet May 24-26 at the University of Indiana, Bloomington, Indiana. The association was entertained by the General Extension Division of the University of Minnesota last year.

The program for the 1933 session includes an address by Dr. Herbert Sorenson, of the University of Minnesota, who will give a further report on his investigations as to the comparisons of work done by extension students and day school students. Mr. A. H. Speer, Head of the Correspondence Study Department of this university, will also speak. He will give the results of a study on "Refunds and Related Administration Problems."

Extension Student Activities

The ninth annual May Mixer for extension students will be held in the Minnesota Union on May 6. A prominent feature of the entertainment will be the appearance of The Chanters, mixed chorus, under the direction of Ellsworth Swedien, with Miss Marie Gunner as accompanist. The Players will also give a one-act play. There will be dancing in the ballroom, and refreshments will be served all evening as usual. Tickets may be secured from class representatives on April 17.

Students planning to enter the Mix Mixer Poster Contest are asked to have their posters in by April 20.

What the Working Girl Should—and Should Not—Wear

By a Student in *Composition*

Although I never have submitted my "love problems" to Miss Priscilla Wayne, that eminent newspaper specialist on cardiac ailments, I cannot deny being an intermittent reader of her column. While glancing through it a few days ago, I was astonished, nay, horrified to see the following letter:

"Dear Miss Wayne: I am a stenographer in the central office of a large business house, and lately have been severely censured for wearing to work formal gowns which have outlived their usefulness as party dresses. Do you think this is fair. . ."

It is pleasant to record that Miss Wayne sensibly and emphatically warned the young woman against any further attempts at wearing evening gowns on the morning shift. However, the letter opened my eyes to innumerable things I had not noticed before: filing clerks with long, droopy sleeves which they filed with every letter; stenographers whose lovely white cuffs became incredibly soiled during the first typewriter erasure; secretaries who shivered visibly through their semi-transparent blouses while coated-and-vested executives cursed both the heat and the humidity.

Then there arose within me great wonderment. In Paris alone, there are half a hundred famous dress designers, yet not one of them has created a single sensible mode for the considerable percentage of femininity which earns its daily bread "at the office." Why not? Perhaps there is some deep-dyed feminine Secret Six which seeks to gain control of the business world by driving all men into bankruptcy through the inefficiency of their female employees. If this is not the case, there is no good reason why business women should not dress more sensibly.

It must not be inferred that by "sensibly" I mean unbeautifully. Nor do I recommend a standardized uniform for all women employees. Too often is a generally unbecoming uniform chosen simply because Miss Simpson, the president's secretary, looks simply *adorable* in it. Miss Simpson and the president always are the winners in the uniform lottery. Everyone else loses.

Critical remarks such as these tend to be wholly destructive; in this grave situation, constructive suggestion is needed. Nevertheless, it is without hope of feminine approval that I advance my conception of "proper dress design for the woman who works."

Firstly, the dress, like the girl herself, should be efficient. It should have long, close sleeves and a skirt which preserves the modesty of the knees without constant reminding and adjusting. It should be warm, protecting against approximately the same temperature as do a coat, a vest, and pair of trousers. This improvement would make possible an office temperature comfortable to all, from telephone girl to president. It will, furthermore, give woman the artificial protection against cold which she needs. It has taken several thousand evolutionary years to rob her of her natural protection, and it will take more than a few ounces of flimsy silk and lace to give her its equivalent.

Secondly, the costume, like the girl, should be as attractive as possible. It should be simple, wearable, and (here, at least, women will agree with me) subtly designed to bring out the natural beauty of its wearer . . . not too obviously, however. It need not be somberly colored, yet because dust as well as dollars are ground out by the wheels of industry, my ideal dress will not be of a tint that will show every speck which falls on it.

Shoes and stockings, too, following this obviously sensible yet consistently-violated utilitarian creed, should be strong, comfortable, beautiful. Rubber heels are suggested for all shoes, to eliminate unnecessary noise and to prevent slipping on the ice-like composition floors which efficiency also demands.

With America's army of working girls clothed thus sensibly, it would be impossible for the veriest pessimist to harbor the slightest doubt of our country's complete and immediate return to Prosperity.

—Roger How

Second Fiddle

(Continued from page one)

isolated, ambitious artists, but as part of the social structure.

"It's not a dull job, playing second fiddle, you know. In fact, you can get quite a kick out of learning how to make the most of second fiddle parts. Only you can't do it by rebelling. You have to do it as Tilgher did—with never a thought for the glory you have given up or might have had, but with a quiet realization that it is just as important to play well on the fifth desk of the second fiddles as in the concert master's chair. You have to think about the effect that is to be produced, not just yourself."

The little professor smiled and wrinkled his nose at me and turned back to his scoring of papers. There were a great many fine things he might have said about work. He might have quoted Carlyle to me—*All work, even cotton-spinning, is noble; work is alone noble.* He might have confessed with dignity what no one could doubt, that perhaps many an assistant professor did finer and more human teaching than many an honored scholar, just as Tilgher played more beautifully and sincerely than many an artist who "has arrived." He might have pointed out the spiritual truth of all he had been saying—the importance of accepting, not lazily or angrily, but with self-respect and some sense of social responsibility, whatever work one found that his abilities and his circumstances allowed him; the importance of using work, not only as a means to triumph little by little over the opposition of the external world, but also as a means to triumph over and enlarge and make harmonious his inner life.

Instead he merely said, "Second fiddle! That's what *I* am, you know. That's why I take second fiddles so much to heart," and left me wishing I could play as well.

University Press Publishes Autobiography of Dr. Folwell

In commemoration of the one hundredth anniversary of William Watts Folwell, first president of the University of Minnesota, the University Press published recently the *Autobiography and Letters* of Dr. Folwell.

The author was born in Romulus, New York, in 1833. In 1869, at the age of thirty-six, he was appointed to the presidency of the University of Minnesota, a position that he held until 1884. His connection with the university was severed, however, only by his death in 1929, at the age of ninety-six. Dr. Folwell's memory was honored at the Founders' Day convocation this year, and his name is engraved at the head of the list of "Builders of the Name" in Northrop Memorial Auditorium.

