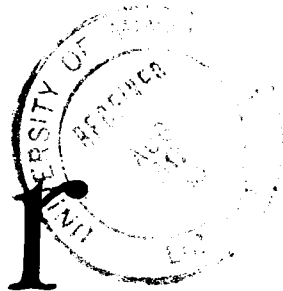


The Interpreter

Published by the General Extension Division
University of Minnesota



Vol. VIII

SEPTEMBER, 1933

No. 1

The Quality of Devotion

By MILDRED BOIE

“OXFORD. . . Beautiful city! So venerable, so lovely, so unravaged by the fierce intellectual life of our century, so serene! . . . And yet, steeped in sentiment as she lies, spreading her gardens to the moonlight, and whispering from her towers the last enchantments of the Middle Ages, who will deny that Oxford, by her ineffable charm, keeps ever calling us nearer to the true goal of all of us, to the ideal, to perfection,—to beauty, in a word, which is only truth seen from another side? . . . Adorable dreamer, whose heart has been so romantic! who hast given thyself so prodigally, given thyself to sides and to heroes not mine, only never to the Philistines! home of lost causes, and forsaken beliefs, and unpopular names, and impossible loyalties! what example could ever so inspire us to keep down the Philistine in ourselves, what teacher could ever so save us from that bondage to which we are all prone, . . . the bondage of ‘was uns alle bändigt, DAS GEMEINE!’ . . . Apparitions of a day, what is our puny warfare against the Philistines, compared with the warfare which this queen of romance has been waging against them for centuries, and will wage after we are gone?”

One warm day in May I read this passage to my class, as best I could above the roar of motor traffic racing past the classroom windows. It is the one purple passage in Matthew Arnold’s sober and scholarly prose, and the rhythm of its words and ardor of its devotion rose, I hope, above the inadequacy of my voice, and transported us from the bareness and efficient ugliness of the classroom to that great old University of Oxford. While we were in this mood of admiration at its beauty and inspiration, I put down the book and said casually,

“Now how many of you feel that way, could write that way about the University of Minnesota?”

There was a moment of startled silence, and then my class—I confess it bravely—laughed. After another moment, this time of silent surprise on my part, I laughed also. For while our university too may seem “unravaged by” (oh mild Mr. Arnold! say rather, “unconcerned

with”) “the fierce intellectual life of our century,” who would dream of calling her an “adorable dreamer,” a “queen of romance,” venerable and yet romantic? who could dignify her “campus” by calling it “gardens”? who, even on moonlit nights in May, could hear the murmur of enchantments, either of this age or of the Middle Ages, whispering among the turrets of the Armory or echoing from the blank brick rear of the Auditorium?

Or, I thought with sudden suspicion, remembering that hearty laugh, who would want to? Perhaps that was a healthy laugh, the laugh of a young and free people, who did not want to imitate even the charms of the Old World, but preferred a new and different world!

“Nevertheless,” I protested aloud, “this is a challenge, and it ought to make us ask if there aren’t some things about Minnesota which are admirable, which are worth our devotion. Even if our university doesn’t have the charms, the age and traditions and beauties of Oxford, it does have some good qualities, some things we can be proud of. What are they?”

Silence, unbroken even by laughter.

“You do not wish to defend your university?”

Silence.

“Perhaps you have never honored your university by thinking about it?”

The students twisted uncomfortably and looked at each other for help. Then one young man got angrily to his feet, and the discussion began.

Research and experimentation, we decided, are things our university, and American universities in general, carry on to a large and admirable degree. We are not ignorant of the fine research that is done at English universities—in Physics at Cambridge, for example—but we think that our university is distinguished by other and more kinds of research, and

chief among these kinds of research and experimentation is education. Anyone who heard or read reports of President Coffman’s speeches about his survey of educational institutions in Australia about a year ago realizes how different is the Australian university system (copied from England) in which educational procedures faithfully follow tradition, from the American, which has no traditions to speak of, and believes in constantly evolving new and better systems. At our university new and original efforts are made to fit our educational procedures to the students, instead of fitting the students to an established system. The General College is only one example, though perhaps the largest and most unusual, of the efforts of our university to develop types of education that fit the needs of different kinds of students.

But it is not only in science or in university education itself that our university makes experiments and carries on research. Merely to mention the Employment Stabilization Project and the Institute of Child Welfare is to speak of two projects which are unheard of in relation to Oxford or Cambridge. And these projects are carried on, not just in the interests of pure science, but as a service to the state.

It is in this function of the American university as a state institution that our university is unique and admirable. Whatever we may think of socialism as a political program, we can prove that socialism as a method of running institutions for public welfare is successful. For our state university is a purely socialistic institution—it is run at the expense of and under the direct supervision of and for the benefit of the state—and we venture to say that it is more efficiently, economically and usefully operated than any other institution in the state or nation. What is more important, it is run by men and women devoted to the services of the state, who work not primarily for money or position, but for love of their work, and who are devoted unselfishly and for life to the institution which they serve.

This service of the university to the state is not merely a matter of providing

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SEPTEMBER, 1933

The Best Investment

"When lands and goods are gone and spent,

Then learning is most excellent."

So says our old proverb, and like most proverbs, it puts patly one aspect of an idea and forgets all others. We would enlarge it, and say in plain prose, "When lands and goods are gone and spent, and new ones are in sight, yes, even when we have all we want and more, learning is still and always—most excellent." For learning is not something to help us gain wealth, nor is it something to console us when we have lost our goods; it is for all times and all people, all conditions of men, a most excellent thing to be pursued.

It is to be hoped that the new prosperity which politicians promise and journalists herald will not overturn those more sober trends of thought and simpler habits of living and more quiet ways of finding pleasure to which the depression and the cataclysm which preceded it have brought us. But if we do not want wild speculation with money and time again, we also do not want a crabbed hoarding of money and time. We want them invested wisely and sanely in the best of all investments—the health and energy of the minds and bodies of our families and ourselves. Learning is most excellent. In itself it is a joy and a stimulus, and in the future it pays dividends of the most sterling kind.

*"For knowledge money is well spent,
For learning is most excellent."*

The Significance of Summer Session Registrations

With few exceptions university and college summer schools throughout the United States suffered material decreases in registration this summer. Specifically, these decreases amounted to from twenty to thirty per cent. They were anticipated, however, because administrators knew that summer schools draw their students largely from the teaching profession, and that teachers' salaries have been so drastically reduced that many teachers can no longer save enough money to go to summer schools.

On the whole, the attendance at the

University of Minnesota Summer Session was all that could be expected. The total registration for the first term was 2,715, and for the second term 878, figures which ten years ago would have done credit to any college.

But compared with 1930, when our enrollment in the first term was over 5,000 students, and in the second term was nearly 2,000 students, these figures are significant. They are significant of a neglect of education that is appalling.

In times like these, when governments take upon themselves the supervision and support of railroads, banks and all kinds of private businesses, and prescribe aid for all skilled labor in the form of labor codes, it would seem that they might also give some help and attention to their proper function—the training and educating of their citizens. Not only schools, but also those more important factors, teachers, are suffering from reduced incomes and increased loads that threaten the breakdown in some communities of the most important activity any republic knows. And now that great numbers of American citizens are to have shorter working hours, the problem of educating them to make intelligent use of their increased leisure becomes more pressing.

More and better trained teachers, and increased facilities for schools and colleges, not reduced salaries and budgets, are what are needed now, and it is high time for our government to turn its constructive effort toward giving practical help to its most important institution—the school, and its most important servant—the teacher.

The Wise Use of Time

Back of every great achievement there is endless detail and planning. The great bridge that spans a river, the vast building that rises in lovely majesty, or the sturdy airplane that sweeps the skies, have back of them an endless detail of blueprints, mechanical drawings, mathematical calculations, factory schedules. We live in a precise and orderly world. The wise student plans his daily and weekly work as carefully as he solves his problems in algebra or chemistry or mechanics. He makes a schedule, tries it, adapts it, sticks to it, and in consequence is able to do many times as much as the slipshod and haphazard student. By planning your time carefully you will find a place for generous leisure, for happy companionship, and for relaxation and meditation, which are the marks of a well-balanced mind.

—JOY ELMER MORGAN, Editor, Journal of the National Education Association.

Mr. George Arthur Oman was awarded a 90 credit certificate in Advanced Mechanical Engineering by the General Extension Division in June.

English Literature for Enjoyment

A new class in English Literature, planned for reading and enjoyment, will be offered by the General Extension Division for the coming year. It will be an introduction to different forms of literature; Drama, beginning with Shakespeare's plays and including the moderns, will be read the first semester, and Poetry, ranging from early ballads to modern free verse, the second.

The course (English 1-2-3) corresponds to the literature part of Freshman English A-B-C, as offered in the day school, and may be taken together with Composition 4-5-6 to form the five credit units of A-B-C (a good preparation for advanced classes in English Literature), or it may be taken separately, for two credits a semester. But the class is also open to students who do not care to work for credit, but want to have an introductory and appreciation course in literature, who wish to have some guidance and stimulation in their reading, and to hear discussion of old and modern books.

The fees for and the length of the class meetings are moderate, and it is hoped that the class may meet the interest of students having a genuine liking for reading.

The Quality of Devotion

(Continued from page four)

are simply not often thought of collectively and with that warmth of devotion which men of Oxford and Cambridge give to their universities. And because of our neglect of such thought and such devotion we miss that "noble pleasure of praising" which all good men in every age have found one of the recompenses for and encouragements in man's struggle for the good, the true and the beautiful. It is surely not too much to say that our university, viewed with the eyes of gratitude and loyalty, is not only good but also beautiful—yes, in spite of her lack of the grace and enchantments of gardens and medieval towers, she has an honest unpretentiousness, a pleasing straightforwardness, a simple, natural dignity, that have in them something beautiful and noble, for which the quality of devotion is not strained. Oh Minnesota! so young, so vigorous, so necessary in the confused upheavals of our century! Who will deny that you, by your energetic efforts, your undaunted experiments, your ceaseless research, your massive shouldering of responsibilities for the state and its citizens, are bringing us ever closer to the true goal of all democratic education—healthy, honest, independent, intelligent citizens, devoted to the service of their families and their state?

Think Now About Courses for Fall. Registration Begins September 18

New Courses Offered by the General Extension Division for 1933-34

Church Music

Any attempt to improve the character and the interpretation of music in the average church in this country should be hailed with delight. That there is room for improvement can hardly be denied. In the interest of Twin City churches there will be offered in the first semester an extension class in Church Music. It will be conducted by Mr. Rupert Sircom, who has been organist and choir director at the Westminster Presbyterian Church in Minneapolis long enough to impress both music lovers and church goers with his sincerity, his musical ideals, and his ability in practice. His special musical programs have become outstanding and have attracted large congregations.

The class will consider the place of music in worship, the history of the development of church music thru its various periods, the types of music which satisfy both a religious and a musical ideal, and the outstanding composers of church music and their work. Best of all the class will demonstrate, by playing and perhaps by actual singing, the works themselves and their appropriate use and interpretation.

The class is presented especially for choir directors, choir singers, and clergymen—many of whom now are learned in hymnology—but is open to all who are interested in religious music.

University Symphony Orchestra

For several years there have been growing reasons why the University Symphony Orchestra should be opened to registration of extension students. There are among extension students many who have a performing ability on some orchestral instrument and would welcome an opportunity to use it. From our high schools there are annually graduated several hundred really competent players, who have grown up in their school organizations, but after graduation find no chance to keep up their playing under good auspices.

To serve these and other competent players an arrangement has now been completed whereby the Orchestra, scheduled for two sections, is open to any player with sufficient ability. The two sections will make it possible for the especially skilled player to enter at once on the study and performance of symphonies and other major compositions with the select orchestra, and for the player who needs more schooling and especially orchestral routine to acquire the ability to enter the select orchestra. For one section will be the orchestra proper, while the other will be really an orchestral class where routine and even instrumental technique will be taught.

Both sections will be conducted by Professor Abe Pepinsky, who has demon-

The General Extension Division takes pride in announcing these new classes for the year 1933-34. We believe that more and more people today are interested in discussion classes and short survey courses that will acquaint them with new and vital developments of their age, and in this belief we have planned these new courses.

The next issue of THE INTERPRETER, which will appear the last week in September, will contain a schedule of classes and complete registration information. Registration may be made at the University offices and at the new downtown offices in Room 690, Northwestern Bank Building, Minneapolis, and at 500 Robert Street, in St. Paul, beginning September 18.

strated for many years his ability to lead young or amateur players to high performance. At the early meetings of those who register, both day class students as well as extension students, he will personally select those who will make up the symphony proper, and those who will best profit by study in the second section. It is believed this is a rare opportunity for those qualified to undertake it.

Direct Mail Advertising

Everyone with a post office address knows that the method of advertising known as "Direct Mail" has been growing in use and in efficiency. It is the exclusive method used by some advertisers, and has come to be a supplementary method for a very large percentage of all advertisers.

There recently came to the General Extension Division an inquiry about a class in this subject, and that inquiry has resulted in a decision to offer such a class in the first semester soon to open. As instructor for the class the services of Mr. Robert B. Gile of Minneapolis have been secured. Mr. Gile is widely known for the quality and the success of his work in the Gile Letter Service and the Gile Merchandising Bureau—a direct mail advertising agency. He is one of the few American advertisers who conducts a branch agency in Paris—where direct mail advertising is having rapid adoption.

The class will give attention to the principles back of the direct mail method—its psychology, the markets to which it is appropriate, its use in a supplementary way, and its function in salesmanship. It will then turn to the actual preparation of "copy," the letters, circulars, or other matter to be used, how to do it, when to use it and how, and the costs of preparation and mailing. Its aim is to develop the appropriate technique along with an understanding of the essence of the method.

The class is open to all who have any interest in or connection with the process of soliciting the customer directly thru the mail, and will have no prerequisites.

Current Topic Discussions

During the second semester of the past year there was an extension class called Business of Today and Economic Problems. It consisted of lectures and discussions on current business questions, and the economic theory involved, each conducted by a specialist in that field. The class had a large enrolment of business and professional people, who found in the class the answers to some of their questions, or their wonderment, and who expressed great satisfaction in the class. They had no thought of university credit; they were there for what the class had to offer.

The success of this venture was such that during the coming year three such classes will be conducted. The Business of Today class will be repeated, both on the campus and in St. Paul. The particular topics to be considered will be somewhat altered in view of the changes in the business situation, and the list of lectures will be adapted to the new program. With the experience of last year in mind, it will be possible to plan a series of meetings that will be of vital importance to those attending.

The other classes will be in Current Social Problems, and in Current Political Problems. Both these fields are full of matter about which even the average citizen is reading, thinking, and presumably arguing. Many times the facts involved are not clearly understood by the average citizen, and he frequently finds himself floundering. These classes will furnish a source of authentic information as well as a clearing house for the interchange of ideas or theories that crop out from the information supplied.

Current Social Problems will consider, among others, such topics as Social Trends, Our Changing Population, Public Attitudes and Opinions, Propaganda, Current Relief Administration, Bias and Prejudice, Social Insurance, Cost of Medical Care, Crime, and the American Family in the Depression. Lecturers will include the leading members of the Department of Sociology, including Professors Chapin, Willey, Kirkpatrick, Murchie, Wallis, Schmid, Vold, Vaile and Fenlason.

Current Political Problems will treat topics of international relations, with some emphasis on the Orient, The League of Nations, Expansion of Government Functions, Civil Service Reform, Primary and Convention, Fascism and Socialism in Europe, Municipal Problems, Justice and the Law, and others. The lecturers will include Professors Anderson, Young, Lambie, Quigley, Field and Starr.

Each of these classes is open to any one with the appropriate interest—no prerequisites and no credit.

The Quality of Devotion

(Continued from page one)

professional training for people who serve other people. That is important, and Minnesota is one of the universities that keeps professional standards high at the same time that it opens such training to students who otherwise might not be able to obtain it. The plans of the Medical School to limit the number of students preparing for medical careers according to their abilities and to community needs is one of the most forward and sensible steps any professional school has made in these days of oversupply. And while there is of course a danger that a state university such as ours may tend toward vocational training, which is not its proper work at all, the trend here is toward requiring a full academic course before professional training is undertaken.

But more important than these specific forms of training for particular forms of service to society is the broader service of training for citizenship which the university offers—a service which is steadily improving. Any one who has been on the campus or kept track of its affairs for the past five years, say, will realize what a great many new things the university is doing to help its students understand and prepare to share in the problems of the world outside. The increased opportunities provided for students to hear political speakers and business leaders, through such means as convocations, economic conferences and organizations like the Students' Forum; to learn what is going on in the world, through the Current News theatre (the only one that we know of in this part of the country) and the International Relations Project; to make current events an integral part of their education, as required by the new tests planned by the College of Science, Literature and Arts—all these opportunities are part of the university's program to prepare its students for national and international citizenship.