His book consists of his own reminiscences, partly dictated and partly written by him during the closing years of his life, and of numerous letters, most of them now published for the first time.

A special Memorial Day program will be broadcasted from the annual Players-Chanters Party which will be held in Alice Shevlin Hall, Friday evening, May 26. The Chanters, who have been giving a series of broadcasts over station WRHM, will also sing on April 20.

To live happily is an inward power of the soul. —Marcus Aurelius

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EDUCATION A LIFELONG PROCESS

The Interpreter

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Mental Ability After Twenty

By RICHARD R. PRICE
Director, General Extension Division

Editor's Note: This article is a condensed version of a paper read by Dr. Price to the March meeting of the Department of Superintendents, National Education Association.

THERE is a natural and inevitable correlation between mental power and the chronological development of the brain. Recent researches have shown that the brain makes its greatest physical development during the period from birth to the age of ten. From ten to twenty there is still growth, but at a much diminished rate. Between twenty and thirty there is a plateau where neither loss nor gain is registered. From thirty on there is a very slow and gradual loss of brain mass. Yet this loss from the zenith is not enough to be significant until the fifth decade of life is left behind.

Human intelligence as rated by psychological methods makes its most rapid growth between the time of birth and the age of ten. Between ten and sixteen the growth is slightly less rapid. At the age of twenty, the curve of mental growth has essentially reached its summit, but a plateau of sustained strength follows. Some psychologists hold that very gradual growth may continue even to the age of forty. We find then that the age at which most people cease their formal schooling is precisely the age at which they have reached the zenith of their intellectual powers. The period of life between twenty and forty is the time when mental capacity is at its prime, and when intellectual life may be lived on its most satisfactory and fruitful levels.

It appears, therefore, that we learn in accordance with levels of maturity. Nature does her work and arrives at the maximum at twenty-five to thirty. The child acquires most of the gross material of the brain by the age of ten, but thereafter the process is one of development, and depends not on Nature but largely on the efforts of the individual.

The study made by Dr. Herbert Sorenson of adult students in extension classes of the University of Minnesota (reviewed elsewhere in this paper), reveals that students who have studied systematically for several years showed no learning disability with age, but that students who have been inactive educationally for a period of years do show disability.

It follows then that the mind is strengthened by use and deteriorates by disuse through the critical ages from twenty to forty—or even fifty and beyond. Loss of memory, loss of efficiency in learning materials of an abstract or academic nature, is the penalty of disuse. Therefore, education must be a continuous and lifelong process. The person with good mental ability at twenty should find himself with almost unimpaired ability at forty, and possibly at fifty, provided he has kept up steadily his intellectual pursuits.

The qualities of the adult mind depend on training and exercise; call this mental discipline if you will. In adulthood, mental efficiency gets no further cooperation from Nature; growth has ceased. It is possible, however, for intelligence, which depends on training, to transcend biological capacities.

Out-of-school adults generally fall below par in their intellectual activities. The result of years of mental life on the vegetative level is a kind of mental congealment. The adult mind becomes inflexible largely because it is not disciplined. Along old familiar lines the adult suffers little handicaps with age. When new ideas are introduced which collide with the old, the adult is much less efficient because his mind has suffered a kind of sterile fixation. A young mind is more flexible in its response to situations, while the older congealed intellect acts as a more rigid unit.

But this loss of mental ability through disuse or rustiness of mind can be prevented by mental discipline. After the age of twenty, intellectual development depends on a continuation of rigorous study. This development may be in two directions, vertical and horizontal. Nature fixes the approximate limits of one's vertical growth—that is, one's intellectual altitude. Very little can be done about vertical development. On the other hand, interest, purpose, opportunity, self-discipline, will determine how far one will develop horizontally. Of two people with the same altitudinal development, one may be narrowed mentally to a sharp peak, while the other at the same level may offer a broad plateau. Education should concern itself with the wide development of people at the plane of their maximum powers. A major problem of education at all rungs in the educational ladder is the problem of stimulating individuals to their maximum breadth of achievement.

There are countless examples of persons who have equal capacities, some of whom succeed by utilizing their powers while others dwindle into failure because they do not develop at the upper reaches of their abilities. Mental development should be reckoned in latitude as well as in longitude. Productive scholars present illuminating illustrations of extensive horizontal development. Obviously, eminent physicists, biologists, psychologists, and votaries of other sciences, are endowed with high vertical mental development. Their records of publications and contributions to knowledge, however, indicate the possibilities of sheer mental power. Statistical study indicates that those who have lived to the age of sixty only continued to increase their achievements up to the age period from forty-

(Continued on page four)

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To the Few Too Conscientious

Now that the spring has come at last in all its beauties, each one of us, however city bound and duty ridden, must feel stirring in him those strange flushes, those "sensations sweet, felt in the blood, and felt along the heart," which are known by many names but most commonly as "spring fever." And here for once within the academic walls let it be said that those spring fevers are not always to be crushed and starved, but are rather to be treasured. For good thinking consists as much in dreaming fantasy, in meditation in reveries, as in vigorous activity. A genuine use of leisure and of the mind yields not only a feeling of stimulation and accomplishment, but also a sense of peace, and for that reason, in the spring particularly, are we all justified in doing lovely things for their own lovable sakes,—

While with an eye made quiet by the power
Of harmony, and the deep power of joy,
We see into the life of things.

What Do You Want To Study?

Some time last fall the General Extension Division was asked to offer a class of a rather general business character which would appeal to many persons engaged in business, and desiring an answer to many of their perplexing questions. The contention was made that many business people did not want particularly to carry an entire class in one subject, but wished a less intensive study of several topics, perhaps of a rather large variety of them.

The Extension Division arranged for such a class called "Business of Today and Economic Problems." Its seventeen meetings covered thirteen more or less separate and distinct topics, the lectures to be given by ten or more different instructors. This class was offered for the second semester and has to date received over one hundred registrations. Its meetings have had good attendance and members of the class have shown their satisfaction in the matters dealt with and the manner in which the work was handled.

It is probable that other classes of a general rather than intensive character, treating perhaps social or other subjects besides business, would be welcomed by prospective students. We are equally sure that plenty of such classes could be supplied with able instructors or leaders, if we could only ascertain what was desired. Undoubtedly there are many persons who have never been attracted to regular extension classes who would be interested in such general offerings. The problem is, how to find out what this potential demand may be.

Present extension students can assist if they will only indicate such opinions or desires as they may know about from their friends and associates. A great service could be rendered to the cause of adult education and to the intellectual and spiritual needs of the present times if such information could come to us in a large enough quantity to enable us to determine the offerings and arrange for their presentation. We hope all extension students will consider this as an appeal to their sympathetic interest and that they will respond accordingly.

—IRVING W. JONES

Students' Work Committee Notices

CERTIFICATES

This is a final notice to all students who anticipate completing the work for an extension certificate this year to advise the Students' Work Committee accordingly. Those who are completing the work for a 90-credit certificate are particularly urged to signify their desire for the certificate.

NEXT YEAR CLASSES

During the next few months the program of offerings in extension classes for the year 1933-1934 will be in the making. Great care will have to be taken, because of the prevailing conditions, to make this program particularly serviceable and without too much experiment or allowance for chance. Much assistance could be given to those preparing the program if students would take the initiative in indicating classes in which they are interested, and in which they think they could interest others. This applies particularly to classes which might not ordinarily be offered, but which could be offered if the demand were evidenced early enough. All suggestions will be gratefully received.

AUDITORS

Students who are convinced that they do not wish to complete all the work of a class, take the final examinations, and receive credit, should particularly note the procedure operative for the first time this year. There is no longer a place on the registration blank to indicate that the student desires the status of auditor. A special blank is to be signed by the student indicating specifically his desire. All instructors have these blanks and will be glad to send them to this office when they have been filled out. Both instructors and students should note particularly this requirement, because no grades of auditors will be filed in the Registrar's office until the auditor slips have been turned in.

Student Activities

For the first time in the history of the University Theatre, three night school students participated in an all-university dramatic production, *Berkeley Square*. The three students, Marguerite Phillips, Virginia Igo and Perry S. Williams, are all members of Professor Riley's night school class in Play Production, and tried out with other university students for important rôles in the play.

The University Theatre has put on four other plays during the academic year 1932-33, with increasing skill and effectiveness, and the finished work shown in the acting, staging and costuming is a tribute to Professor Riley's skillful leadership, and particularly to his teaching in his Play Production classes.

Further honors for extension students interested in dramatics were revealed when the Director of the Summer Session announced as one of the attractions for the University Theatre season during the summer quarter, the premiere of an original script, *Weeklings,* by Perry S. Williams, a member of the evening class in Play Production. Mr. Williams is executive secretary of the Minneapolis Civic and Commerce Association, and the author of the opera *Winona.*

The Lantern Club, senior drama organization of the University of Minnesota evening students, wishes to announce that its annual spring production will this year be offered free to students and their friends.

The three one-act plays chosen are *The Bride,* with a cast made up of Harriette Faue, Rosella Stein, Virginia Igo, Edna Brodrick, and Margaret Guthrie; *Babbitts Boy,* with Marjorie Costello, Isabelle Gillilland, Dorothy Domas, Bruns Kattenberg, and Anthony Wick; and *Liquor,* with Joe Shannon, Jr. and Raymond Johnson.

The productions will be directed by Miss Enza Zeller, a student of Mr. A. Dale Riley, Director of the University Theatre. Miss Zeller is active in St. Paul directing plays for the Women's Club and girls' organizations.

The plays will be presented on Saturday evening, May 6, at 8:15, in the main auditorium of the Music Building. Those interested in the productions may obtain free tickets by calling Joe Shannon, Jr., Kenwood 7943, or Anthony Wick, Gladstone 2636.

If democracy is to succeed by the use of its present method of control by majorities, then continuous education regarding not only the functions of government, but the operations of economic, financial, and social forces, must be carried on and must be of interest. It is time for all of us to stop thinking of education as a process which is completed, even in some measure, when graduation takes place or a degree is obtained—*Ray Lyman Wilbur,* Former Secretary of the Interior.

Special Short Courses in Social Case Work Planned

Two special extension institute courses in Social Case Work will be given during the spring quarter, according to arrangements just made and announced by Professor F. Stuart Chapin, Chairman of the Sociology Department, and Dr. R. R. Price, Director of the General Extension Division.

These short courses, to be known as Sociology 130a, *Interviewing,* and Sociology 130b, *Social Cases Analysis,* will be given by Miss Bertha C. Reynolds, Associate Director of the Smith College School for Social Work, from May 14 to June 9. Each course will carry one university credit and will meet for a total of ten hours. The fees will be nominal, and the courses will be open to undergraduate majors in Sociology, to graduate students, and also to mature people in the Twin Cities who are actual practitioners of social work connected with social agencies, or who have other genuine professional interests in the work. An unusual opportunity for special advanced work in the field of Social Case Work is thus made available to extension students, who may obtain further information about the courses, and register for them through the General Extension Division.

University Serves Students in Large Businesses

The Kohler Company of Wisconsin, the nationally known plumbing manufacturers advertising under the name of Kohler of Kohler, and the Hormel Packing Plant, whose extensive meat packing plant is located at Austin, Minnesota, have each had large classes taking Correspondence Study work from the University of Minnesota the past winter.

The Kohler study group consisted of forty men working under the leadership of Mr. Fink, a former superintendent of schools. He has been very successful as a teacher in the Correspondence Study subject of Heating and Ventilation, taught at the University College of Engineering by Professor J. V. Martenis.

Mr. R. D. Gower of the Hormel Packing Plant has been carrying a like group in Accounting. This group is composed of Hormel office men who have just finished the first course in Principles of Accounting.

The group study plan offers unusual opportunity to large firms which wish to train their employees in special subjects.

University Press To Publish "Day and Hour" Pamphlets

The "Day and Hour" series, a set of pamphlets dealing with problems of immediate concern to the average citizen, has just been announced for publication by the University of Minnesota Press.