The university is rapidly becoming a center for the discussion and working out of economic and international problems; it is also becoming a cultural center of the Northwest. It is the university that presents to the community the Minneapolis Symphony Orchestra, and anyone who goes to these concerts and stands for a moment on the mall before or after the program, will know what we mean when we say we think there is more *community spirit* generated by these concerts at our university than at any other place or occasion. The best and most artistic theatre in this part of the country is the University Theatre, under the direction of one of the most capable and well trained Little Theatre producers in the United States. The University Singers present programs that attract thousands of city and out-of-town people; the annual Sigma Xi scientific lectures for the public pack

the Northrop Auditorium; and in countless smaller, or quieter, but not less significant ways, such as through its writers and the Arthur Upson Room in the Library, the university has become a vital and significant part of the cultural life of this part of the United States.

And the best part of this culture is that it does not, as at so many universities, lead to snobbishness. It is true that we have at the University of Minnesota a regrettable form of social snobbishness known as sororities and fraternities, which sets apart a group of "400" supposedly superior to the majority of students, and tends to monopolize student activities; but apart from this our university is truly democratic. Admittance to and continuance at our university, and opportunity to be happy and successful here, depend not upon wealth or social position, but upon intellect, which is as it should be at a university, even a state university, if we wish to claim that great old name for our institution. The result at Minnesota seems, we honestly believe, to be a student body that is energetic and ambitious, hard working, enthusiastic, and determined to get their education at all costs. Any one who doubts this has never watched with open eyes students hurry between classes or work in the library, has never counted the midnight hours that students spend on their lessons, has forgotten that over half our students, at the cost of incredible self-denial and exertion, earn part or all of their expenses in order that they may win what has to them the greatest of values—a university education.

And here it is good to think that perhaps Matthew Arnold would appreciate our university students as much as he did his university, perhaps more than he did his university's students.

"I am much struck with the apathy and *poorness* of the people here, as they now strike me, and their petty pottering habits compared with the students of Paris, or Germany, or even of London," he wrote on revisiting Oxford thirteen years after his matriculation. "Animation and interest and the power of work seem so sadly wanting in them. And I think this is so; and the place, in losing Newman and his followers, has lost its religious movement, which after all kept it from stagnating, and has not yet, so far as I see, got anything better. However, we must hope that the coming changes, and perhaps the infusion of Dissenters' sons of that muscular, hard-working, *unblasé* middle class—for it is this, in spite of its abominable disagreeableness—may brace the flaccid sinews of Oxford a little."

If most of our students are middle class, as we cannot deny, they are also muscular and hard-working, and they do not lack either animation or the power of work. I remember Carl Van Doren remarking, the last time he lectured here, that students at the University of Minnesota seemed so much more *alert* and attractive

physically and mentally than the more stolid, sluggish students he had observed at universities southwards and eastwards, that it was a pleasure for him to walk across our campus. Perhaps Matthew Arnold too would have liked our campus for that reason, even if the plainness and seeming planlessness of our architecture had pained him.

For the students are after all the most important part of any university, and they, even more than the buildings, the faculty or the president, make the university. Upon their vitality and desires and attitudes depend the vitality and values of the university. The old saying that if you had Mark Hopkins at one end of a log and a boy at the other, you had a university in the truest sense of the word, asserts what it is vital we should remember today—the importance of the character, the personality of the teacher; but it asserts no less strongly the importance of the intellect and receptiveness and response of the student.

Whatever faults of ugliness and hugeness and impersonalness our university possesses—and who can deny them?—are the responsibility of students as well as faculty, for they are the university. To them as well as to the faculty belongs that stirring challenge of Sir Walter Raleigh—a true scholar and a free spirit—"Smash mechanism all you can." To them belongs the task of picking the good fruit from the "asinine thistles and brambles" which grow up in any large institution, even as much as it is the task of the faculty to plant that fruit.

And likewise, it is as much the opportunity of students to recognize and love and be loyal to the virtues and advantages of their university as it is for those who direct this institution to foster them in other more direct ways. All these good points about the university that we have listed are obvious and well known—they

(Concluded on page two)

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



The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. VIII

OCTOBER, 1933

No. 2

There Ought To Be a Code

By EDWIN H. FORD

NOW that Mr. Roosevelt has made America code-conscious, the suggestion is in order that readers in this country organize under some such title as Associated Book Lovers and send in to General Johnson, administrator of the NRA, a set of rules by which their association may be governed. Readers are almost the only interest group in the United States which remains unorganized. Let the seal of the Book Lovers be a walrus, properly tusked and be-whiskered. Let their motto be, "The time has come."

The motto would indicate, of course, that the time has come for the recognition of reader's rights, and since no one in America stands more stoutly for reader's rights than Heywood Broun, columnist and literary critic of the *New York World-Telegram*, it might be well to make Mr. Broun president of the association. Christopher Morley is eminently qualified for the position, with the sole but devastating exception that he writes too many books (although excellent books for the most part), which fact might seriously embarrass him when the association got around to a consideration of the problem of literary overproduction.

The question of overproduction of books is only one of the matters that should be included in the code, which would have to be broad enough to cover the rights and interests of widely divergent groups within the main association. There would no doubt be a front rank or shock division group swearing fealty to the Faulkner school of writers. At the other extreme would be the kindly octogenarians organized under the ægis of Harold Bell Wright. The code might compel the children of the latter group to belong to the Eddie Guest club, but that point would have to be threshed out in the regional meetings and settled at the Grand Conclave. Then there would be the Detective Story group, the Poetry group, the Biography group, and a great many others. The Unexpurgated Editions group might have to effect a sub rosa organization unless the liberal wing of the main association should assume more power than seems likely at present.

One section of the Associated Book Lovers Code should certainly take up the mat-

ter of agreements with publishers' and reviewers' organizations. Book prices should be stabilized at least to the point where a Book Lover has time to get his hand in his pocket or his wallet open before a new valuation is put upon the volume he has selected. An agreement should also be entered into between the Book Lovers' and the Publishers' associations that no blurb on the jacket of a new novel is to pass current until it has been discounted fifty per cent by a joint committee. A great many Book Lovers will hold out for seventy-five per cent, but that is another matter for the Grand Conclave.

A joint committee of Book Lovers and Amalgamated Reviewers should be established at the first opportunity to set up a long and badly needed list of prohibited adjectives which reviewers might use only at peril of their lives. Such a list would undoubtedly throw a large number of reviewers out of work, so that another joint committee would have to be set up to consider ways and means of retraining reviewers hopelessly addicted to *adjectivitis*.

Another important section of the Code should be devoted to a workable system for discovering worthwhile books. Such unreliable methods as depending upon publisher's promotion material and looking over the shoulders of other readers on trains and street cars would probably have to give way to some form of readers' research league. The results of the league's investigations might be presented in confidential bulletins. The activities of the Readers' Research League should in no way interfere with the ancient and pleasurable practise of browsing in book shops. The Code should be very clear and very firm in this respect. In fact, there should be a section given over exclusively to Browsing, defining it, setting its limits, and fully protecting its adherents from the ill humors of graceless book sellers.

The Code should draw a careful distinction between book borrowing and book banditry. The book borrower keeps a

book a reasonable length of time and returns it in as good condition as it was when he took it. The book bandit keeps a book until its owner has lost track of it, or returns it marked or mutilated. Careful steps should be taken to ferret out bandits from among the Book Lovers, and expel them from membership.

Book Lovers who insist upon reading nothing but the very latest books and who further insist upon rating other Book Lovers upon a basis of up-to-the-minute reading should be regulated by the Code. They should be put in a separate group where their competitive instincts will not annoy Book Lovers of more leisurely tastes.

As was suggested earlier in this article, Book Lovers ought to do something about overproduction. An agreement might be entered into with authors and publishers whereby the output of authors would be automatically limited. Each author might be held to one book every three years, with special distinction for writers who restrained themselves for five-year periods, or longer. In recommending consideration of such an agreement, the Book Lovers Code might include a resolution disclaiming any intention of singling out H. G. Wells.

As a protection to authors and other Book Lovers, the Code should draw up and adopt a set form of address to be used by members in having books autographed by favorite writers. The form should be, simply, "Mr. So-and-so, I should like very much to have you autograph this copy of Such-and-such," or something equally simple. It would do away with garrulous inanities, simpering adulation, attempts to obtain free advice on writing and other terrifying manifestations of swollen or shrivelled egos.

These are only a few of the points which the Code might include. The Associated Book Lovers' organization has a rare opportunity. Under its Great Walrus Seal it could become a power in modern American Life. The walrus is a prime symbol for the Book Lovers. He is a sedentary looking animal, benignly bearded. But from his salty mustache protrude two tusks, very sharp, very practical. A benevolent fellow, the walrus, but don't go too far with him.

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OCTOBER, 1933

How to Become a Book Lover

It is an interesting coincidence that white collar people, housewives and domestic servants—perhaps the hardest worked people in the world—are not included under any NRA codes. Many a teacher who this fall will struggle to carry increased teaching loads and to make both ends (stretched apart by reduced salaries and the rising cost of living) meet, will envy the skilled laborer whose wages have been raised; and many a housewife bending over dishes and mending until late at night will sigh to think of the office worker who blithely punches the time clock after six or seven hours of work.

But no time clock has ever been or ever will be able to measure the working hours of mothers or teachers, artists or young professional people. Homer, Michel Angelo, Milton and Beethoven never, that we have been able to learn, worked by the hour. And perhaps no student should, and nothing should measure the reading hours of students and book lovers.

Certainly the best kind of help for readers is not to be found in codes or regulations, but in the genuine guidance of true scholars and lovers of literature. Any person who wants such guidance can very easily get it, through such things as reading courses offered by libraries, or literature courses offered by colleges and universities. The new *Freshman Literature* course offered by the General Extension Division, for example, will introduce students to the best types of English literature, and help them to know how to enjoy them; the short course in *Modern Literature* will discuss the latest novels; the new course in *Judging Modern Books and Plays* will help one to judge and criticize, orally and in writing, current plays and movies and books.

Of course it isn't necessary to take a literature course to enjoy good books; that is only a means of helping those who wish guidance and stimulus. Nor is a literature course a guarantee that anyone can develop literary taste just because he has paid registration fees. Reading is not an artificial pleasure which one can enjoy passively or through someone else's efforts; one has to use his own judgment and imagination. But like all pleasures which demand some thought, reading has satisfactions which do not end the moment the book is closed, and cannot be measured by hours or wages.

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 English Placement Tests, as prescribed by the Department of English. These tests will consist of a general intelligence test, an English test, and the writing of an impromptu theme, and will be given for the purpose of determining the needs and abilities of individual students, and the classes which they can most profitably enter.

The English Placement Tests will be given at 7:30 p.m. on Friday, September 29, on the Campus in the Auditorium of the Physics Building, and in Room 200, St. Paul Extension Center; and at 7:30 p.m. on Friday, October 6, in the Physics Auditorium only.

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, and all those intending to take composition are therefore urged to take the tests at the time scheduled without fail.

Student Loans

A small sum of money has been set aside by the University from the proceeds of the payless vacation which was voluntarily contributed by employees and members of the faculty last year. This sum is available for loans to Extension class students to cover tuition fees. The loan for each student is limited to \$25.00 each semester or \$50.00 a year. A loan may be obtained only by a student who has established a satisfactory record for two previous semesters. Only those who are unemployed or without means for paying tuition may avail themselves of this privilege. Students should make application, in person, to the Director, University Extension.

Student Organization Notices

The first meeting of the Chanters will be in Room 4 of the Music Building, September 28, at 8:00 p.m. All extension students who are interested in choral singing are invited to attend this meeting and try out for membership. Plans are being completed for the season's broadcasts and public appearances, including a program out of town.

The first meeting of the Players will be in Room 308, Folwell Hall, October 6, at 8:00 p.m. Applications for membership will be received at this meeting. Students who are interested in dramatics are cordially invited to attend. One-act plays are featured at all regular meetings, and each member is encouraged to take part in these plays.

The General Council of the Evening Students' Association will meet in Room 104, Minnesota Union, October 20, at 8:00 p.m.

The officers of the General Council of the Evening Students' Association of the

University of Minnesota are Howard N. Griffin, President; Miss Jennie Schey, Vice-President; Miss Hazel Dahl, Recording Secretary; Merle W. Loppnow, Credential Secretary; and Thos. E. Moore, Treasurer.

Registration Information

Registration for the first semester of the General Extension Division classes began Monday, September 18, and will continue until Saturday, October 7. The last day for registration without extra fees has this year been extended to the end of the first week of classes, in order to give students an opportunity to visit classes. But students are notified that full work in each class will begin at the first meeting of the class, and they are therefore held responsible for beginning courses on time.

From September 25 to October 6, office hours for registration will be 8:30 a.m. to 8:30 p.m., including Saturdays.

The General Extension Division has moved its downtown offices into new quarters. The Minneapolis office has moved from the Security Building to 690 Northwestern Bank Building, Marquette Avenue and Sixth Street South, where larger quarters, including an Assembly Room for evening classes, are now occupied. Students who work down town are invited to visit the new offices and take advantage of their convenience for making inquiries or registering for Extension work.

St. Paul students may get information and register at the new St. Paul Extension Center, at 500 Robert Street, Rooms 200-206, on the main floor of the Foote-Schultz Building. The new quarters include six large classrooms, sound-proof and well ventilated. The Center is accessible to all loop car lines, and for the convenience of students, a free, lighted parking lot next to the building will be open every evening.

Students may also register at the Campus office, 402 Administration Building, University of Minnesota.

Edwin H. Ford

Mr. Edwin H. Ford, the author of our leading article for this month, is Assistant Professor of Journalism at the University of Minnesota. He will this fall offer, through the General Extension Division, a new course called *Judging Modern Books and Plays*, which will include criticism of moving pictures and practice in the writing of reviews.

Mr. Ford has had an interesting career as a journalist, as well as varied academic training at Stanford, Harvard, and Columbia Universities. He is well known for his reviews of current books that appear in *The Journal*.

Astronomy Class Canceled

Because of a leave of absence for illness, Professor Wm. J. Luyten has canceled his classes in Astronomy scheduled by the General Extension Division.

New Extension Classes

American Constitutional Development.—Professor Young offers at this time his regular course in advanced Political Science, which occupies three quarters in the day school program. The entire year's work will be completed in two semesters in the Extension Division by making each semester's class meet for a session of approximately two hours and a half each week, to earn $4\frac{1}{2}$ credits.

Abnormal Psychology.—For several years we have heard students who had completed several classes in Psychology express an interest to go on with the study of the abnormal phases of human behavior. We have finally arranged with Professor Edna F. Heidbreder, of the Department of Psychology, to give such a class. Professor Heidbreder is a specialist in this field, and prospective students may look forward to very authoritative instruction from her.

Production Management (Control).—This class in business engineering, which is offered both in the School of Business Administration and in the College of Engineering, is one of the required courses for a degree in the School of Business Administration. It is also acceptable in the College of Engineering. Students who hope at any time to become candidates for degrees in Business should register for this class this year as a part of the requirements which may be covered in extension classes. It may not be offered again for several years.

Geology of Minnesota.—During the past few years there has been considerable enrollment in the classes in *General and Historical Geology*, and a number of students have manifested an interest in a class dealing specifically with the geology of the state of Minnesota. Such a class is therefore being offered this year for the first time, under the instruction of Professor Thiel. While for best results the student should have had some previous work in Geology, anyone interested in knowing more about the earth formations of the state may register.

Physics (Mechanics).—For a number of years no work in College Physics has been offered through extension classes, but this year a sequence will be begun in the first semester with the basic course in *Mechanics*, to be followed in the second semester by the course in *Heat*. It is now purposed to offer *Electricity and Light* in 1934-35. Such a program will depend, of course, upon the amount of registration for the classes offered this year. Students equipped with necessary mathematics (*Trigonometry*) are eligible. These classes will carry credit in any college curriculum where Physics is acceptable.

Contemporary French Readings.—A second year's work in the study of *Contemporary French Literature* is offered under Mlle. Marguerite Guinotte, who has already presented a number of advanced classes in French. This class is especially designed for those who are accumulating

The program of extension classes offered for the coming season contains a number of classes that have not been offered recently, if at all. They represent a variety of possible interests, and it is believed offer a decided enrichment of the year's program. Some of the more interesting of these courses are described below.

credits which may be used toward a Bachelor's degree with a major in French, but any person who has a reading knowledge of French will be admitted.