The first pamphlet in the series will contain Dean G. S. Ford's lecture on "Science and Civilization," the final talk in this year's Sigma Xi group. This will be followed by "Farm Relief and the Domestic Allotment Plan," in which Professor M. L. Wilson of the State Agricultural College at Bozeman, Montana, outlines a plan for control of production on the nation's farms and ultimate establishment of a new type of suburban industrial village. "Balanced Deflation, Inflation, or More Depression," a talk on financial problems delivered at the University recently by Professor Jacob Viner, economist from the University of Chicago, will come next in the series. The fourth pamphlet planned is "International Economic Recovery," by Dr. H. G. Moulton, president of the Brookings Institution, Washington, D.C.

The Challenge of a New Education

Adult Abilities in Extension Classes, A Psychological Study, by Herbert Sorenson. Minneapolis: The University of Minnesota Press. 100 pages. $1.00.

It is a refreshing and stimulating experience to read a research study by a man who is a thinker as well as an investigator, and who not only deals authentically and objectively with facts, but then interprets fearlessly and vigorously the implication of those facts. Dr. Sorenson accomplishes this difficult achievement in such a manner that not only the educator and psychologist, but also the *educatee* and layman will find in his monograph much food for thought and progress.

Almost every careful reader will find himself stimulated by Dr. Sorenson's study to realize what a new and significant movement adult education is. Of the many educational experiments that are making twentieth century university work and life rich and interesting, adult education is one of the most important. It offers, moreover, the basis of whole new fields of psychological investigation, namely adult psychologies, of which only one has been well established so far—the psychology of senescence.

Dr. Sorenson's study of the college abilities of University of Minnesota extension students as measured by college aptitude tests is so well known, and has so often been reported in this bulletin and elsewhere, that it is hardly necessary to review its technique again. Its importance and authority are vouched for by the fact that on the basis of this study, the Carnegie Foundation granted the University $10,000 with which to carry on an extended study of this kind in several universities, under the direction of Dr. Sorenson.

Those people who have worked in or been at all interested in the field of adult education will be interested to find here scientific investigation and proved statement of the things which thoughtful observation and experience seemed to indicate, but which general opinion has, at least until recently, doubted because of prejudices and lack of facts. Now Dr. Sorenson has shown definitely and statistically that "on the basis of College Aptitude Test scores, the extension students are superior to entering freshmen" and "have an ability that is virtually equivalent to the ability of College of Education juniors and seniors"; that "Persons who are seeking degrees have more college aptitude than those who are working for certificates" or have no educational goals; that college aptitude more than amount of school training determines achievement; that "college aptitude correlates with the ages of the extension students," instead of decreasing with age; and that "formal adult education at Minnesota is operating on a standard undergraduate level."

But equally stimulating with these statistical findings are the interpretations pointed out in the last chapter of the study. It poses the challenging query, Why is it that persons who have obtained academic degrees do not continue their study? "It is almost certain," says Dr. Sorenson, "that their intellectual life is far from being as vigorous now as it was in their college days. Since their degrees were granted, many streams of knowledge have been bridged; and these persons ought to cross them, if they are to be responsive to the new sciences and arts." But he points out that the small inclination for research and study after graduation is due not only to the lack of interest on the part of the college graduate, but also to failure of the university to provide extension courses at a level of instruction that will appeal to graduates.

Not the least part of the challenge of the book is directed to teachers: "To most instructors the teaching of selected adults would be a real challenge, and it would be sure to have an invigorating effect on them. . . It might have a salutory effect on members of the instructional staff to place them in classrooms with experienced adults, contact with whom might remove the academic veneer and cloistered attitude that is often assumed in the name of scholarship, but that provides no protection against the critical insight of persons successfully engaged in practical affairs."

One of the best parts of the excellent last chapter is the section entitled "The Effect of Age on Psychological Processes," in which Dr. Sorenson reasserts "that for adults at least the discipline of hard study is advocated as a means of developing good study habits and maintaining, and possibly increasing, one's mentality. . . An unfettered attitude toward all knowledge, coupled with the habit of rigorous study, is a safe and sure prescription for sustaining mental ability." And for all society the insistence of Dr. Sorenson that education should not be merely for vocation or monetary advantages, but should be used in part "for the sake of knowing and understanding things" is pertinent and full of suggestion.

—Mildred Boie

Opportunities for Extension Students in the Summer Quarter

The Summer Quarter at the University of Minnesota offers an unusual opportunity for Extension students who have the time and can meet the university entrance qualifications to supplement their evening school program of study with a period of intensive work in regular sessions of university classes. The Summer Quarter is divided into two terms: the first term of six weeks begins Monday, June 19, and ends Saturday, July 29; the second term of five weeks runs from Saturday, July 29, until Saturday, September 2.

A force of approximately 250 instructors and professors will teach during the Summer Quarter, and students will therefore have an opportunity to study under some of the most eminent and interesting faculty members of the University.

Another of the advantages of attending the Summer Quarter is the opportunity to earn college credits. Work completed in the Summer Quarter is considered as residence credit, and is therefore very worthwhile for students working for certificates or degrees. A maximum of seven and one-half credits is considered a full program for either summer term.

Fees for each summer session are $21.80 for tuition and $3.20 for an incidental fee, or a total of $25. For part time students, those taking three credits or less, the total fees will be $15. A $2 general deposit will also be exacted from each student to take care of locker charges, fines, laboratory breakage and other expenses.

Aside from the matter of credits, the Summer Quarter offers many other attractions.

Recreation is an essential part of any program of study, particularly in the summer months. The University of Minnesota makes a special effort to supply this need in a very complete and unique manner. The director of the summer session is in complete charge of recreational activities and has the assistance of the director of intramural athletics in arranging recreational programs. There is a definite provision for their financial support so that practically all events are available to students with only a nominal expense.

Weekly convocations, addressed by speakers of prominence, are supplemented by a series of almost daily afternoon lectures on subjects of current literary, scientific, professional, and popular interest. Will Durant and Maud Scheerer will appear on the convocation programs this summer. Other famous speakers will be announced later.

Each week will bring one or more occasions when students may gather in the Music Auditorium and enjoy a musical program, a recital, a lecture on a musical or literary theme.

Performances of the legitimate drama have become an outstanding feature of the Summer Quarter. The University Theatre, a university students' dramatic organization, functions throughout the summer and demonstrates the success attainable with student actors.

The plays to be given this summer are Ibsen's *Ghosts,* on June 21-22-23; three one-act plays of Oscar Firkins on July 5-6-7, and Perry S. Williams' *Weeklings* on July 19-20-21.

The University Singers, a group of over 100 undergraduates, are planning to present the opera *Aïda* either in the Auditorium or in the Stadium on July 26 and 28.

Informal social gatherings are definitely organized and directed and have become a recognized element in the social life of the summer students.

Weekly excursions are planned to many points of historical, industrial, artistic or purely recreational interest around the two cities.

Especial attention is given to the matter of physical recreation, which is entirely apart from the formal courses in physical education. There are an eighteen hole golf course, three gymnasiums, each with a swimming pool, Northrop field for baseball, track, volley ball, and diamond ball; also, thirty-five tennis courts open for daily use with instructors on duty at all times.

In addition, the Students' Health Service is available and conducts a dispensary during the Summer Quarter on the same basis as any other quarter of the year with physicians, dentists, and nurses on duty.

An unusual opportunity for complete physical examination, for which a charge of only $4 is made, is offered by the Students' Health Service to those in attendance upon the Summer Quarter.

Many of these opportunities are offered in the second term of the Summer Quarter also, and students or teachers who wish to attend both terms will be able to get interesting sequences of courses. Students registering in the second term who are teachers and who are obliged to return to their schools before the close of the term, may, with the consent of their instructors, arrange to complete the term *in absentia.* The granting of such permission, however, is not obligatory on any instructor, and students desiring such a privilege must request it at the beginning of the term. The procedure of making up the work missed is that of removing a grade of incomplete by examination.

Those persons wishing more information about the Summer Quarter may address inquiries to the Director of the Summer Session, University of Minnesota.

Mental Ability After Twenty

(Continued from page one)

five to fifty. Scholars who have lived to the age of seventy have continued to increase their achievements up to the age period fifty-five to fifty-nine. An actual increase of output year after year for thirty to forty adult years pays striking testimony to the sheer power of intellectual growth and effort. Quantitatively, this achievement is astonishing. It becomes even more remarkable when it is recalled that man tends to produce his best work at the age when he does the most of it. The so-called "masterpiece" age is not far from fifty, and recent investigations indicate that men bring their life work to fruition in their forties, fifties, and even in their sixties.

Yet during adulthood when man has his maximum capacities and can, by virtue of his experience, stimulate learning by need and interest, he devotes the least time to his education! Human potentiality is thereby wasted or prevented from attaining complete fruition.

It is clear that at maturity, following the training of the elementary, secondary and college periods, man has completed his mental growth but has scarcely begun his mental development. He has at his command an instrument of precision which should now, for the rest of his life, be put to use. Childhood learns facts, adulthood uses them. Now is the time for integration and co-ordination; for reflection, for analysis, for synthesis. The bricks and mortar and beams are lying about; the task is to build them into an orderly structure. Out of the dealings of the refined and integrated mind with the materials of the universe should issue wisdom—and that is the goal and end of all educational endeavor.

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EDUCATION A LIFELONG PROCESS

The Interpreter

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Democracy in the Balance

By HALDOR B. GISLASON
Head, Community Service Department
General Extension Division

I am going to take as my text for this short article an excerpt from a perfectly respectable authority, the *Wall Street Journal.* In its issue of May 8, 1933, occurred the following paragraph over the signature of one of its special writers:

"Popular government in the political order is even now facing a trial of its capacities in which something like its very life is at stake. We must cling to the faith that it will win through, but it is none too easy to find quite convincing reasons for that faith."

Friends of democracy cannot find serious fault with that statement. Nothing is more patent than that we, the people, have failed miserably to measure up to the responsibilities of democratic citizenship. Democracy is on trial all over the western world and in many places apparently is tottering to its fall. In Italy it has, for the time being at least, been extinguished. In Germany it—what there was of it—is being ruthlessly crushed. In Russia it has never seen the light of day. In England it still has fighting strength, but is losing power and prestige. In the United States it still functions—on paper. Only naïve dreamers labor under the delusion that democracy really functions in America. Woodrow Wilson, in 1912, ran for president on the campaign slogan, as I recall it, that there was an invisible government at Washington which was in the saddle, and that government must be brought back to the people. Perhaps it is on the way back, but I fancy that no one has seen it arrive. There is even the possibility that the infant may have been kidnapped on the way.

"They" tell a story of a conjurer giving a performance in a town in Scotland. The hall happened to be above a powder magazine; the audience consisted of a solitary Scotchman and "Polly," his parrot. Every time the conjurer would perform one of his more startling stunts, the Scotchman would remark, "That's a downright amazing trick. I wonder what he'll do next." All of a sudden there was a terrific explosion which left only a hole in the ground where before there had been the powder magazine, the conjurer and his audience. On a pole, near the edge of the debris, sat "Polly" with a solitary tail feather left, and as she cast a mournful glance over the wreckage she was heard to remark, "That's a downright amazing trick. I wonder what he'll do next."

This anecdote may serve to suggest the predicament to which present day democratic (?) leadership has brought the western world. It may serve also to illustrate the attitude of the ordinary citizen toward politico-economic problems, which he looks upon as sort of legerdemain quite beyond his understanding, and the control of which seems to him much like pulling coins out of the vacant air or rabbits out of empty hats.

I leave it to the historian of the future to discover why people clothed with sovereignty and all the privileges of democratic citizenship insist on exercising them, usually not at all, or else with little concern and still less intelligence. I believe it is not too much to say that democracy in the political sphere, with its attendant privileges of freedom of speech, freedom of the press, and freedom of assembly, so far as we have these, is the greatest gain the race has made in ten thousand years. Certainly these popular prerogatives have been purchased at a great price in blood and treasure. Yet how lightly do we regard this dearly bought heritage! How few people there are who are really socially minded and who have even a sense of self interest to preserve these greatest of human values! Observe what is happening to them in Germany and Italy and Russia. Is the United States to be regarded a special child of Providence that the same things may not happen here? There are already ugly signs on the horizon.