Grocery Store Management.—In two classes dealing with grocery store management the General Extension Division is entering a field of detailed business administration. These classes have the sponsorship of both the Twin City and National Associations of Retail Grocers. One course will deal with the subject entirely from the point of view of the manager, and the other from the point of view of the clerk who wishes to progress in his business and perhaps later become a manager. Both classes will be taught by Professor Roland S. Vaile, who has had a wide experience in practical business, as well as in university instruction.

Early Modern European History.—The opportunity for students of History to get advanced work will be increased this year by the addition of the sequence in *Early Modern European History* (Numbers 56-57-58). Course 57 will be offered in the first semester and 58 in the second. These two semesters' work correspond to the classes in the *French Revolution and Napoleonic Era* which have been successfully given in extension classes in previous years.

Technical Social Work.—The problems faced by social agencies and their workers during the past two or three years have created considerable demand for technical study on the part of such of these workers as have not had previous college training. To meet this demand some classes were offered last year, and more are programmed for this year. In the first semester Miss Alice M. Leahy will offer the class in *Social Protection of the Child*, and Mrs. Anne Fenlason will offer the advanced class in *Selected Problems in Social Case Work*. In addition, a class in the *Legal Aspects of Social Work* will be offered by Mr. W. W. Finke, who is attorney for the Legal Aid Association of Minneapolis. Credits earned in these classes may be used by social workers toward meeting the requirements for admission to professional organizations of social workers.

Play Production.—The class in *Play Production*, under Professor A. Dale Riley, who has been eminently successful with the University of Minnesota dramatics, will now be permanently offered on extension programs. The course covers three quarters' work in day classes, which will necessitate three semesters in extension classes. Arrangements have been made so that students may register for any one of these three classes in any semester. This will enable the students who wish to complete the entire sequence to go on without interruption. It should be noted that all students in these classes are eligible, the same as are day class students, to try out for parts in the casts of regular university productions. Several members of the class last spring were selected for such parts.

Story of Modern Philosophy.—Ever since Will Durant wrote his book on philosophy, which was intelligible to the general reader, there has been a growing interest in philosophy. The regular extension classes in philosophy have felt this interest in their increased enrollment. There has been a feeling, however, that there were many other people interested in philosophy who perhaps might be deterred from registering in these classes by the rather formidable academic titles which some of them bear. For the benefit of such persons, or of anybody at all interested in philosophy, Dr. Alburey Castell of the University Department of Philosophy purposes to conduct a sort of invitation class from which all academic barriers have been removed. In it he will show what philosophy is attempting to do, what it is for. Dr. Castell has had experience in teaching philosophy to laymen under the English tutorial system, and knows well how to make the subject interesting and vital to any person of normal intelligence.

Early History of Mankind.—When Dr. Albert E. Jenks talks or writes of his discovery of the skeleton of the so-called Minnesota man, or about his excavations uncovering specimens of early culture in southwestern United States, even the man of the street hurries to listen, or is glad to read the stories in the newspaper.

For the benefit of the many who are aware of Dr. Jenks' able researches and perhaps have listened to some of his lectures, a class dealing with the early history of man is offered this year, with Dr. Jenks as instructor. The class is open to anyone who has an interest in the subject.

A Short Course in Current Literature will be given by Miss Helen Acker, who is well known in New York and Minneapolis for her lectures. This is not a credit course, but one for those interested in reading and discussing the newest novels and biographies. The classes will meet once a week, for six successive weeks, from 7:00 to 8:30 p.m.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.

Composition 4
Composition 5
Composition 6
Short Story Writing I
Geography of Commercial Production
German, Beginning 1
German, Beginning 3
German for Graduate Students
German, Recent Fiction
Modern World History 1
Ensemble Playing (Music 60)
Psychology, General 1-2 Combined
Psychology, Abnormal
Spanish, Beginning 1
Spanish, Intermediate 3
Introduction to Sociology
Social Psychology (Sociol. 100)
Speech, Fundamentals 1
Elements of Play Production
Interpretative Reading
Elements of Preventive Medicine
Elements of Accounting
Principles of Accounting A
Auditing A
Cost Accounting Methods
Mechanism of Exchange
Business English
Insurance, Fire and Marine
Solid Geometry

7:00 p.m.

Swimming (Women)
Technical Mechanics

7:30 p.m.

Human Anatomy 5
Elementary Aeronautics and Airplane
Construction 1
Commercial Drawing 1
Elementary Algebra

8:00 p.m.

Swimming (Women)

8:05 p.m.

Advanced Short Story Writing
Freshman Literature 2
Psychology, General 1
French, Conversation and Composition
French, Contemporary Readings
Orchestra Conducting
Business of Today

CLASSES IN ST. PAUL

6:20 p.m.

English for Everyday (Oral)
Introduction to Literature 23
American History 7
Speech, Fundamentals 1
Accounting, Practice and Procedure A
Business Law A

7:00 p.m.

Greek Drama

8:05 p.m.

Child Training
Speech, Fundamentals 2
Speech, Fundamentals 3
Accounting, Practice and Procedure A
Income Tax Accounting
Business Law C

TUESDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.

Plane Geometry

6:20 p.m.

Subfreshman Composition
Sophomore Composition 27
Sophomore Composition 29
English for Everyday (Oral)
Bible as Literature I
Human Geography
General Geology
American History 7
Harmony (Music 3)
Orientation 1
Psychology Applied to Daily Life
Psychology of Advertising
French, Intermediate 3
French for Graduate Students
Spanish, Composition 1
Legal Aspects of Social Work
Speech, Fundamentals 1 (N. W. Bank)
Speech, Fundamentals 2
Speech, Fundamentals 3
Zoology, General 1
Supervision of Public Health Nursing
Accounting Practice and Procedure A
Production Management
Business Law A
Insurance, General
Hydraulics

7:00 p.m.

Higher Algebra
Mental Tests

Below are listed all the classes offered by the General Extension Division for the first semester, 1933, arranged according to the day on which they are scheduled. This may help you arrange your program but registrations must be made from the Bulletin.

7:30 p.m.

Human Anatomy 5
General Bacteriology
University Orchestra, Sec. 2
Elements of Architecture
Architectural Design
Reinforced Concrete and Design
Freehand Drawing 1
Chemistry, Inorganic
Chemistry, Quantitative Analysis
Chemistry, Organic
Radio Communication 1
Advanced Electricity
Metallography
Petroleum and Petroleum Products

8:05 p.m.

Speech Hygiene
Child Training (N. W. Bank)
Child Psychology
English for Everyday (Written)
Browning and Tennyson
Early Modern European History 57
Judging Modern Books and Plays
Harmony (Music 5)
Church Music
Orientation 2
Parliamentary Law
Story of Modern Philosophy
Current Political Problems
Swedish, Intermediate 9
Social Protection of the Child
Speech, Fundamentals 1
Teaching and Supervision in Schools of
Nursing
Business Law C
Direct Mail Advertising
Income Tax Accounting

CLASSES IN ST. PAUL

6:20 p.m.

Geography of Commercial Production
German, Beginning 1
Modern World History 1
Beginning French 1
Business of Today
Cost Accounting
Mechanism of Exchange
Current Economic Problems
Psychology, General 1

7:00 p.m.

Beginning Spanish 1

8:05 p.m.

Sociology, Introduction to
Economics 6 (Principles 1)
Elements of Statistics

WEDNESDAY

CLASSES IN MINNEAPOLIS

4:15 p.m.

Educational Statistics, Introduction
(N. W. Bank)
Mathematics for Teachers

5:00 p.m.

Pottery (Art Education 41-42)

6:20 p.m.

Descriptive Astronomy
Composition 4
Introduction to Literature 23
American Literature I
German Composition
Recent American History 9
Bach, Beethoven, Brahms, and Wagner
(Music 56)
American Government I
Psychology, General 1
Psychology, Introd. Laboratory
French, Beginning 1
The Socially Inadequate
Social Progress
Educational Psychology (Elementary)
Maternal and Child Hygiene
Accounting, Principles A
Accounting Topics
Investments
Retail Credits
Business Law B
Economics, Advanced General
Textiles

7:00 p.m.

Swimming (Women)
Differential Calculus

7:30 p.m.

University Orchestra, Sec. 1
Physics (Mechanics)
Aircraft Engines 1

Freehand Drawing III, IV, V, VI
Highways and Pavements I
Descriptive Geometry
Advanced Mechanical Drawing
Machine Design
Internal Combustion Engines

8:05 p.m.

Greek Sculpture
Introduction to Reporting
Swedish, Beginning 7
The Family (Sociology 119)
Cost Accounting
Advanced General Accounting
Grocery Store Management
Elements of Public Finance
Labor Problems

CLASSES IN ST. PAUL

6:20 p.m.

Geography of Asia
Beginning Norwegian 1
Speech, Fundamentals 1
Advertising, Elementary
Business English

7:00 p.m.

Trigonometry

8:05 p.m.

Shakespeare I
Psychology Applied to Daily Life
Norwegian, Advanced 4
Principles of Public Health Nursing

THURSDAY

CLASSES IN MINNEAPOLIS

5:00 p.m.

Educational Measurements (N. W. Bank)

6:20 p.m.

History of Ancient Art
Geology, General, Laboratory
Geology of Minnesota
American Economic History
Introduction to Music
American Constitutional Development
Psychology, General 1-2, Combined
Norwegian, Beginning 1
Social Organization
Social Case Work, Selected Problems
Speech, Advanced 51
Zoology, General 1
Elementary Advertising
Finance Topics
Elements of Statistics
Life Insurance Salesmanship (N. W. Bank)

7:00 p.m.

Trigonometry

7:30 p.m.

Bacteriology, General
Tuberculosis and Other Diseases of the Chest
Chemistry, Inorganic
Chemistry, Quantitative Analysis
Chemistry, Organic
Engineering Drawing 1
Structural Drafting
Differential Equations

8:05 p.m.

Development of Modern Art
Logic
Psychology, General 1
Norwegian, Advanced 4
Current Social Problems
Salesmanship
Securities Market
Grocery Store Operating Details
Economics, Principles 1

CLASSES IN ST. PAUL

4:15 p.m.

Mathematics for Teachers

6:20 p.m.

German, Beginning 3
Orientation 1
Educational Psychology, Elementary
Accounting, Principles A
Auditing A
Investments (Finance C)

6:30 p.m.

Swimming (Women)

7:00 p.m.

Public Speaking, Advanced 51

7:30 p.m.

Swimming (Women)

8:05 p.m.

Composition 4
Composition 6
Supervision and Improvement of Instruction

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.

Business English

Traffic Management and Facilities

7:00 p.m.

Engineering Consultation Period

7:30 p.m.

Elements of Architecture

Architectural Design

Cost Estimating (Building)

8:05 p.m.

Anthropology, Introduction to

Accounting Symposium

CLASSES IN ST. PAUL

6:20 p.m.

Bible as Literature I

Accounting, Principles A

7:30 p.m.

Engineering Drawing 1

Advanced Mechanical Drawing 29

8:05 p.m.

Browning and Tennyson

Accounting Symposium

For the convenience of extension students who wish to buy used texts, the W. S. G. A. Bookstore, Room 4, Folwell Hall, will be open October 2, 3, 4 and 5, between 7:00 and 10:40 p.m. This is a student organization, run for the benefit of scholarship funds. The Engineers Bookstore will also remain open the first week of classes, from 7:00 to 8:00 p.m. It is located in Room 17, Main Engineering Bldg.

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

The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. VIII

NOVEMBER, 1933

No. 3

A short time ago, I read a letter written by a young man who had encountered numerous difficulties and discouragements in his efforts to carry out plans of educational advancement. The young man had shown distinct promise, and yet he had been thwarted and his energies had been hampered by a hostile environment and by the lack of sympathy and support from other people. Some of his difficulties were the result of his own errors, yet he expressed great bitterness at the indifference and neglect of his friends and relatives. He wound up his catalogue of complaints and his indictment of his fellow men by saying, "I am through. No one will help me; everything is against me. I shall struggle no longer. I am quitting my studies forever."

Now, one could cut through the bravado and cynicism of this conclusion very easily by replying that after all no one will be injured but the young man himself. But that answer is too easy. Society does have need for all the talent that can be mustered into its service, and we cannot dismiss the charge with a shrug. What we may profitably examine is the fatal defect in this young man's character as revealed in his utterances. If this defect be not cured, the seed of a successful life is not in him.

The thing he lacks is what the foot-ball coaches are fond of calling "intestinal fortitude." We more frequently refer to it as stamina or grit. It is that invincible, indomitable quality of the human spirit which will admit no defeat and will listen to no call to an armistice or to surrender. The possessors of this virtue are the heroic souls who fight on though all the world be arrayed against them. They do not cease to struggle while there is life in the body. They are sometimes down, but never out. The men who have done things, the men who have left memories to be revered, the men who have won the sometimes reluctant admiration and homage of mankind, have always been men endowed with that royal attribute called stamina. The world has little use for whiners, for excuse-mongers, for makers of alibis. Nor do such as they round out their gifts of character and intellect to the outmost perimeter of potential capacity. The men who win through are the men who have the spirit and the inward

Iron in the Blood

By RICHARD R. PRICE

Director

General Extension Division

fibre, to put it in the vernacular, to stand up on their hind legs and shake a puny but courageous fist in the very face of a hostile universe. Each man must decide for himself whether he intends to take a worm's-eye view of the world or a bird's-eye view; whether he means to let circumstance master him, or to build circumstance into the substance of his dream.

We have talked much of late years of intelligence as the prime factor in educational endeavor. It would, I suppose, be difficult to overestimate the value of intelligence in all intellectual pursuits, even though we are not quite sure what intelligence is. It is easy, however, to underestimate the value of other human traits in that integrated process which constitutes successful living and achievement. There are intellectual prodigies everywhere who are failures in life; they make us realize that in addition to intelligence, one must possess such traits or qualities as stamina, persistence, energy, industry, courage, alertness, and many others. Of what great use is mere intelligence if its possessor is baffled and thwarted and defeated by opposition or by hostile circumstances? If he is to succeed, there must be in him some hard substratum of unflinching purpose, of indomitable will, that opposes an "Everlasting Yea" to every intimidating "Nay," however loudly or implacably the latter may be reiterated.

What our young letter-writer must learn if he is to achieve purposeful living (and that is the only living worthy the name) is that life is struggle, not play. The struggle externally is against circumstances and conditions and cross-purposes and environment and the seemingly malicious strokes of fate; internally there is the more deadly combat against powers of evil and darkness, cowardice, vacillating will, infirmity of purpose, doubt, despair. Unless these inner discordances can be

overcome, there is small hope. Somehow the divided and warring personality must achieve oneness, wholeness, unity; must attain what the psychologists call "integration." There is no final defeat save self-defeat; there is no ultimate surrender save self-surrender. It is only with unified command of his personality that a man can proclaim, "I am the captain of my soul."

The young man of whom we have been speaking has looked too much without and not enough within. He has looked for help outside instead of summoning to his aid the resources of his own being. William James tells us that we use habitually only about a third or a half of our real powers. Yet there are copious wells of untapped energy within us that may be drawn upon in times of crisis. Let this young student highly resolve that hereafter he will rely upon himself, and no other; that he will depend upon his own resources of initiative, self-reliance, purpose, and will; that he will strive unceasingly toward his goal and that from his purpose in life he will not be diverted nor distracted. If he will abide firmly by that resolution, he will not be thwarted, neither will he be defeated.

The qualities of initiative, self-reliance, independence, individualism, are still valuable human traits even in our complex, modern social structure. In the long run, each of us must depend upon himself. He cannot be taught, he must learn for himself. In that sense, we are all self-educated. Each of us is an individual, an isolated atom of humanity, living his own inward life, working out his destiny through the impulses of his sovereign will, and between us lies "the unplumbed, salt, estranging sea." Yet underneath we have a kinship, and that kinship is founded on the basis of our common humanity.

Let the young student be comforted by the thought that the struggle itself is worth-while, even though no discernible goal be attained. Thus have the most admirable lives been perfected. It is something to be able to say at the end, regardless of the results, "I have fought the good fight." God will not look you over for medals or trophies but for scars. "To him that overcometh will I give to eat of the tree of life."