In every community in our commonwealth, and pretty much all over the country, we have a multiplicity of community clubs with almost all conceivable ends and purposes: news and art clubs, literary clubs, luncheon clubs, commercial clubs, 4-H clubs, Parent-Teacher Associations, etc. But how seldom do we hear of a club for the study of public questions and social problems!

I know of only one such club, actively and militantly engaged in riddling public questions with light, and receptive to frontier thinking; and strangely enough, that club is not in very good repute. It may be an interesting query, why a group of citizens bent on hearing all sides of all questions should draw from their fellow townsmen nothing but a sneer. It is strikingly suggestive of our attitude toward the obligations of citizenship in a great republic.

Nothing is better settled than that progress, in the political sphere, can move no faster than mass intelligence and public opinion. Some one has said that governments are just as rascally as the people permit them to be. The same may be said of industry and finance. "It is the power of the common judgment," said the *Minneapolis Journal* editorially not so long ago, "that really controls the affairs of men." The *Minnesota Daily* in a recent editorial affirmed the plain truth when it said, "Practically every problem of national government and international relations could be solved if the citizenry as a whole understood what is going on around them."

Mr. Ludwig Denny, in *America Conquers Britain,* puts the case for world peace as follows:

"World peace makers have seen that public opinion is the only hope. But they do not see that uninformed and unintelligent public opinion is the great menace.

(Continued on page four)

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JUNE, 1933

Planning the Vacation

The spring of the year is always exciting and momentous to students because then they are looking forward to the summer vacation and making plans for the coming year. This excitement and this planning are experiences extension students as well as others may and should enjoy. Everyone can easily and inexpensively make his vacation a part of that rich, full life of which education is so large a part, if he plans it thoughtfully.

One suggestion for a significant summer is the one well set-forth in the essay on the problem of idleness. Another suggestion is that offered in the article on the Summer Session. Any one who has six weeks of freedom and twenty-five dollars for tuition could not do better than come to the University Summer Quarter, and get that stimulation for further study and that pleasurable experience of feeling a part of the university which come from going to classes and studying on the campus as a full-time student.

The Appreciation of Music

The old Latin proverb has it that "There must be no dispute about tastes," and in matters of appreciation as in other fields "one man's meat is another man's poison." The average man refuses to be browbeaten by the highbrow critics. He "knows what he likes."

Yet the thoughtful know that there are standards of taste. The crooning of "blues," the moaning of saxophones, the cacophony of jazz, may have their place, along with the quantity production of commonplace verse by the flivver-makers of the poetry industry. The faintest tincture of beauty and sentiment is better than nothing. But it is to the credit of the human spirit that these lower altitudes of esthetic feeling soon pall, and in themselves awaken the desire for something more robust and satisfying. It was extremely interesting, in the days when the phonograph was new, to note how speedily the average "fan" progressed from ragtime to grand opera and the more popular classics.

The University of Minnesota is doing a service far too little known by the general public, in fostering the appreciation of the best in music through the high school music contests and the radio courses in musical understanding conducted by the General Extension Division.

In the first, high school orchestras and bands, men's and women's glee clubs and mixed choruses compete in district contests, centered around some of the larger towns, and the winners of these contests enter the final competition at the University in April or May. The final contest for the current year was held May 4-5. In the final performance the combined choruses, supported by the combined orchestras, gave the best selections on a grand scale.

The individual critic might object to some of the pieces included in the contest, and suggest others more in conformity with his personal taste. But there is no gainsaying the value to the contestants, and no less to the communities they represent, of this insistence that the best in music is not above the comprehension nor beyond the technical ability of a group of amateurs. The enthusiasm with which these contests have been supported by the high school teachers and musicians, and the fine quality of some of the performances, bear witness to the soundness of the plan and the devotion with which it has been carried out. Many of the leading artists of the Twin Cities have lent themselves to the work of planning the programs and judging the performances.

The radio broadcast has offered the analysis of many of the musical classics, together with an enunciation of the principles upon which they are based. The memory contest offers some twenty works of recognized worth, together with the identification of various types of rhythm and their characteristic forms, and the recognition of the varieties of instrumentation employed in their presentation.

No one can avail himself of the facilities for musical education thus afforded without vastly enlarging his own musical intelligence, and broadening his capacity to understand and enjoy the richest treasures of the composer's art. If crooning and jazz occupy the greater part of our radio hours, it is, in the judgment of those who come most directly into contact with the public, because they answer the demands of the popular taste. If we desire better programs, we must do our part in educating the public to understand and appreciate the sort of music which we ourselves demand. It is all a matter of education. A chorus to sing the finest works of Verdi or Gounod may be picked up on the streets of Naples or Florence at an hour's notice. The street musicians of Vienna or Berlin are familiar with the scores of Beethoven and Wagner. The capacity of the American public to appreciate the masterpieces is no less, but its education has been neglected. More power to our University in its effort to remedy this lack!

—JOHN W. POWELL,
The Minneapolis Journal

Week-End Opportunity Schools Offer Activities for Farmers

A new type of school that has been opened in California and in several other states, and that promises to become popular all over the United States, is the Week-End Opportunity School, the purpose of which is to provide suitable education and recreation for adults in rural districts, and to interest people in returning to rural communities.

The Bulletin of the National Commission on the Enrichment of Adult Life describes the project as follows: "The familiar evening social center of the city is something like it. The resemblance grows if you add a University Extension program to the picture. The week-end opportunity school is really a union of both these forms of activity.

"A typical week-end school is an assembly of people from several rural communities who have gathered for the dual object of study and enjoyment. There are generally short unit courses such as English and history, business courses, mechanical courses, classes in practical household arts, and lectures on music, literature and similar cultural pursuits. The teachers have been recruited from the local school and from the state university or some adjacent college or normal school. Occasionally a dance may be held or a community supper or a motion-picture show. Perhaps a dramatic club may be formed and a play or two put on or a debating society may be organized following or coincident with a class in public speaking. These activities are practically self-supporting. Under such an arrangement why is it not practical for the idea to spread and enrich the lives of rural residents everywhere? . . . If this or some similar provision can be made for the proper educational and recreational development of both youth and adult, it is no rash prophecy to fortell, in these trying times, a new exodus of unsettled families out of the city back to the peace and security of the rural community."