The Interpreter

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

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

Richard R. Price - - - - - Director

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

Mildred Boie - - - - - Editor

NOVEMBER, 1933

Iron Mines

It is a good thing to talk about iron in the blood, courage in the heart, determination of will—but how is a person to get those valuable things? In the complex and difficult life of these 1930's, among distressed, confused and discouraged peoples, courage and strength and serenity are no easy things to achieve. Merely to sit down and wish for them, or even to determine to have them does not generate them; if it did, we should all be Napoleons, Wordsworths, Captains of our Souls, or beggars on horseback. We have to *work* to get iron; we have to find and *dig out* means of achieving that quiet self-possession, that reassuring sense of competency, that steady courage, which can make us strong and serene—and this is no easy task. But it is a job for which everyone can find some promising prospects in his own particular world, his own self; it is a quest for which every one can find some answers in his own experience.

Among these answers, among the universal mines or reservoirs of strength and serenity, are the good, perhaps changing, but always fundamental resources of work, of nature, of literature and art, of pursuit of knowledge, of human relationships, and of understanding and acceptance of one's self. That list, short as it is, is rather an impressive and challenging one, and until a man has tried all of these sources which are within his reach—and who cannot find one of them?—he has little right to say, "I cannot be strong; I have no source of serenity and courage without or within to help me." When, on the other hand, he turns to and works even one of them, he will find that he has discovered inexhaustible sources of that iron in the blood, that serenity of mind, that strength of will, for which he has need.

Supporting Our Libraries

One of the noted librarians of this country, Miss Gracia Countryman, of Minneapolis, recently made an interesting and significant report of what libraries in the United States are doing in the face of curtailed revenues. Although libraries have been treated with less consideration than any other public institution, librarians are not complaining about curtailed

revenues—instead they are going ahead to plan *more* instead of less public service. It is true that they are having to shorten hours and reduce pay, but the interesting thing is that they are not therefore shrugging their shoulders and saying, "Let the public suffer." Instead they are working in the most generous and far-sighted way to help people who need mental relief and relaxation by making increased contributions to adult education.

Such an attitude makes one realize the true public-spiritedness and educational soundness of librarians. It also makes one wonder what the people who need and want and get adult education are doing not only to help themselves but also to help those institutions which, like the library, are helping them. Adult education, more than any other kind of education, is something which can not be given to any individual; it is a privilege and an opportunity to be earned and to be repaid to the community and state in good citizenship, honest work, and appreciative support of state institutions.

Our libraries, like our university, are public institutions, but that does not mean that any citizen can therefore use or neglect them as it suits his whim or convenience. Instead, every one who uses them signifies that he recognizes their value and will use them respectfully, and ought therefore to signify also that he is willing to support them consistently and steadily. Support in terms of active public approval and appreciative use is as important as—more important than support through gifts or endowments, and is something which every user of every library, no matter how poor he may be, can give.

What States and Universities Are Doing for Unemployed High School Graduates

As serious as is the plight of the unemployed adult worker, there is a more serious problem involved in the depression—the plight of the unemployed boy and girl. Thousands of young boys and girls who should, normally, be at high school or college, employing their time in preparation for their future work, their future citizenship, their future family and social life, are being forced to spend their time in idleness, vagabondage or bitter discontent and stagnation.

It is these young men and women who are to control and determine our civilization of the future, and whose plight is therefore as serious as and more far-reaching than the immediate problems of unemployed workers.

There are 80,000 unemployed high school graduates in Minnesota alone, according to President Coffman's estimate, for whom no work is available, and who have no hopes or possibilities for the future. Something must be done to give these boys and girls hope and courage and occupation.

We believe that few if any of the plans

put forward by politicians can solve the problem of how to keep these unemployed students happy and cheerful and busy during these trying years. What is needed is programs of education that are preventive and constructive, not merely remedial; that will take hold of the high school student as soon as he is graduated, and help him to plan useful, interesting winters of further study which will result in definite progress toward college credits, and in definite self-improvement.

Here are some of the ways Minnesota, through its government, its university and local groups, is trying to help unemployed high school graduates:

1. Working out, through a state committee appointed by Governor Olson and headed by Mr. E. M. Phillips, State Commissioner of Education, plans for the education of unemployed high school graduates by otherwise unemployed teachers through Federal aid.

2. Offering a plan for advanced study in high schools to communities. In cooperation, the University of Minnesota will give examinations and tentative university credit to study groups organized and supervised by local high schools. Twelve communities have already worked out such plans.

3. Offering extension, correspondence and short courses through the University General Extension and Agricultural Extension Divisions.

4. Offering club study and reading programs to local clubs through the University of Minnesota Correspondence Study Department.

5. Broadcasting educational programs over the University of Minnesota and St. Olaf College radio stations.

6. Giving public lectures, through university and local groups.

All these methods offer opportunities for constructive service which any state can develop to help its high school graduates. They present not only an opportunity but also a responsibility which our communities, our states and our Federal government must accept. They represent also a duty for every citizen, who should demand and support all such programs for the educational care of boys and girls in his community who need encouragement, training and guidance.

Educational Work at Stillwater Prison

Up to the present time, there have been about 100 registrations in the State Prison at Stillwater, Minnesota, for educational courses of the University of Minnesota. These courses are carried on with the prison inmates through the Correspondence Study Department.

At present 38 men are registered in the prison. The subjects most often taken are English Composition, English Literature, Shop Mathematics, Bookkeeping, History, Spanish, French, German, Drawing, Business Law, Journalism, and Music.

WLB Announces 1933-34 Radio Programs

The University of Minnesota radio station WLB has just completed its most successful summer of broadcasting, if listener response and commendation can be taken as a criterion. The station now enters upon its fall and winter schedule with a listing of programs that will appeal especially to the type of men and women who read the *INTERPRETER*.

WLB has a limited amount of time on the air, but during this limited time the station presents distinctive programs of a type not to be secured from other local stations.

WLB operates on a frequency of 1250 kilocycles and shares time with WRHM in Minneapolis and WCAL at St. Olaf College in Northfield. The daily program schedules appear in the radio listings in the newspapers of Minneapolis and St. Paul. The WLB main studios are on the third floor of the Electrical Engineering building. The station has remote control facilities in Northrop Memorial auditorium, Music building, the Field House, Minnesota Union, and in Memorial Stadium.

From Northrop Memorial auditorium each Friday afternoon at 4:15 is broadcast one of the outstanding local music programs of the week. Professor George Fairclough, at the console of the new Northrop Memorial organ, presents an hour of classical music. This program has won repeated comment in national and regional music journals.

Compositions from the works of the world's great composers are presented through the medium of electrical recordings on the Noon-Hour Melody programs on Friday at 1 o'clock. These programs, initiated last spring, have won a volume of enthusiastic comment from listeners.

Another recorded feature of high calibre is the music appreciation series presented during the school year primarily for reception in high school classrooms through the state. These programs are designed to aid the public school music teacher, and they also have a wide following among lovers of good music outside the classroom. Recordings of the finest music are used to supplement and to illustrate the comment on various phases of orchestral and vocal technique. The music appreciation program is presented on Thursday at 10:45 a.m., and may be heard over WCCO in those parts of the state not reached by WLB.

Dr. John Walker Powell, special lecturer in English Literature for the General Extension Division, will give a series of talks on "Books and Authors" Thursday evenings from 7 to 7:15.

Why are the great books great? Why do some books have permanent values, others not? What messages do present day writers have for us? These are some

of the questions Dr. Powell will propound and try to answer.

On Friday at 4 o'clock comes another outstanding program of particular and practical interest to women, presented by the Institute of Child Welfare at the University of Minnesota. The feature is titled "Up the Years with the Betterson Family," and deals in a continuous fashion from week to week with the everyday experiences and problems of this typical American family consisting of the mother, father, and four children.

This year the Minnesota Historical Society will continue the quarter-hour programs dealing with various phases of Minnesota history, on Tuesday at 7:15. These features are arranged under the supervision of Theodore C. Blegen, Superintendent of the Society. Last year these discussions, with slight alterations, appeared in the *Minnesota Alumni Weekly*, and this summer a national Committee of Awards adjudged the series the finest publication during the past year.

An informal discussion on the general topic of adult education is presented each Friday evening at 7:15 by Irving W. Jones of the General Extension Division.

Radio lessons in German (Friday, 7:30), French (Tuesday, 7:30), and Spanish (Thursday, 7:30) are given each week with a half hour period for each language.

All University Convocations, given on Thursdays from 11:30 to 12:30, will now be broadcast over WLB, enabling the people of the state to hear outstanding lecturers brought to the campus.

From time to time various entertainment features are included on the WLB program schedules and there are special lectures and musical events. During the fall the station broadcasts the Minnesota football games from Memorial Stadium, and WLB is the only station to broadcast the Minnesota basketball games from the Field House.

Through the University station one may keep in touch with the institution and its many activities. Weekly programs of all University of Minnesota broadcasts will be sent to listeners-in on request.

University Newsreel Theatre Begins Autumn Season

On October 18 the General College Newsreel Theatre resumed its weekly programs of selected current news and short subjects. It plans to give showings each Wednesday at 1:30 and 4:30, with an admission charge of five cents.

The success of the Newsreel Theatre last year, and the fact that attendance at it has now been assigned as an integral part of class work in many General College courses indicate that it is an educational venture worthy of continuance. All extension students who are interested are invited to take advantage of this opportunity to keep up on current events.

Lectures and Entertainment Programs for 1934-1935

Assembly programs are becoming the vogue in Minnesota schools, just as convocation programs are becoming a feature of University life. To meet this demand the University Lecture and Entertainment Bureau presents, among others, the following offerings for the school year 1934-35:

Kenneth Eagleton Foster, lecturer, world traveler, writer, artist, and director of the Stage Arts and Design Department of the Chicago Academy of Fine Arts. One of Mr. Foster's lecture subjects is, "The Seven Celestial Arts," in which Mr. Foster recreates the moods of ancient Chinese artists and artisans, and induces intimate acquaintance with their ideals, surveying the general culture of the Arts and Crafts of the Middle Kingdom in a vivid and fascinating manner.

Philip Martindale was for many years a U. S. Ranger Naturalist in Yellowstone National Park. Mr. Martindale's knowledge of the Yellowstone and his intimate study of its wild animal life have given him rare funds of information. His lecture subject is "Intimate Habits of Wild Animals." For a full evening's entertainment, two thousand feet of motion pictures or selected colored slides may be added as a second part.

Maud Scheerer, New York dramatic artist, matchless interpreter and reader of plays, who for eight successive seasons has appeared before large University audiences, will be available for engagements in the larger centers outside the Twin Cities in February, 1934. Miss Scheerer's engagements, as a rule, include two programs a day. For the evening program, Miss Scheerer will present a full recital of a play, to be selected. For the convocation or afternoon lecture, Miss Scheerer has selected for her subject, "The Uncommon Art of Common Speech," with illustrations and interpretations.

The Ambassador Male Quartet. The quartet is composed of men who have had much experience on the platform, and the personnel will be a guarantee of dependable programs, consisting of solos, duets, and quartet music.

The Hicks Sisters Trio. One of the best known and most popular musical ensembles in the Twin Cities is the Hicks Sisters Trio. The artists are: Lucille Hicks Roskopf, brilliant violinist and teacher, who has won distinction for herself in concert tours throughout the United States; Virginia Hicks, flutist, pupil of Ernest Liegl, solo flutist of the Chicago Symphony Orchestra, who toured the country with Mr. and Mrs. Thurlow Lieurance, composers, as a flute soloist and obligatist; and Helen Hicks Albro, pianist, who has studied with several famous teachers, and has done notable work in concert performances as soloist and in ensemble groups.

The Editor wishes to announce a series of essays by extension and correspondence students which describe how and where they study, and what education means to them. This series is offered in the belief that actual stories of the different ways in which individuals work out plans for their own education will prove stimulating and suggestive to all who are interested in adult education. Any student reader of THE INTERPRETER who may care to do so is invited to send in contributions to this column.

A Citizen of Two Worlds

By a Student of Description

A sharp metallic clank of a stove poker on a kitchen range shatters my dreams and noisily reminds me that another day of wood-cutting in ankle deep snow and sub-zero weather is about to begin. The straw in the bedtick crackles as I stretch luxuriously beneath the rough wool blankets and attempt to steal a few more moments of rest under the warm covers before going out to face the wind and drifting snow of the uplands. But the poker rattles again, and I dress hurriedly in the dark and cold and descend the stairs.

As soon as the morning chores and breakfast are over, and just as the sun is rising, my boss and I take our axes, wedges, and saw, and walk across open country to the river valley. We lose no time. The boss marks a heavy oak and I start the under cut—a V-shaped cut across the trunk, so that when the tree is ready to fall the loss of support will cause it to fall along an exact line. With the cut finished we start sawing on the other side. The tree trembles. We jerk the saw away and step back, tensely alert to avoid being crushed by the tree should it kick back off the stump or twist off balance and fall wild. Now it begins to lean; slowly and momentarily it starts to fall; and finally, with the air hissing in its branches for the last time, it crashes, its limbs crumbling and snapping under the trunk amid a shower of flying bark, twigs, and snow.

Now all is quiet, and we sit on the fresh stump to rest and reflect on the strangeness of the new vacant space, the only new thing we've seen for a long time. But even at six cents an hour time cannot be wasted, and again above the roar of the wind in the trees we set up the steady rhythmic click of axes, the mechanical *zwiz, zwiz* of the saw, the squeak and crunch of heavy boots in cold dry snow, and the dull crash of more trees falling. So the day wears on until the sun, again in a blaze of heatless fire, buries itself in the snow banks on the western horizon.

Then we go through a round of chores again by lantern light, and with supper by lamp light the day's work for the man who struggles with nature is done.

Some people idealize nature. I agree

it is beautiful and often inspiring, but I, a farmer, know it is also cruel and heartless. But few of those people who reap its harvests escape its lethal clutch—a clutch that slowly deadens the mind with physical exhaustion and monotony. Even the most sensitive intellect can be dulled or slowed to stagnation by over-work and narrow surroundings; or worse, can be beaten into a complacent or rather benumbed satisfaction with almost anything. Perhaps this dulling process makes it possible for many people to go on living under difficult conditions, and is therefore good, a natural law, but for some it is a thing to fight against.

I am one of these rebels to my natural world, against the narrowness and the physical bonds of farming. The weapons I have to fight with are my books. They are the one thing I have been looking forward to all through the day. Aladdin's lamp or a magic carpet could not be much more wonderful. By merely opening the cover of a book the world of hard toil for an existence fades and seems to recede beyond the circle of lamp light. My mind, weary and haggard, is suddenly stimulated into healthy activity and speculation by the richness of thought of a poem or a fine piece of prose. Between the lines of history I find comedy, pathos, tragedy, victory, all more perfectly portrayed than any human author could imagine. In the book with the hated title *Rhetoric*, I see a paint box of innumerable colors and hues with which to paint pictures of life. In my mathematics and science books I find the instruments with which to discipline and train my mind. The tiresome side of existence, the monotony and drudgery of life, is turned away, and a new side of life, a different and refreshing view, is presented. And more often than not an enthusiasm for living, and exuberant delight in it are aroused that send me into far fields of knowledge and of aspiration.

These are the things that fill my world of thought and study, and it is not until I have lived the best part of my day among them that I blow out the lamp and slide under the rough woolen blankets again, tired and satisfied with my daily travels across two worlds.

Student Activities

The Lantern Club, senior dramatic club of the University Extension students, has started its tenth annual season. At the first official meeting, held in the Music Building on Friday, October 20, new officers for the school year were elected and try-outs for new members were held.

The Club expects to carry on its present program of staging at least one one-act play at each meeting, supplemented by readings and monologues given by various members. Try-outs will continue to be held at the monthly meetings which occur on the third Friday of each month during the school semesters.

All students registered in either the

night classes or Correspondence section of the Extension Division are eligible to try out for membership.

The dramatic group affiliated with the Evening Students' Association gave its first one-act plays of the season in room 19, Music Building, on Friday evening, October 20. Arthur Helland coached *Nevertheless* with Dorothy Peterson, Elmer Auge and James Rogalski in the cast. *Christmas Shopping*, by Arthur Schnitzler, was coached by Margaret Holm with Dorothy Finn and Merle Loppnow in the cast. All plays are under the general direction of Miss Lura Orsborn, dramatic director.

New members who successfully passed the try-outs of the first meeting are Dorothy Finn, Margaret Holm, Dorothy E. Peterson, Alice R. Carlson, Elmer Auge, James Rogalski and Arthur Helland.

The next meeting of the organization will be held in the Music Building on Friday evening, November 3, at which time a full program and try-outs will be given. All students are invited to try out for membership or visit the meetings.

The Chanters have been invited by the Disabled American Veterans of the World War to furnish the entertainment for the civic Armistice Day program in the municipal auditorium at Duluth, which is to be held on Saturday evening, November 11. The Chanters will make five public appearances this fall.

All extension students are invited to try out for membership. Training or previous experience is not necessary. Rehearsals are held Thursday evenings in room 4 of the Music Building, at 8:10 p.m.

Dr. R. R. Price, Director of the General Extension Division, went to Rochester, N. Y., on October 9 and 10, to attend the Conference of Embalmers' Examining Boards of the U. S., Incorporated.

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

The Interpreter

Published by the General Extension Division
University of Minnesota

VOL. VIII

DECEMBER, 1933

No. 4

THE rapid rise of interest in the Fine Arts has been one of the most striking developments of recent times in education as elsewhere. In a sense, this increase in interest is merely an overcoming of the losses of the nineteenth century, for during earlier times, art was a living entity, not a corpse enshrined in magnificent museums, but something understood and loved by large numbers of the population. Indeed, without this widespread interest in the arts, the great masterpieces of the past would never have been called into existence. Down to the end of the eighteenth century, it was part of the education of the average gentleman to have a very considerable familiarity with what had been done in the arts in the past, as well as with current production. He felt himself qualified to judge, rightly or wrongly, of the merits of what he saw, and often to practice to some slight extent as an amateur. The value to the artist of having a trained group such as this to appeal to was incalculable. It is not to be supposed, however, that a gentleman took this training merely because he felt it his duty, but rather because that training fitted him better to enjoy himself.

Such enjoyment is the true end of art, and it is a mistake to confuse such enjoyment with duty or profit. A student once approached a certain professor of history to tell him how much she enjoyed the subject, and how she would like to devote more time to it, and ended her conversation with the question, "What practical use can I make of history?"

"None whatever—Thank God!" was the answer.

The same answer might be applied with even greater emphasis to the study of the arts. Of course some few people may earn a meager livelihood by teaching in this field, or by working in museums, and still fewer by doing actual creative work. But their numbers are too unimportant to be considered seriously. Nine people out of ten, ninety-nine out of a hundred, are purely laymen. And why shouldn't they be? They study art, or should do so, because they enjoy it. One does not read Shakespeare so that one may write like him, but for the pleasure which one may get from his plays. Almost no one listens to a Beethoven symphony because he expects to use the experience either to com-

Art and the Layman

By E. M. UPJOHN

Assistant Professor of Fine Arts

pose or to interpret it in music of his own; he listens for recreation or enjoyment.

One of the principal problems of the future will surely be to find further fields of relaxation. People know how to work, but how many really know how to play in the widest and fullest sense? With the ever increasing number of time and labor saving devices, this question will surely gain in importance as time goes on. Many obvious outlets are at hand. The golf links or the tennis court provide some outlets; movies and the radio provide more. The former provide physical play; the latter mental relaxation. But unless the mind is to become stagnant through lack of use, some form of intellectual play must be introduced. Like music and literature, the Fine Arts provides such a field—a field in which one may amuse oneself as much or as little as one may wish.

How To Approach Fine Arts

It is possible to approach the Fine Arts from many points of view. One of the current psychological explanations of work in the visual arts is the play theory. It is not necessary to draw like Michelangelo or to model like Rodin in order to get pleasure from the process. That most people have an instinct to create is shown in the avidity with which a father may sit down on Christmas morning to lay out some railroad system on the parlor rug with little Johnny's new set of trains, or to build a steam shovel or a church out of the Structor. In the same way many people could get pleasure out of sketching, if they were not too timid to allow themselves free rein with a pencil, and did not let themselves be unduly disappointed if their rough diagram did not have the finished appearance of an old master—or of an advertisement. What of that? They have had the fun of drawing. The exercise has been its own reward. Of course, it is a

matter for lamentation if the idea has not been achieved, but that is not a reason to stop drawing. No one gives up golf in the end because he achieves a nine on a par four hole.

But it is not necessary to set pencil to paper at all or to know how clay feels under the fingers in order to enjoy the arts. Helpful though such knowledge undoubtedly is in appreciating the problems of the artist, it is by no means indispensable. It is quite possible to appreciate the work of the artist without the slightest degree of technical proficiency, and from several entirely different points of view. To return for a moment to the Beethoven symphony: many people listening, shall we say to the Fifth, feel lifted out of themselves entirely. They experience a stirring emotional reaction from the musical tones which the master has combined into such glorious harmony. The same thrilling experience is possible, perhaps not to all people, for we are not all constituted alike, but to very many if they will permit themselves to look at works of art in painting, in sculpture, in architecture, or in the minor arts without timidity. They can feel the same emotional delight in seeing the stained glass windows of Chartres, for example, that they can experience in listening to the music of Tchaikowsky. It is for many individuals not even necessary to understand who the artist was, or what he was trying to do, in order to receive this impression of delight from the lines, masses, color which the artist has combined into one grandly unified design.

Surely such sources of pleasure should not be disregarded without thought. One might say that anything, any ability which increases one's enjoyment of life, is worth having, even the ability to eat spinach with pleasure. If the latter may tickle one's palate, how much keener must be the pleasure of appreciation of some work of art as an emotional or intellectual experience. To a great work of art, one may return again and again with renewed and even increased enjoyment with each successive review.

But even here, it may be said, not all people are capable of enjoying a work of art emotionally. Fine though such emo-

(Continued on page three)

The Interpreter

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

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

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DECEMBER, 1933

Arts as a Source of Serenity and Strength

AMONG the things that modern education has done for democratic society is the spread of the idea that art is not something for the few, but something for the many. This is not an original contribution of our age, but it is a contribution that our times, and especially the democratic education of our times, has developed freshly and more generously than ever before.

It is true that a great many people still think of art as something for the aesthetic, for the "high brows," or at least for those who have had special training in it, but it is also true that more and more people are beginning to think of art as a source of pleasure for the ordinary man and woman. The popularity of Sunday symphony concerts, of free lectures at art museums, and of libraries is living proof of deepened interest among the general population in music, painting and literature.

But it is not enough to think of art only as a source of pleasure. The function and value of art would be sadly limited if people turned to it only as a source of recreation and entertainment. Art has a deeper significance, can serve a more vital purpose in the enrichment of life, if it is cultivated as a source of serenity and strength. He who goes to an art museum or a concert only to feast his eyes and ears, or he who turns to books merely to entertain his fancy, is only tasting the more surface and more sensuous pleasures of art. There are deeper pleasures, deeper resources to be found in art, and among these more intrinsic and profoundly significant values is the awareness of art as a revelation of the greatness and splendor of the human race.

AS one's understanding of art and artists grows, one's excitement and pride in the human race grows also. For art is the record of the significant experiences of man; it is the effort of human beings to share their experiences, the things that came to them, and stirred them to the depths, and renewed their spirits. As one understands how his fathers lived, how they struggled and made mistakes and overcame them, one finds his courage and

wisdom renewed and deepened. In the humble, simple episodes as well as in the more thrilling and spectacular experiences which art records, one can see always how men have met life with indomitable spirit and a stubborn loyalty that made them hold on, in spite of mistakes and temptations, to what they thought was true and just and beautiful.

The great artists make one realize these essential things, and it is to the great artists that one can therefore turn for the testimony that each one needs to hear. But this testimony one cannot perceive in art if one goes to it casually, or goes to it merely for entertainment or relief for tired nerves; it can be learned only if one schools himself to listen. Those who learn so to listen to the great voices of the past will find that those voices, those great artists and works of art, have a wonderful power of loosening the bonds of fear and doubt and weakness which make life difficult and sometimes dreadful. In this liberating power of great art lies an inexhaustible source of strength and serenity, and just as every man or woman can find in art a source of pleasure, so he can, if he will, find in it a source of strength.

Mr. Upjohn

Mr. E. M. Upjohn, the author of the leading article on *Art and the Layman*, is Assistant Professor of Fine Arts at the University of Minnesota. His article is one of a series on ways of enriching life which will appear in THE INTERPRETER this year.

Mr. Upjohn is conducting extension classes in the History of Ancient Art, and the Development of Modern Art, which are planned for those persons who wish to become acquainted with the development of the arts for purposes of pleasure and general culture. In the second semester he will give a course in Renaissance art in Europe. Mr. Upjohn is well-known throughout Minnesota and the east as a lecturer, and last summer taught at Harvard University, in the Department of Fine Arts.

The Interpreter

Wishes Its Readers

A Merry Christmas

and

A Jolly New Year

The Interpreter's Monthly Reading List

Informative Magazines Everyone Ought to Read

Everyone who realizes that history uses the present as well as the past tense, and who is at all aware of what stirring and changeful times these are in which we live, knows both how important and how difficult it is to "keep up" on current affairs. Faithful reading of the newspapers can give one current information about current events, but such reading does not give one much sense of perspective or proportion, and it takes, moreover, a great deal of time.

A far better way, for the student who wishes to make knowledge of the changing world a part of his educational program, to get accurate information and judicious opinion about current happenings, is the systematic reading of informative magazines. For the benefit of those students who may be interested, we are printing a reading list of good and reliable informative magazines. This list does not pretend to be either inclusive or exhaustive; it is simply a "starter."

Monthly Magazines:

Harpers, Atlantic Monthly, Scribners—literary and informative.

The Forum—a magazine of controversy.

The American Mercury—critical of men and measures.

Current History—authoritative articles on current questions.

The Nation's Business—published by the United States Chamber of Commerce.

The Review of Reviews, The North American Review—generally informative.

The New Outlook—edited by Alfred E. Smith; critical and informative.

Weeklies:

Time—a good news magazine.

The Literary Digest—formerly a news magazine; now generally informative.

The New Republic, The Nation, The World Tomorrow, The Christian Century—journals of liberal opinion.

Of course no one can read all of these magazines every month. But what everyone can do is to set aside regularly an evening or two a month, or better, a few hours every week, to go to the library to get acquainted with these reliable sources of information; to read carefully the most significant articles in two or three magazines (preferably of different types: one literary, one of liberal opinion, one of general information or news value); and then to page through several other magazines, to find out what is being discussed and where one can find articles on topics in which one is especially interested.

Two Short Courses in Textiles Scheduled for January

Two specialized short courses in *Textiles* will be offered by the General Extension Division during January, to give students interested in fabrics an opportunity to get detailed information about particular kinds of material.

The course in *Fabrics Used in Men's and Boys' Clothing and Furnishings* will meet on four Tuesday evenings, from 6:30 to 8:10, beginning January 9. It will include a discussion of shirt materials; knit goods such as sweaters, underwear, and hosiery; accessories such as handkerchiefs, neckties, and pajamas; suit and overcoat materials and linings.

A course on *Rayon*, including the history of rayon; its manufacture and types, characteristics and tests; knit rayon; woven rayon and rayon fabrics used in home furnishings, will be given on Thursday evenings for the month of January.

Both courses will be given by Miss Caplin in Room 115, Chemistry Building. The fee will be \$3.25 for each course. Further information about the courses and registration blanks may be obtained at any of the General Extension Division offices.

Art and the Layman

(Continued from page one)

tional enjoyment is, it is not essential for all people. One person may appreciate and enjoy a work of art solely from an intellectual point of view. One may be interested in the manner in which an artist has achieved his effects, the particular combination and repetition of forms he has adopted in order to achieve harmony, and the expression for which he is striving. Another may enjoy it for the analysis which it suggests of an individual. In looking at a portrait by Holbein, even if one does not know the personality of the sitter, one may learn much about the man from the great artist's rendering of his features, probably much more than he could from a photograph which merely reproduces them without interpreting and underlining certain phases of character. However, it would be an added source of pleasure to know what manner of man created such a work, what the artist was like, how he lived, how he worked, and what else he did. Often the artists led lives of great interest—had significant experiences and rich characters which are clearly revealed in their work. The courtly temper and training of Van Dyck could never have produced the saintly devotional paintings of Fra Angelico. Such a fiery spirit as Michelangelo is the antithesis of the serenity and control of Titian. Such contrasts suggest clearly why it would be interesting to know who these men were and what they were like when they created masterpieces for other persons' enjoyment.

Most of all one may find in the arts a

magnificently suggestive reflection of history, not the dry development of governmental form or economic practices, nor the exciting accounts of barren battles, but a view into the lives and customs, into the manners, morals, beliefs, and even thoughts of the past in so vivid a fashion as to make the past live again before one's eyes. When the Dutch were throwing off the rule of Spain in the Low Countries, for example, their painting reflected clearly each interest of the people who produced it; and when one looks at their pictures one can see their love of their native country in the fine open landscapes dotted with windmills and striped with canals; their passion for gardening in great compositions of rich tulips; their bountiful provision for the table in still life; what the men folks looked like in their clubs, and what the women did in pursuit of their domestic duties. In the same way, when one looks at a Gothic cathedral, he can conjure up the colorful processions of monks filing through its dark arches, the knights and chivalry of the middle ages, and the devotion of those who built it.

All these fields of enjoyment of the arts are open to anyone. One's pleasure in anything is often proportional to one's knowledge of the subject, but in the arts there is such a wealth of avenues of approach that anyone can find his way into the pleasant fields and secret places that lie there.

University Press Publishes New Histories of Northwest

History—of the Northwest and of Canada—is the subject of two books of general interest published this fall by the University of Minnesota Press. *Five Fur Traders of the Northwest* reproduces almost exactly as they were left the diaries of five men who spent their lives exploring, adventuring, and trading with the Indians in territory that is now Minnesota. Only one of the diaries has ever been published before, and then only in part. The quaint spelling and punctuation of the fur traders—whose ability to paddle laden canoes and pacify hostile Indians was usually much greater than their scholarly attainments—have been preserved in publishing the diaries.

The other historical work is by Alfred Leroy Burt, Professor of History at the University of Alberta. His book is called *The Old Province of Quebec*, and relates many hitherto unknown incidents of the thirty years following France's cession of that picturesque province to England.

Other books by faculty members to be published at the university during the year are *The Algae and Their Life Relations*, by Josephine E. Tilden, Professor of Botany; *Self-Government at the King's Command*, by Albert B. White, Professor of History; and *Land Grant College Education*, by Palmer Johnson, Assistant Professor of Education.

New Educational Films Added To University Film Library

About seventy-five educational films in the 16 mm. size have been added to the film library of the University Bureau of Visual Instruction. These new films are all classroom *instructional* films on geography, nature study, general science, etc., and include such series as the Eastman Teaching Films; the Ufa teaching films, unexcelled for nature study as well as for other purposes; the Harvard-Pathé series on Human and Physical Geography, and many miscellaneous instructional films.

The 16 mm. films are being widely adapted for classroom instructional use. About one hundred Minnesota schools are using them. The advantages are that the equipment is inexpensive, easy to handle, and the transportation of films less costly than in the case of the 35 mm. films.

Later, if the demand warrants, the Yale Chronicles of America Photoplays will be available in the 16 mm. size. At present, only the 35 mm. prints are on deposit in the film library. These photoplays, which are outstanding historical films, may now be had at very low rentals. They include the following episodes: Columbus, Jamestown, The Pilgrims, The Puritans, Peter Stuyvesant, The Gateway to the West, Wolfe and Montcalm, The Eve of the Revolution, The Declaration of Independence, Yorktown, Vincennes, Daniel Boone, The Frontier Woman, Alexander Hamilton, Dixie. Most of these films are three reels in length, and all are on safety stock.

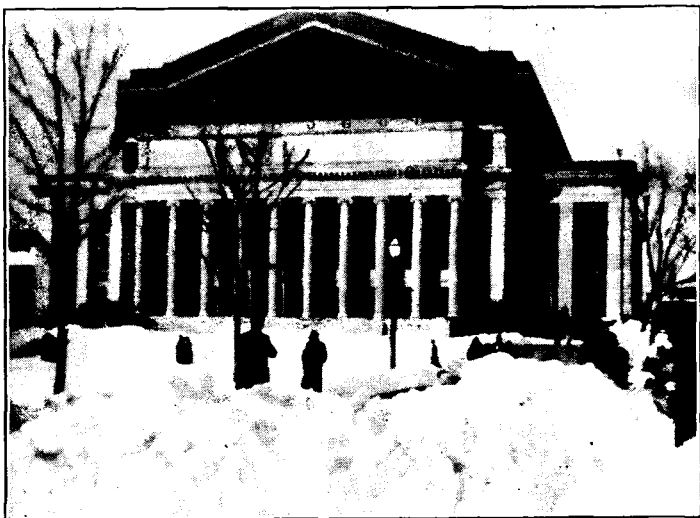
A new bulletin on films and slides has just been printed and will be sent to film users on request. All interested are invited to address the Bureau of Visual Instruction, General Extension Division.

Federal Relief Aids Correspondence Study

The federal plan for putting into action unemployed or relief teachers with federal funds will materially increase the use of correspondence study courses in the fifty-five cities of Minnesota already stimulated to action or inceptive action by the State Department of Education.