Minneapolis Office of General Extension Division to Move to New Headquarters

On July 1 the down-town office of the General Extension Division will move from the Security Building to Room 690, Northwestern Bank Building. The new and enlarged quarters will offer students who wish to make enquiries about extension courses or to register down-town most convenient facilities.

The new headquarters will include auditorium and class room space, so that extension students will next year have an opportunity to get certain classes down-town instead of on the campus if they wish.

A Solution of the Problem of Idleness

More than two thousand years ago a Greek philosopher said, "An idle man is a menace both to himself and to the community." What would the ancient Greek say were he alive today? If idleness is a problem even in normal times, consider the perplexity of it when over ten million persons are out of work. Heaven be praised, they are not all idle. Ten million really idle people would be as menacing as a huge, open tank of oil, ready to be ignited by any passing spark.

The fight against idleness among the unemployed has been led by the educational forces of this country. They have gone forth against it like St. George against the dragon and have dealt the adversary a mortal wound. Younger people have been encouraged to go back to school for another year or two. Others have been successfully interested in evening high school study. In many states University Extension departments have enrolled thousands, both young and older, in class and correspondence courses.

There remains, however, a considerab'e class of people who are either out of the reach or beyond the scope of local evening schools and whose means will not permit even such small expenditure as University Extension courses require. For these persons, especially, the chief solution to the problem of idleness is purposeful reading. But reading with a purpose is a program not merely for the unemployed. It is a program for EVERYBODY, in good times as well as in bad. Nor do I mean to imply that good reading must be altogether serious or vocational. It is quite as important to read with a purpose purely for pleasure or recreation, as opposed to "browsing," a form of trifling that adds little either to a person's pleasure or to his mental development. A bit of this and a dab of that added together make practically nothing.

Our public libraries are full of good books, and our librarians are trained guides. Why not use both the books and the librarians' good counsel intelligently? If you find an author who pleases you, ask for more of his works. Read the writings of his contemporaries. Make comparisons. Use your critical faculties. Develop your tastes. Order and system have a place in reading just as they have in mathematics. Intelligent reading habits in the long run add vitally to the pleasure which is found in the companionship of books.

To the relative few who are out of the way of public library service, I recommend the new JACKET LIBRARY SERIES issued by the Home Library Foundation of Washington, D.C. These little volumes, neatly bound in stiff paper, are now available in a multitude of stores or may be purchased direct from Washington. The retail price is fifteen cents. Among the titles already printed are Balzac's *Pére Goriot,* Palgrave's *Golden Treasury of Songs and Lyrics,* Mark Twain's *Adventures of Tom Sawyer,* Conan Doyle's *Tales of Sherlock Holmes,* Thomas Hardy's *Under the Greenwood Tree* and nearly a dozen others. According to the present plan, new titles are to be added regularly. At the low price asked one can collect a substantial library of these volumes for a couple of dollars.

Then you can always borrow. In every neighborhood, however secluded, there seems to be always an unofficial librarian, some person who loves books and is happy to extend their pleasure to his friends. Only be sure that your choice has some definite purpose behind it, and you will find in good reading "a source of delight unending, a joy to the lofted mind."—APRIL BULLETIN, MASSACHUSETTS DEPARTMENT OF EDUCATION, DIVISION OF UNIVERSITY EXTENSION.

Two Minnesota Men Speak at University Extension Convention

The eighteenth annual Convention of the National University Extension Association was held at Indiana University, Bloomington, Indiana, on May 24, 25, 26. Messrs. R. R. Price, Director, A. H. Speer, Head of the Correspondence Study Department, and Herbert Sorenson, Assistant Professor of Education, all of the University of Minnesota General Extension Division, attended the conference.

On May 24 Dr. Sorenson gave a report on the "Minnesota Research Project," of measuring Extension students' abilities; and Mr. Speer spoke on "Rules and Regulations of Member Institutions" at the May 25 Round Table on Correspondence Study. The theme of the Convention was "University Extension in a Changing World."

The Convention last year was held at the University of Minnesota, with the General Extension Division as host.

Dr. R. R. Price, Director of the General Extension Division, addressed the Parent-Teacher Association of St. Paul Central High School on Monday, May 1, on the subject of "Educational Use of Leisure." He will deliver the commencement address at Winnebago High School on June 2.

Extension Students Elected to Phi Beta Kappa

John Gillilland and Edwin Sheffield, two senior students who have earned part of their university credits through Extension classes, were elected members of Phi Beta Kappa, honorary scholastic fraternity, at the annual May meeting. Their honors were announced at the Cap and Gown Day exercises at Northrop Memorial Auditorium.

State Music Contest Held on Campus May 4-5

The Minnesota State High School Music Contest was held at the University on the fourth and fifth of May. This contest is a joint project of the General Extension Division and the Minnesota Public School Music League, an organization of schools that participate in the contest.

This is the ninth year of the contest, and it is interesting to note that in spite of the financial situation and the necessary retrenchment which many schools have been forced to make, there was this year the largest attendance of participating pupils in the nine years the contest has been scheduled. Somewhere between twenty-five hundred and three thousand high school pupils and their teachers and directors enlivened the campus for the two days.

The contest is an educational device and does not exist primarily as another means of exercising the competitive spirit. Its purpose is to inspire high school musicians to a finer kind of effort and a higher degree of excellence in their performance and their understanding of music. A very large percentage of high schools of the state join in this effort, and practically all of them have felt the benefit which has been derived from it.

Summer School for Janitors to be Held on Campus June 19-24

The first University Summer School for janitors, engineers and custodians will be conducted by the General Extension Division from June 19 to 24. The classes will be held at the University of Minnesota and at the Janitor-Engineer Training School formerly used by the Minneapolis Board of Education for the short course.

The use of well trained men in janitorial-engineering service, as it has been proved by experience, pays dividends in many ways, and makes the university's efforts to provide training a needed contribution to state schools. The improvement in the health factor of the school children and the entire community is alone worth many times the small increased cost of trained men. The establishment of high standards in building maintenance is of further benefit to the students as an aid in the formation of habits of right living and good citizenship. The use of the proper maintenance materials in the right way also reduces the cost of these supplies and decreases the rate of general building depreciation.