Twenty-one towns have already registered for from one to seven courses. These class registrations are well above six hundred in number and are made by about three hundred individuals. Appleton leads with eighty-six registrations made by fifty individuals. Other towns registered are Aitkin, Albert Lea, Alexandria, Balaton, Granite Falls, Jackson, Lakefield, Lorne, Marshall, Mora, New Ulm, Olivia, Park Rapids, Sauk Centre, Sherburn, Sleepy Eye, Staples, Tyler, and Waseca.

The basic subjects being taken most often are Composition IV, Freshman Literature I, Modern World History I, Economics I, with scattered registrations for Mathematics, Language (Latin, German, and French), General Psychology I, and American National Government.



At Northrop Memorial Auditorium—the center of community as well as university cultural life—the University of Minnesota presents the Minneapolis Symphony Orchestra, noted convocation lecturers and student operatic and dramatic productions.

The following essay is one of a series by extension and correspondence students which describe how and where they study, and what education means to them. Any student reader of THE INTERPRETER who may care to do so is invited to send in contributions to this column.

The picture of Northrop Auditorium was taken by Donald Sander, a Correspondence student.

How I Acquired Study Habits

By a Student in Composition VI

In high school I did not acquire study habits. I did the work assigned to me in a haphazard manner with no program at all and, consequently, a considerable loss of time. No one in high school ever suggested the idea of making a program for study in order to acquire study habits, and it was not until I entered the University of Minnesota that I had my first experience in planning and using a method for studying effectively.

During Freshman Week, a member of the Psychology Department gave a lecture on the advantages of good study habits. He cautioned the freshmen again and again that they would not succeed unless they adopted some definite place and plan for studying.

Evidently the main purpose of this fine lecture escaped my attention, because I began my first quarter's work without any consideration of the better method of study. I made no attempt to plan when I would do my lessons, how long I would work at each, or where I would study. Many times I would sit down intending to study seriously, and later find myself reading the evening news or a current magazine. I wasted many evenings in this way, and when the end of the quarter came along, I found myself in a bad situation. Because of my failure to keep up in my

daily work, I was not prepared to take the examinations; therefore, I had to prepare for them very hastily and superficially.

Unconsciously, I found myself making plans concerning the hours and days when I would do my studying for my exams, and so I wrote the days and time on a paper, indicating the hours I would spend on the preparation for each examination. It was only because of this program of study for utilizing every available moment that I successfully completed my first quarter's work.

I was more optimistic after my first study program success; consequently, I decided to adopt a better plan for studying for the winter quarter. I went to the library and consulted a number of books, among which were *How to Study Effectively* by Guy M. Whipple and *How to Study* by Frank M. Murray. From these books I learned that a definite place for study and a program for study were fundamental for acquiring good study habits, and with this information I set about to acquire better habits.

First, I decided to find a suitable place for study. I finally chose my bedroom because it was quiet and well-lighted. I placed my desk and chair in one corner, and I dedicated them for study use only. I made it a rule never to loaf or read a novel or newspaper while seated at this desk.

Then I turned to the matter of making a time schedule. I drew up a form to facilitate the making of the program. I planned my day at school in detail, using every available moment for study, but the bulk of my studying I did at home in the evenings. From 6:30 to 8:00 p.m., I would study history; from 8:00 to 9:30 p.m., mathematics; and from 9:30 to 11:00 p.m., economics. At 11:00 p.m., I would retire.

Saturdays and Sundays I planned in the same way, making additional allowances for preparation of reports and for outside activities. Every week I made a check against the time provided in the schedule and made the necessary revisions.

When final examination week came along for the winter session, I was fully prepared to take all quizzes with very little review because I had spent my time advantageously and had learned to study effectively during the quarter.

Since the second quarter, I have found that I no longer need a written study program in order to use my time advantageously; the tendency to turn to mental work

at time set aside by habit appears to have developed in my nervous system. Having done all my studying at a particular chair and desk has developed the place-habit in me, and now I have only to take my place to start the studying attitude.

—JAMES KALMEN

Student Activities

The General Council of the Evening Students' Association announces the Tenth Annual Holiday Frolic is to be held in the Minnesota Union Saturday evening, December 9. Miss Hazel Dahl is the Chairman of General Arrangements, and Merle W. Loppnow will be the director of the entertainment. Bill Hulwi and his orchestra will furnish the music for the dancers in the ballroom. Refreshments will be served in the Cafeteria from 9:00 to 12:00 p.m. Tickets are now in the hands of all class representatives and may be purchased from them or at any of the General Extension Division offices.

The Chanters are holding their regular meetings every Thursday evening in Room 4 in the Music Building.

The dramatic group of the Evening Students' Association is holding its regular meetings twice a month and invites all students to attend its meetings.

The Lantern Club announces the election of the following new members: Misses Edythe Sloan, Irene Adams, Mildred Engdahl, Jeanette Dale, Evelyn Celine, Freda Mickelson, and Gladys Miller; Messrs. Edwin Dickson, Spencer Ehrenberg, and Louis Ostrim.

The officers of the club elected for the school year of 1933-34 are: Louis Malloy, President; Harriet Faue, Vice-President; Dorothy Domas, Treasurer; Helen Sholl, Recording Secretary, and Hazel Beaudry, Corresponding Secretary.

Try-outs for club membership are held at every monthly meeting and all Extension students are invited to attend.

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

The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

Vol. VIII

JANUARY, 1934

No. 5

Realms of Gold

By

CHARLES WASHBURN NICHOLS
Department of English

Much have I travell'd in the realms of gold.—Keats

THE modern reader of literature is just as much an adventurer in realms of gold as was Keats when he penned the line which I have chosen to head this essay. Keats, of course, was referring to poetry, but all literature, whether poetry or prose, is a realm of gold to the traveller who cares to adventure therein. Literature, which to Newman meant the "personal use of language," something which has to do with a man's thoughts, was once defined by Matthew Arnold as "the best which has been thought and said in the world." Between the covers of a book such as you or I may carry home of an evening from bookshop or library may be found thoughts which have the power to change the whole mental and emotional texture of our lives. Never again can we be exactly the same as we were before, because a man has spoken to us from the printed pages held so lightly in our hands. Of course such an experience is an adventure. We have become travellers with greatly broadened horizons. We have been taken out of ourselves and given a new attitude toward life.

There are many reasons which may be advanced in behalf of reading, though they all boil down to this, that the reader receives pleasure or he would not read. In these days of increasing leisure there are many who read merely to pass the time away. Such people, however, are likely to turn to anything which may be most readily at hand. The general level of such reading is therefore rather ordinary, and the zest of adventure is absent.

AGAIN, in these times of depression and unrest, there are many who read either to escape from an unpleasant world or to numb the senses. Nor should such reading be condemned. Surely an exciting romance where the reader plays at being the hero, or a good murder mystery where he matches his wits with the author in the quest of clues, because it takes the reader far from his own cares and worries and introduces him into a different world, may bring rest and refreshment, just as poetry may serve as an anodyne. Such reading is entirely legitimate, but it brings no particular enrichment to the reader.

What is the greatest reward in reading, you may ask, reading which is not merely the acquisition of facts but a genuinely literary pursuit of pleasure? It seems to me that literature may bring us a two-fold enrichment: it may arouse within us a sense of beauty and so appeal to our emotions, and it may bring us an increased knowledge of life. If literature be personal writing, as indeed it is, reading is also a personal experience, and no two people will have quite the same adventure between the pages of a given book, but the book, if it be a real one, will in various ways minister to one's emotional instincts, or give one a greater understanding of life.

I have recently been reading a new autobiography which may serve as an example of what I mean,—Vera Brittain's *Testament of Youth*. Miss Brittain has tried, through the narration of her own experiences, to bring to the present-day reader an understanding of what the world war meant to the youth of England. Youth marching away from the pleasant life of universities, writing back from the trenches in France, still composing its poems and its music, dying in hospitals, or living on, mere ghastly wrecks. It is a record that stirs one's emotions profoundly, and as the reader lives vicariously through the experiences so simply recorded he receives a greater understanding of a generation which must not be forgotten if the horrors of war are to be avoided in the future.

Miss Brittain's book is an autobiography, a type of literature always popular for its personal interest, and particularly so today. Equally interesting, for the personalities revealed, are the many delightful books of informal or familiar essays now being written. Biography, too, is a revelation of character, and its present popularity is indicated in every publisher's announcement of new books. In fact, there is a spate of biographies now pouring from the presses. We are today especially interested in reading about people, and ever since Strachey published his *Queen Victoria* there has been a great demand for further studies of character. Indeed, a vivid biography is for many of greater interest than any novel, largely because the character is real and not fictitious.

But the revelation of character in fiction, in the novel and the printed play, has a fascination for the average reader, and rightly so. There is good travelling in this particular literary realm. If the novelist has a warm understanding he can stir our emotions and give us new conceptions of life. It may be true that the psychological or psycho-analytical slant has of late tended to depict the ugly and the sordid phases of life, to bring to the reader a sense of weariness and disillusionment; but it seems equally true that the pendulum is once more swinging the other way, bringing us in our literary travels "good companions" whom we shall delight to know and remember. And, of course, there are always friends in the novels of the past.

AND finally there is poetry, which ministers so vividly to the emotions that the demand for it is never likely to die. The sense of personal experience is perhaps strongest here, for the poet is thinking aloud, and we, his readers, are eavesdropping, as it were, and receive his emotions very directly through the appeal to the eye and ear. We cannot all be equally stirred, it is true. Emily Dickinson's test for poetry is not possible to everyone. "If I read a book," she once said, "and it makes my whole body so cold no fire can ever warm me, I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only ways I know it. Is there any other way?" Another poet, A. E. Housman, in a recent lecture at the University of Cambridge on the nature of poetry, has given more simple and concrete symptoms provoked by the mere sound of words,—the bristling of the skin, the shiver down the spine, the constriction of the throat, and another, which, he says, "I can only describe by borrowing a phrase from one of Keats' last letters, where he says, speaking of Fanny Brawne, 'everything that reminds me of her goes through me like a spear.' The seat of this sensation is the pit of the stomach." Housman is right when he says that poetry seems more physical than intellectual. Emotions kindled by the march of the rhythm or the beauty of a phrase are

(Continued on page three)

The Interpreter

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

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

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I. W. Jones A. H. Speer

Mildred Boie - - - - - Editor

JANUARY, 1934

Finishing the Job

Now that the holiday season is over, and the winter is well under way, it is a good idea to take a deep breath and gird up one's determinations to make fresh efforts, not only in new ventures, but particularly in old ones at hand. Particularly is this necessary and important for the student. Starting a course is important; but vastly more important is finishing it. Even if a certain course has not proved to be exactly what one wanted, one ought to keep at it and finish it. If he does not, he will find himself seriously handicapped by his own lack of confidence and endurance when he starts another time to do the same kind of job. If he does, he will enjoy that heartily satisfying consciousness of having been able to stick to what he started, which is even better than the excitement of starting new jobs or new years.

Student Loans

The Director of University Extension has at his disposal for the second semester a limited amount of money which may be borrowed by extension class students for the purpose of defraying tuition fees. The amount available for any one student may not exceed \$25.00 a semester. Only those students are eligible for loans who have on record satisfactory grades for at least two semesters. From each applicant there will be required evidence of trustworthiness and of reasonable prospects that the loan will be repaid within one year. No student who needs this assistance should hesitate to apply, since all these transactions are held confidential. Arrangements should be made through a personal interview with the Director. It is urged that all matters concerning these loans be arranged a week or two before the second semester begins, so that registration may not be delayed.

Parking Notice

The attention of extension students and of all other people who come to the university at night to attend classes or for other purposes is called to parking regulations on the campus on evenings when concerts or other large university functions are scheduled. No parking is allowed on

either Church Street or Fifteenth Avenue S.E. between University and Washington Avenues on nights when University Artists Course or Symphony Concerts are being given. These streets are city through-streets, controlled not by the University but by the Minneapolis Police Department, which will issue tags to anyone not observing No Parking signs.

For the convenience of our readers, we publish a list of dates of concerts, correct up-to-date:

University Artists Course Concerts: Tuesday, January 30; Wednesday, March 21; Tuesday, April 10.

Minneapolis Symphony Orchestra Concerts: Friday, January 5, 12, and 19; February 23; March 2, 9, and 16; April 6 and 20.

These dates are only those now announced, and people wishing to park their cars on the campus should watch No Parking signs. On concert nights people may park their cars on the parade grounds by Folwell Hall or on the grounds on the corner of Church Street and Washington Avenue, south of the Main Engineering Building.

Students' Work Committee Notices Credit Status

Students in extension classes should bear in mind the arrangements which may be made with respect to examinations and credit. Students who wish credit must, of course, complete all the work and take the final examination. Students who, for any reason, do not wish to do this and are not interested in the credit may change their status to that of auditor by filling out a slip which will be supplied by the instructor. All students who do not intend to take final examinations should make this change of status. It is very easy to do and may save later trouble.

Students who may be unable to take the final examination but wish to later so that they may secure a grade and credit, will be given a grade of Incomplete, which will hold until the examination is taken.

Student Advice

The Students' Work Committee is available for advice to students regarding their program of study and such other educational problems as may be appropriate for it to consider. The time for this advice is during the next month preceding registration for, and the opening of, the classes of the second semester.

Students who are not able to come to an Extension Division office during usual daytime hours may make appointment for evening hours. Every evening is available during the registration weeks, but other evenings may be made available on demand. The proper procedure is to telephone the Campus office and ask for an appointment with the Committee.

The Interpreter's Monthly Reading List

Books on the Fine Arts for the Layman

For the individual who would like to know what are some of the most readable and interesting books on the fine arts which anyone, whether he be an artist, an art student or "merely" a person with a curious mind, might enjoy, we suggest the following reading list. These books, recommended by Mr. E. M. Upjohn, the author of the essay on *Art and the Layman* which appeared in last month's INTERPRETER, do not of course cover the field, but they offer a stimulating start for anyone who would like to make pleasure excursions into the realm of the fine arts.

History of Italian Painting, by F. J. Mather. An excellent short work on this subject.

Estimates in Art, by F. J. Mather. A series of short essays on certain famous painters and their lives.

Men of Art, by Thomas Craven. Very popular and prejudiced, but entertainingly written and good on those men whose style appeals to the author.

Modern Art, by J. Meier-Graefe. An authoritative work on the nineteenth and twentieth centuries, primarily about painting.

Modern Painting, by R. J. Wilenski. A good general survey of the field.

History of Sculpture, by G. H. Chase and C. R. Post. The best standard text covering in one volume the whole development of the art.

The Sculpture and Sculptors of the Greeks, by Gisela Richter.

Architecture of Humanism, by G. Scott. A study of the aesthetics of architecture.

Sticks and Stones, by L. Mumford.

Story of American Architecture, by T. E. Tallmadge. The only adequate study in one volume of a subject with which all Americans should be familiar.

Mr. Nichols

Mr. Charles Washburn Nichols, the author of the leading article, *Realms of Gold*, in this issue of THE INTERPRETER, is Assistant Professor of English in the University of Minnesota. After obtaining his Doctor's degree at Yale University, Mr. Nichols came to the University of Minnesota, where he has become well known to hundreds of extension and correspondence as well as day-school students for his teaching, particularly of *Shakespeare* and *American Literature*. His contagious enjoyment and appreciation of literature and his sympathetic interest in his students have long distinguished him as a fine teacher, and his essay indicates also his achievements as a writer.

Sigma Xi Announces Scientific Lectures for Public

Sigma Xi, Honorary Scientific Society, announces its seventh annual series of lectures by Minnesota faculty members, to be presented to the public of the Twin Cities in Northrop Memorial Auditorium. The theme for this year's lectures is "Engineering and the Social Order," a subject of particular interest and importance today. The dates and titles of the four lectures are as follows:

"Power"—by Professor W. T. Ryan—
Friday, January 26.

"Production"—by Professor C. A. Koepke—Friday, February 2.

"Transportation"—by Professor A. S. Cutler—Friday, February 9.

"Communication"—by Professor H. E. Hartig—Friday, February 16.

The Sigma Xi lectures have become known to thousands of people as outstanding contributions to the scientific thought of the community.

Public Economic Conferences Planned for Winter Quarter

The University of Minnesota will again present to the public a symposium on the principal features of recovery legislation undertaken during the year, similar to the series of economic conferences held last winter. These lectures, arranged at the request of leading business men in the state, will be given by national authorities and will afford the public opportunity to hear expert discussion of the objectives and possibilities of the several remedial measures.

In January a discussion of progress under the National Recovery Administration and one on recent banking legislation will be given. In March a lecture on monetary policies will be delivered. These conferences will be given at Northrop Memorial Auditorium and will be open to the public without charge. Definite announcements of the speakers and dates will be made in January in the newspapers and over WLB.

University Acquires "Simba," Martin Johnson Film

The University Film Library has recently acquired eight reels of the motion pictures made by the Martin Johnson African Expedition. This expedition, planned under the auspices of the American Museum of Natural History, was made for the purpose of studying and picturing animal life in those regions, and its films are generally acknowledged to be the finest motion pictures of African wild life ever made.

Four years were occupied in the filming process, and some of the results achieved are certainly astounding. The film shows all the leading animals inhabiting the dark continent, both singly and in herds. Two reels are devoted to lions alone, and in one

picture one may actually count twenty-two lions in front of the camera.

"SIMBA" is the African name for lion, from which the film takes its title. Six of the eight reels, however, are devoted to other animals. A number of scenes portraying tribes in their native costumes are included, and the pictures possess not only real educational value but dramatic interest as well.

For availability and rentals, write the Bureau of Visual Instruction, General Extension Division, University of Minnesota.

Extension Division Schedules Short Courses in Textiles

The General Extension Division has scheduled two short courses in Textiles for January, to be given by Miss Caplin. The course in *Fabrics Used in Men's and Boys' Clothing and Furnishings* will meet from 6:30 to 8:10 on Tuesday evenings, January 9, 16, 23, and 30. It will include a discussion of shirt materials; knit goods such as sweaters, underwear, and hosiery; accessories such as handkerchiefs, neckties, and pajamas; suit and overcoat materials and linings.

A course on *Rayon* will be given on four Thursday evenings, beginning January 4. It will include a study of the history of rayon; its manufacture and types, characteristics and tests; knit rayon and rayon fabrics used in home furnishings.

Both courses will be given in Room 115, Chemistry Building, for a fee of \$3.25 each. Registration may be made at any of the General Extension Division Offices.

Realms of Gold

(Continued from page one)

man's highest heritage. Housman's own *Shropshire Lad* arouses the symptoms he has so definitely described; the resulting rush of human sympathies is an ennobling experience. Try his "In Summertime on Bredon," or this favorite of mine with its haunting nostalgia:

'Tis time, I think, by Wenlock town
The golden broom should blow;
The hawthorn sprinkled up and down
Should charge the land with snow.

Spring will not wait the loiterer's time,
Who keeps so long away;
So others wear the broom and climb
The hedgerows heaped with may.

Oh tarnish late on Wenlock Edge,
Gold that I never see;
Lie long, high snowdrifts in the hedge
That will not shower on me.

Such collections of poetry are realms of gold that you and I may travel in, as well as Keats. They make life worth living.

Student Activities

At the December meeting of the Lantern Club, senior dramatic organization of evening students, Mr. John Alden, dramatic critic of the *Minneapolis Tribune*, spoke on the theater, and Mr. Kendrick Wilson gave a make-up demonstration.

Several Lantern Club members have taken part in University Theatre productions this past month. Dorothy Domas and Harriette Faue played major rôles, those of the Queen and of Astolaine, in the University production of *Snow White and the Seven Dwarfs*, given December 22 and 23; and Freda Michelson and Dorothy Miles took part in *The Taming of the Shrew*, December 5-9.

The Evening Student Players have scheduled sixteen one-act plays to be given during next semester. Two plays will be given at each of the bi-monthly meetings in the Music Building, and the best play will be on the program of the tenth annual May Mixer on May 5. Three judges, including Lura Orsborn, dramatic director, have been chosen to select the winner of the contest. Meetings are held in the Music Building the second and fourth Fridays of each month. All evening students are invited to try out for membership.

The Veterans of Foreign Wars invited the Evening Student Players to put on a one-act play in the auditorium of the Veterans' Bureau Hospital at Fort Snelling on Thursday evening, December 21.

The Annual Evening Student Players-Chanthers Christmas Party was held in Alice Shevlin Hall, December 22. An extensive program of entertainment, dancing and refreshments was enjoyed by members of the two groups.

The eighth annual Mid-Year Party of the St. Paul Evening Students' Council of the University of Minnesota will be held in the Knights of Columbus Hall, Fifth Street and Sixth Avenue, Saturday evening, January 20. Entertainment at the affair will consist of dancing, a program of specialty numbers, and cards.

Officers of the organization for the current school year are: Jay O. Creviere, president; Robert J. Wylie, vice president; Hilda Gunderson, recording secretary; Marjorie Ironside, credential secretary; and Duane S. McMenemy, treasurer. The alumni committee includes Alfred T. Schmidt, Edna Holst, Kenneth L. Sansome, and Edmund A. Nightingale.

Class Representatives Meetings

The Engineering Section will meet in Room 107, Main Engineering Building, Friday evening, January 5, at 9:00 p.m. The Business Section will meet in Room 104 at 7:30 p.m. The Collegiate Section will meet in Room 136 at 8:30 p.m. All class representatives whether from campus or downtown classes in either city are expected to attend their respective section meeting.

What Extension Does

The University of Minnesota, through the General Extension Division, attempts to make its facilities of faculties, libraries and laboratories available to the people of the State as a part of its educational service. Since this is a tax-supported institution, profit is not the aim. The charges are only enough to sustain the work. Thus the institution's activities are spread over a "state-wide" campus." The General Extension Division does its work in the following different ways:

Formal Instruction

Extension classes are conducted in late afternoon and evening hours, in Minneapolis, St. Paul, Duluth and several other centers. In these classes are taught:

Collegiate or academic subjects
Business subjects
Engineering or industrial subjects

Correspondence instruction or home-study courses, are given in:

Secondary school or preparatory subjects
Subjects of collegiate or university grade
Vocational or specialized subjects

Short courses of an intensive nature, covering brief periods of time, are also arranged under the general heads of:

Medicine
Dentistry
Embalming
Retail merchandising
Electric meter testing
Citizenship
Boy and girl scout leadership

Informal Instruction

University extension lectures are delivered in Minnesota communities by members of the University faculty on literary, social, economic and political subjects.

The University Lyceum comprises a system of popular lectures, artist recitals, concerts, dramatic readings and productions, organized by the University from professional sources and furnished to Minnesota communities.

The University radio station WLB broadcasts programs of lectures, music, foreign language lessons, debates and useful information.

Service Functions

The Municipal Reference Bureau makes researches on problems of municipal government, frames model ordinances, collects statistics, issues reports on matters of current interest, advises on city charters, and secures consultation and advice of experts and specialists.

The Bureau of Visual Instruction lends to schools, clubs, churches, and other community organizations educational films, slides and charts.

A Drama Service lends to dramatic societies and other organizations copies of plays suitable for amateur presentation, and gives advice on staging and production.

A Community Welfare Service fosters and stimulates the organization of community clubs and other societies for the social and business improvements of towns. It also gives advice and assistance concerning speakers and programs.

Miscellaneous Activities

Supervision and administration of a state-wide music contest.

Publication of bulletins and monographs on extension activities.

Co-operation with other agencies, such as:

National University Extension Association
League of Minnesota Municipalities
Parent-Teacher Associations, Tax Payers Associations, League of Women Voters
State Conference of Charities and Corrections

The following essay is one of a series by extension and correspondence students which describe how and where they study, and what education means to them. Readers of THE INTERPRETER are invited to make contributions to this column.

My Changing Attitude Toward Education

IN analyzing what education has meant, and now means, for me, I have discovered that there have been three periods in my life in which I have had different attitudes toward education.

In grade school my chief aim was to receive good marks on my papers and report cards. I did not realize whether or not what I was learning would benefit me later. Unconsciously, however, I did aspire to certain accomplishments in my school work. I was chosen music teacher of my row; later, one of my language lessons was posted on the bulletin board. I tried quite diligently to deserve such recognition of my work.

This striving for good marks passed into the background when I entered junior high school. I saw more compacts than pencil boxes there. My classmates were scornful about studying. I changed with the rest of my friends. I was more enthusiastic about helping with school entertainments than learning geography and English. I reckoned time from one May festival to the next. My physical education teacher became my idol. I marvelled at the way she could coach plays and train dancing groups for entertainments. On the evenings of these entertainments she was always the center of admiration amidst the color and glamour of the occasion. At the conclusion of a May festival in which I took part she was presented with a huge bouquet of flowers. This gesture on the part of an appreciative and admiring audience helped me to decide that I would be a physical education instructor. Much of my reasoning during my years at junior high school was as superficial as this decision.

Another change took place in my attitude toward education when I entered high school. During my first few weeks there I was conscious of an atmosphere quite different from that at junior high school.

Students conversed in groups about the different courses they were going to take. Some students were starting to study shorthand, typing, and bookkeeping because they wished to be stenographers and bookkeepers when they finished school. Others were choosing Latin, French, botany, and biology because they needed these courses for preparation for their college courses. Everyone was very serious. Everyone was looking beyond high school days to the future.

In high school the students were encouraged in their efforts to learn. Honor cards, granting certain privileges, were

given to students maintaining high scholastic averages. Students who distinguished themselves by hard effort were elected to lead their club activities.

Another aspect of high school life which impressed me was the effort students were making to be able to continue going to high school. They were working before and after school to earn money for clothing, books, and carfare. There was one boy in my grade whom I held in highest esteem. He worked in a bakery, each morning from four-thirty to seven-thirty, and every day after school, yet his scholastic rating proved that he used his limited free hours to good advantage, also.

I sometimes think of the contrast between junior high school students and high school students in their attitudes toward education. In junior high school education was something one had to reconcile oneself to; in high school it was a desired thing to be striven for.

I found that in my senior year at high school my mind entertained ideas very different from those of my last year in junior high. I could read and translate Latin; I knew and studied American history eagerly; I enjoyed good literature. I was much more proud of this knowledge than I ever thought I could be when I was so won over to plays, parties, and festivals three years earlier.

Since I have graduated from high school, my ideas about education have been strengthened. I have met many people who have made an effort to sacrifice time and money to enroll in night school classes and correspondence courses. I have heard the advice of officers in large business firms, who encourage their employees to continue to study. The fact that I now have more limited opportunities makes me more desirous to study. My experiences in evening school classes are proving to me that an education is worth the effort and sacrifice which has to be made.

—By VERA SCANLAN

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

The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

Vol. VIII

FEBRUARY, 1934

No. 6



Music and Everyman

By

IRVING W. JONES

MUSIC speaks a various language. To some of us it may mean only the curve of a pretty tune, or the lilt of a lively rhythm; to others it may mean the appeal of rich harmonies, or varied tone colors, or the patterns and designs impressed on the tune. One listener is moved to depths by the martial blare of a military band, while another gets his greatest thrill from the operatic tenor singing a top C—and “to make up for not understanding the song, singing it loudly and singing it long.” One may be moved to tears by a simple ballad telling of sweet forgotten things, while another is moved to something else by the tawdry sentimentality of the songs of Tin Pan Alley. To one whose musical center of gravity is slightly below the knees a dance-tune, particularly a latest hit, is the height of musical speech, while to another it is only meaningless babble. Similarly the sophisticated music lover will find stories and sermons and pictures in a symphony, perhaps, while his neighbor finds only a weariness of the ear-drums. And there are countless other “messages” or satisfactions that may come from the concourse of sweet sounds.

So we may safely say that if music is not all things to all men, it is always something to any man. No race or kind of people has been without music of some kind. Even the savage has fashioned musical instruments, if only to frighten his enemies; and we are told that a race that has not had instruments has never had a religion—and vice versa. And civilized man has developed—and is still developing—music into myriad forms capable of all these appeals. But what education in music seeks is that music shall be all these things to every man. Yes, all of them. Why not? They all represent some aspect or phase of human life, and the motto of education in music may well be that of anthropology and ethnology, “Nothing that is human is alien to me.” Then, and then only, can music be said to be a universal language. Taste and preference may still operate, but without the smugness and prejudice now existing. The symphony devotee may properly, for variety, make an excursion to Tin Pan Alley, just as now the professor of literature finds release in the absorbing pages of a detective story.

If you ask the platitudinous question “Why is this consummation so devoutly

to be wished?” you will have to have an equally platitudinous answer. Or perhaps it is better to answer, in old New England fashion, by asking another question—“Since the world of music is so full of a number of things, why shouldn’t we all want to know and enjoy all of them, instead of being content with only a sample?” The platitude would have said something about developing to higher levels of taste, or learning the higher significances of music. But who shall say what these are? Can anyone compare the feeling engendered by “Mother Machree” with that arising from a Bach Fugue and tell which was the higher? First, of course, we should have to know who heard the Fugue and who listened to “Mother Machree,” and that might make all the difference in the world. We can easily find out now who prefers the one, or the other, and if he tells why, then we may find that the reasons for taste have nothing to do with higher or lower significances, but everything to do with experience.

For this matter of understanding music is not to be achieved by sudden flight—as a matter of fact it is not an achievement at all, it is a process. It may begin, but it can never end as long as life lasts, for its essence is change—new ideas, new points of view with new experiences, new understanding following as a result. Two elements are necessary for the process—knowledge about music, and listening to music. The first without the second is barren of effect; the second without the first, not without effect, but slow and without direction. Only the mind that has lived much with music, thought intensely about it, and absorbed its inner spirit can say with certainty in the face of a new musical experience—“This is good,” or “This is better.” And even then he may be a little mistaken. But of such things is taste or appreciation made, when properly made; and it is easy to see why the likes of yesterday become the dislikes of

tomorrow. And the process is as satisfying as it is continuous: there are always new turns to the road, new sources of enjoyment, and the willingness to enjoy. For those who follow the road are expectant, even eager, for each new experience, and can approach it with a tolerant open-mindedness. No matter what the verdict may be, it will be based upon reasons growing out of experience. And this, of course, is just the reverse of the picture which we get of the person of a single idea, who knows what he likes, and wants to hear nothing else.

WHAT one needs to know about music is, to begin with, not beyond what is supposed to be known by every junior high school pupil when at the end of the eighth grade he is not required to “take” it any longer. This concerns itself with “tune and time,” that is, melody and rhythm, the first and all-important elements of music. Which is first nobody knows, and it does not make any difference: without either music is not music, but meaningless sound. Nor do we know for sure why; and again it does not matter much. What we need to know is the “how” of these elements, the curve of melody and the pattern of rhythm, as determined by the major and minor scales and the various kinds of measure. Some day you may wish to investigate the “why” of these things, which you will find an interesting fusion of knowledge and speculation, but that can wait. One other element you will want to know something of, that is harmony. But here your knowledge need not be highly technical, and it too can wait.

These three elements—Melody, the soul of music, Rhythm, the body of music, and Harmony, the mind (as they have been termed)—constitute all the substance of music. They all represent an ordering of the sensations which we receive and which we translate into a form to which we give the name music. For music is made entirely of sounds, which are nothing but sensations. Whatever else we find in listening to music is either something attached to music or something produced by it. And, as Sir Walford Davies has said, “When the experience of listening to music becomes far more than sensational (i.e., sensuous) it does not mean that it ceases to be sensational; it simply becomes sensational plus something else more thrill-

(Continued on page two)

The Interpreter

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

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

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FEBRUARY, 1934

Helping Your Friends

Is there some person who, you think, would be helped by directed study? Some business man who needs a course in general economics to make him visualize the pattern of society for which he works; some teacher who needs new inspiration to bring to eager, expectant children; most of all, some man or some woman who has all-but-become submerged by the weight of daily tasks—someone who has, for too long, missed the fun of stretching his mind a bit for new ideas?

Think of your acquaintances. Think particularly of the ones who live at home or work in small offices and businesses where Extension Bulletins do not reach. If you can think of a person or two who needs a chance to grow, send us his name, so that we can mail him an Extension Bulletin.

Student Loans

The Director of University Extension has at his disposal for the second semester a limited amount of money which may be borrowed by extension class students for the purpose of defraying tuition fees. The amount available for any one student may not exceed \$25.00 a semester. Only those students are eligible for loans who have on record satisfactory grades for at least two semesters. From each applicant there will be required evidence of trustworthiness and of reasonable prospects that the loan will be repaid within one year. No student who needs this assistance should hesitate to apply, since all these transactions are held confidential. Arrangements should be made through a personal interview with the Director. It is urged that all matters concerning these loans be arranged a week or two before the second semester begins, so that registration may not be delayed.

Music and Everyman

(Continued from page one)

ing." We should not say that the understanding or enjoyment of music on the sensory plane is subordinate or inferior. It is simply the fundamental plane; it may be sufficient in itself, for many peo-

ple; it may also be the basis for other and, to some, finer forms of enjoyment.