Schools and individuals interested in the Summer School may obtain further information from the General Extension Division.

Man's faith is always the limit of his blessing; he never obtains more than he believes in.

—HARRY EMERSON FOSDICK

Features of the 1933 Summer Session

Attendance upon a University of Minnesota Summer Session offers much in addition to the formal instruction of the classroom. One of the features of the 1933 Summer Session is the unusual list of convocation programs for the hour from 10:00 to 11:00 each Thursday morning.

Dr. Haridas T. Muzumdar, a friend and companion of Mahatma Gandhi, will address the convocation of June 22 on "An Oriental Outlook on Western Civilization." Dr. Muzumdar is the author of *Gandhi the Apostle* and *Gandhi vs. the Empire,* as well as editor of the "India Today and Tomorrow" series. He was some time member of the University of Wisconsin faculty and is an outstanding scholar and brilliant speaker, as well as an authority on India and an eloquent interpreter of the significance of events in India and the Orient.

The convocation of July 29th will be assigned to Miss Maud Scheerer, whose recitals at the University of Minnesota for the past eight years have met with such popular responses that she needs no introduction. Miss Scheerer will give a series of six readings during the first term of the Summer Quarter, five of which will be afternoon and evening performances. On July 29 Miss Scheerer will appear on the convocation program and will read *Alien Corn,* by Sidney Howard.

Will Durant, philosopher, lecturer, journalist and author, will address the Convocation of July 6 on the subject "Is Democracy a Failure?" Two years ago Dr. Durant made a trip around the world spending considerable time in the Orient, particularly in India studying the Home Rule Movement. Last year he travelled incognito through Russia from the Pacific coast to the Polish border. His familiarity with Russia and the Orient fit him eminently to discuss the rapid changes which are taking place in governmental institutions.

Is it true that every civilization is doomed to decay and disappear? Is there, in the history of government, a sound basis for belief in progress? Has our own democracy failed? And if so, what is ahead? Dr. Durant will attempt to answer some of these questions in his convocation address on July 6.

Harold Stark will address the convocation at 10:00 a.m., July 13, on the subject, "No More Utopias."

Mr. Stark has worked with the "wanderers" of America, and for their problems presents a solution which is not Utopian, but well within practical limits. He realizes that the old traditions of Puritan America have broken down and that a bewildering mechanical and impersonal world confronts the students of our schools and colleges. Thousands of young men and women are wandering the states, without the security of home and with very little hope of the good life as it was practiced by their forefathers. Mr. Stark's address aims to help young Americans create new patterns for living to fit a new life in metropolitan, industrial and agricultural America.

After graduating from Yale University, Mr. Stark toured Europe and then began a journalistic career on the *Paris Herald.* He returned to America as a reviewer of books, plays and art exhibitions for the *New York Herald,* and soon came to prominence as the "youngist columnist in New York" under the pen name of Young Boswell. He has the rare gift of presenting authoritative information in a delightful, informal manner.

For an unusually interesting and reliable interpretation of present day Russia, no one has better qualifications than Samuel D. Rosen, now a Chicago business man who was born in a small Russian village, and educated in the University of Odessa. Dr. Rosen spent the summers of 1931 and 1932 in Russia getting first-hand knowledge of the recent developments there.

Only a Russian can interpret Russia, for Russia is an entirely different world as compared with our American civilization. Its history is different, its culture is Asiatic, and its traditions, temperament, outlook, standards of living, educational developments, and the philosophy of life of its people are foreign to Americans.

Samuel Rosen will address the convocation of July 20 on the subject "Dictatorships and Minorities."

Democracy in the Balance

(Continued from page one)

The danger is in the people's ignorance. They believe that international conflicts can be settled by armies and navies. They still believe that a war can be won."

Norman Angell, the great English publicist, strikes the same note in his latest book, *The Unseen Assassins.* Who are these unseen assassins? According to one reviewer, "The unseen assassins capable of slaughtering human beings literally by the millions (as in the late war) are ideas—the uncritical ideas about war, patriotism, the nature and objects of the state, national defense and so on, commonly held and acted upon by the great majority of people in every modern country."

What are we doing to meet this somewhat perilous situation? What are our schools doing to meet it? Glenn Frank in his *Thunder and Dawn* lets his banker friend propound this question:

"Is our educational system training men for life and leadership in the midst of the complexity and change that mark our time, or is it too steeped in the traditions of its scholastic past to do other than give men a bookish culture that may even blind them to the brute facts of the bloodless revolutions that are going on under their very eyes?"

Here is student opinion on the subject. I quote again from the *Minnesota Daily* (Editorial of May 4th), whose editors have been doing some realistic thinking along these lines of late.

"From freshman to senior years, most students go through their courses blissfully ignorant of all available knowledge on monetary standards, labor, prohibition, tariffs, war, League of Nations, pacifism, Manchuria, Russia, India, South America. How are they, as graduated citizens, going to make intelligent decisions (or any decisions) on these and other local, national and world problems? Political, economic and social upheavals are taking place under 814,000 student noses (if they read newspapers), but they are oblivious of any event which does not appear in film news reels."

This democratic experiment of ours will be what we make it. The outlook is not very good. Dictatorships are the order of the day and cast their shadows over the continents. There are those who think we are launched on a dictatorship in the United States. "Power is ever stealing from the many to the few," said a great student of our democratic institutions. "Eternal vigilance is the price of safety," was the slogan of the founding fathers.

"The age of bullets is over; the age of ideas has come," said Wendell Phillips in one of his more optimistic moods. "I think that is the rule of our age. The old Hindoo dreamed, you know, that he saw the human race led out to its varied fortune. First, he saw men bitted and curbed, and the reins went back to an iron hand. But his dream changed on and on, until at last he saw men led by reins that came from the brain, and went back into an unseen hand. It was the type of governments; the first despotism, palpable, iron; and the last our government, a government of brains, a government of ideas. I believe in it,—in public opinion."

What a challenge for a supposedly enlightened generation to make this dream come true!

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