The ordering of the sensations which make up music follows certain patterns or "rules." These are not arbitrary: they are the result of centuries of experiment, of trial and error. When a certain order or pattern has been found to please it has survived. In the music of today we find the accumulation of most of these satisfying patterns. Occasionally one persists for a time, and then is found less satisfying and is dropped—sometimes to be taken up again when the world of listeners changes its collective mind. And then too we are continually trying new forms, some of which will persist; so the process of development goes on. What is best in these patterns is often a matter of personal preference; and when a listener has experienced many of these patterns he can make comparisons and form his preference with intelligence. Until then, well, he will be wise if he reserves his judgment. There are no absolute standards of the best, or even of the good; but there is the guiding principle of universal satisfaction, on which survival depends.

One principle persists in music as in all arts, that of ordered variety, or variety in unity. If one sensation, or one grouping of sensations, persists beyond a certain limited space of time it becomes monotonous. Monotony is not satisfying. Hence even the smallest units of melody, or rhythm, or harmony, must embrace some degree of variety. The listener, therefore, will become more sensitive, and more capable of enjoying, if he trains his ear to note the form of this variety, and comes to realize its musical significance. For it applies to larger units as well as to smaller. Out of this idea have grown the various "forms" of music, as they are called—the symphony, the waltz, the song, the overture, and many others. Out of it too have come the methods of treatment within these forms, by which the composer produces his effects—such as the development of themes (musical ideas), the transposition or modulation to different keys, the variation of themes by changing the harmony or by modifying the tune itself, the variations in speed and in volume.

Before we come to grasp all these applications of principle, and to see their place and significance even in a first hearing of a composition, we must have added thought, intellect, to the sensuous appeal of music. And here is one of the added thrills. But while the process begins with intellect its development depends on experience—much hearing of much music until the mind can automatically recognize and evaluate. Of course, some minds do not want to exert themselves to start with, but are content with the inherent beauty of sound itself. That is their privilege, and they may have much satisfaction in the process. They merely set limits to their enjoyment.

One other added thrill attaches to

music—to many its crowning achievement—the emotional or spiritual. Of this you cannot learn much from reading books or hearing lectures. It is largely a matter of association coming from experience. Whether emotional states arise from ideas or from sensory, bodily effects is debatable, and has been already sufficiently debated. Whatever is the case, the emotional states do arise: the great composers, and perhaps the little ones in their sphere, have learned how to produce them if we have the willingness to let them. A continuous association with all sorts of music by all sorts of composers will develop that discriminative sensitivity which will enable us to thrill with the greatest, and put in their place the lowliest. The only talking or reading which will help much is the sort of discussion which tends to clarify impressions.

This is only a fragmentary exposition of some of the essential features of the process by which every one may learn to experience the thrill which may come from music in its many and various forms. Much more could be said, but it is not intended to make this essay more than an introduction to point the way. Perhaps this is enough; and if the reader will but take the trouble to make a beginning, then we may be sure that he will find the rest of the way for himself, encouraged by the discoveries he will make.

Extension Student Wins High Honors at Graduation

Among those who received degrees from the University of Minnesota at the fall quarter commencement, on December 21, was Edmund A. Nightingale of St. Paul. Many students with whom he was associated in classes and in student affairs will be interested to know that he received the degree of Bachelor of Business Administration *with distinction* and was elected to membership in Beta Gamma Sigma, the national honorary business fraternity.

All of Mr. Nightingale's credits were earned in the evening classes of the General Extension Division offered in St. Paul and Minneapolis, with the exception of twelve credits earned in the 1933 summer session. That he was able to fulfil the requirements for the degree from the School of Business Administration under these circumstances resulted from the diversity of the extension courses offered and from the fact that his work for the last two years was taken under the supervision of a major adviser in and with the co-operation of the School of Business Administration.

During the last three years Mr. Nightingale has given lectures on express transportation in the School of Business Administration, from which he received an appointment as Assistant in Economics in September, 1933. He is at present continuing his graduate studies in economics.

Extension Division Offers Attractive New Courses in Second Semester

Contemporary Affairs

Thinking is a habit, and thinking about the important current events is an important application of that habit. If you are interested in this habit and its application you will find opportunity to develop it in an extension class offered by the Journalism Department for the second semester, beginning Monday, February 5. The topics to be studied will be determined by what events of importance happen in the social, political and economic world.

The class is open to all persons who are interested in public questions and will be conducted by Professor Ralph D. Casey, Head of the Department of Journalism, assisted by Kenneth E. Olson and Reginald Coggeshall of the Department. It meets Monday evenings, from 8:05 to 9:45, in Room 101, Folwell Hall.

Child Training

This class, offered for the first semester, will be again offered to meet in 690 Northwestern Bank Building, on Mondays at 7:30 for the second semester. The class deals with the principles underlying the training of very young children, utilizing many of the findings brought out by the research of the Institute of Child Welfare of the University. It is open to all who have an interest in this important problem.

Shop Mathematics

Many students fail in the study of mathematics, such as Algebra and Geometry, because they are not sufficiently well grounded in arithmetical processes and their applications. It takes only a short time, under proper direction, to make up any such deficiency, and the class called Shop Mathematics, offered for the second semester, will provide the necessary opportunity. It is a fine course and as practical as anything can be made. It will meet Mondays at 6:20 p.m. in Room 106, Main Engineering building on the campus, and will be taught by Assistant Professor O. C. Edwards.

Time and Motion Studies

Students in the class in Production Management (B.A. 89 and M.E. 171) asked for an opportunity to study further in the subject. Accordingly, a second class dealing more in detail with the efficiency of workers in industrial production is offered for the second semester. This class deals rather specifically with the study of operations with respect to the time necessary to perform them, and the efficiency of the physical motions made during this time. The class will meet on Tuesdays at 6:20 in Room 202, Mechan-

ical Engineering building on the campus, and will be taught by Professor C. A. Koepke.

Europe Since 1914

Much that has happened in the last twenty years has not found its way into the permanent history books. Still what is called news today is history tomorrow, and this last twenty years of history is of enormous importance. So far as subsequent events are concerned it perhaps has not made much difference who started the World War. But the terms of the settlement of that War and all that has been tied up with them have made a world of difference which will probably continue for some time to come. Present events, therefore, can be best understood only by review of all the significant events of the War and post-war period.

An extension class covering the History of Europe Since 1914 is, therefore, important, and such a class will be offered the second semester, meeting Thursdays at 6:20 in Room 603, Northwestern Bank building, Minneapolis, and on Mondays at 8:05 in the University Extension Center in St. Paul. It will be taught by Assistant Professor Edward M. Kane.

Geology of Minnesota

During the past year or two it has been surprising to note the extensive interest manifested in the study of the geology of Minnesota, from both the historic and economic points of view. A class in the subject has been running during the first semester of the year and the students in this class now ask to have it continued for the remainder of the year. There is plenty of material for study, and therefore the class will be continued. It meets Thursdays at 6:20 in Room 210, Pillsbury Hall, on the campus and is taught by Professor George A. Thiel. It is open to all who have a rudimentary knowledge of geology sufficient to understand the matter presented.

Cancellations

The following classes, originally listed in the Bulletin for the second semester, will not be offered:

American Constitutional Development (105-106)
Astronomy, Practical and Stellar (13)
Economics, Advanced General (102)
German, Intermediate (4), St. Paul
German, Recent Fiction (71)
Metallography and Heat Treatment (2ex)
Nature Study, Field Course (22ex)
Reading, Interpretative (81-82-83)
Psychology, Laboratory (5)
Spanish Composition II (57)
Speech, Advanced (52) Campus (Gislason)
Philosophy, Contemporary Ethics (110)

Norwegian Literature

A number of students now registered in Advanced Norwegian language classes have expressed a desire for a class in Literature, for which they are adequately prepared. It has been arranged to have Mr. Madsen offer the Survey of Modern Norwegian Literature, beginning in the second semester. This is Course 101. The class will meet Thursdays at 8:05 in 206 Folwell Hall on the campus. Although this is the same hour scheduled for the Advanced Norwegian class, time adjustments will be made after the class is organized.

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 English Placement Tests.

These tests will be given at 7:30 p.m. on Friday, February 2, in the Auditorium of the Physics Building, Campus, and in Room 200, St. Paul Extension Center; and at 7:30 p.m. on Friday, February 9, in the Physics Auditorium only.

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, and all those intending to take composition are therefore urged to take the tests at the time scheduled.

Jury Disagrees in Business Law Moot Court

If you are engaged to Mary, but Susan's girl friend gives a dinner on April first to announce your engagement to Susan, which, out of respect for her, you do not deny before all the congregated guests, will you be liable if, after marrying Mary, Susan sues you for twenty-five thousand dollars on breach of promise to marry?

That was the quandry for the jury in the case of Susan Sugar vs. John Plum tried in Moot Court before His Honor, Jerome Jackman, on January 2. The Business Law students of the St. Paul classes presented the case for the jilted Susan, and the Minneapolis students defended the bewildered John.

Witnesses and attorneys were so evenly balanced that the scale of justice refused to budge, and neither side could convince the jury of intelligent and fair-minded citizens that his or her side presented a greater weight of creditable evidence.

The holding of such moot courts promises to become one of the regular and interesting parts of the program of the course in Business Law given by Mr. Jackman for the Extension Division.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
English Composition (Freshman) 5
English Composition (Freshman) 6
Short Story Writing II (70)
Geography of Europe (101)
German, Beginning (2)
German, Intermediate (4)
German for Graduate Students
History, Modern World (2)
Ensemble, Music 60-61-62
Psychology 1-2 (Combined)
Psychology, Abnormal (145)
Spanish, Beginning (2)
Spanish, Intermediate (4)
Sociology, Introduction (1)
Social Interaction (Soc. 6)
Sociology, Rural (Soc. 14)
Play Production, Elements (Speech 71-72-73)
Interior Decorating (Art Ed. 3)
Health of the School Child (80)
Accounting, Principles and Laboratory B (Ec. 26L)
Auditing B (B.A. 136)
Corporation Finance (B.A. 155)
Business English
Business Correspondence
Insurance, Casualty (B.A. 61)
Mathematics, Shop (7ex)

7:00 p.m.
French, Conversation and Composition II (20b)
Swimming (Women)
Mechanics, Technical (M.&M. 127)

7:30 p.m.
Child Training 40 (Northwestern Bank Building)
Aeronautics, Elementary, and Airplane Construction, II
Commercial Drawing (2)
Algebra, Elementary (8ex)

8:00 p.m.
Swimming (Women)

8:05 p.m.
Short Story, Advanced (92)
English Literature (Freshman) 3
Physiology, Advanced for Nurses
Psychology, General (2)
Contemporary French Readings (77)
Contemporary Affairs
Advertising, Advanced Procedure

CLASSES IN ST. PAUL

6:20 p.m.
English for Everyday (31ex)
English Literature, Introduction (22)
History, American (8)
Psychiatric Aspects of Social Case Work (Wilder Disp.)
Public Speaking 2-3 (Speech 42-43)
Accounting Practice and Procedure B (B.A. 138)
Business Law B

7:00 p.m.
Greek Mythology (Public Library)
Engineering Drawing 1-2 (Mech. Arts H. S.)
Drawing, Advanced Mechanical (29) (Mech. Arts H. S.)

8:05 p.m.
Public Speaking 1 (Speech 41)
Maternal and Child Hygiene
Accounting Practice and Procedure B (B.A. 138)
Business Law A
History, Europe Since 1914

TUESDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Geometry, Plane (4ex)

6:20 p.m.
English Composition (Subfreshman)
English Composition (Freshman) 4
English Composition (Sophomore) 28
English for Everyday (31ex)
Bible as Literature II
Geology, Historical (2)
History, American (8)
Music, Harmony (4)
Orientation II
French, Intermediate (4)
French for Graduate Students
Public Speaking 1 (Speech 41)
Public Speaking 2-3 (Speech 42-43) (Northwestern Bank Building)
Zoology, General (2)
Interior Decorating, Advanced (Art Ed. 23)
Accounting, Principles and Laboratory A-B, Combined Course (Ec. 25L-26L)
Accounting, Practice and Procedure B (B.A. 138)
Advertising, Retail
Business Law B

Below are listed all the classes offered by the General Extension Division for the second semester, 1933-34, arranged according to the day on which they are scheduled. This will help in the arrangement of programs, but registrations should be made from the Bulletin.

Economics of Transportation (Ec. 172)
Hydraulics (M.&M. 130)
Production Management, Time and Motion Studies (M.E. 174)

7:00 p.m.
Algebra, College (M.&M. 11, S.L.A. 7)

7:30 p.m.
Bacteriology, Special (101)
Orchestra, Section 2
Architecture, Elements of
Architectural Design, Grade I
Drawing, Freehand I-II
Chemistry, Inorganic & Qualitative Analysis
Chemistry, Quantitative Analysis (Volumetric)
Chemistry, Quantitative Analysis (Pre-Medical)
Chemistry, Quantitative Analysis (Advanced)
Chemistry, Organic
Reinforced Concrete and Design (142)
Radio Communication (2)
Electricity, Advanced
Petroleum Products, Testing (107ex)

8:05 p.m.
Later Childhood and Adolescence (82ex)
Recent Poetry (Eng. 151)
History, Early Modern European (58)
Orientation I
Parliamentary Law
Philosophy, Introduction (1)
Swedish, Advanced (10)
Public Speaking 1 (Speech 41)
Elementary School Curriculum (Ed. Ad. 119)
Ward Administration (Nursing Education 60)
Income Tax Accounting (B.A. 134)
Business Law A

CLASSES IN ST. PAUL

6:20 p.m.
German, Beginning B (2)
History, Modern World (2)
Psychology, General (2) (Pub. Lib. Aud.)
French, Beginning (2) (Pub. Lib. 5)
Accounting, Principles and Laboratory A-B (Combined course) (Ec. 25L-26L)
Cost Accounting (B.A. 132)
Corporation Finance (B.A. 155)
Economics, Principles I (Ec. 6)

7:00 p.m.
Spanish, Beginning (2) (320 N. P. Bldg.)

8:05 p.m.
Social Interaction (Soc. 6)
Economics, Principles II (Ec. 7)
Cost Accounting Topics (B.A. 181a)

WEDNESDAY

CLASSES IN MINNEAPOLIS

4:15 p.m.
Mathematics for Teachers

5:00 p.m.
Pottery, Elementary and Advanced, (Art Ed. 42-43)

6:20 p.m.
Introduction to Literature (22)
American Literature II (74)
German Composition (51-52)
History, Later Modern European (61)
Bach, Beethoven, etc., (Music 57)
World Politics (P.S. 25)
Psychology, General (2)
French, Beginning (2)
Rural Organization (Soc. 110)
Case Work, Elementary (Soc. 52)
Still Life (Art Ed. 4-5-6)
Sketch (Art Ed. 7-8-9)
Educational Psychology, Elementary (55)
Accounting, Principles B (Ec. 26)
Accounting, Principles and Laboratory B (Ec. 26L)
Investments (B.A. 146b)
Business Law D

7:00 p.m.
Swimming (Women)
Calculus, Integral (M.&M. 25, S.L.A. 51)

7:30 p.m.
Orchestra, Section 1
Physics, Heat (23)
Aircraft Engines (2)
Internal Combustion Engines (M.E. 50b)

Drawing, Freehand (III, IV, V, VI)
Highways and Pavements II (52)
Drawing, Advanced Mechanical (29)
Mechanism (M.E. 22)
Machine Design (M.E. 20-21-23-24)

8:05 p.m.
Greek Literature and Life
Newspaper and Magazine Articles
Physiology, Advanced for Nurses
Swedish, Beginning II (8)
Criminology (Soc. 53)
Supervision and Improvement of Instruction (Ed. Ad. 150)
Cost Accounting (B.A. 132)
Business Law C

CLASSES IN ST. PAUL

6:20 p.m.
Geography, Human (51)
Norwegian, Beginning (2)
Advertising, Retail
Business Correspondence

7:00 p.m.
Algebra, College (M.&M. 11, S.L.A. 7)

8:05 p.m.
Shakespeare II (56)
Norwegian, Advanced (5)
Public Health Nursing, Special Fields (63)
Salesmanship

THURSDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Fine Arts, The Renaissance (52 or 53 or 54)
Geography, Historical (53)
Geology, Historical Laboratory (B)
Geology of Minnesota
History, American Economic (84-85)
History, Europe Since 1914 (N.W. Bank)
Music, Introduction to (9-10)
Psychology, General 1-2 (Combined course)
Norwegian, Beginning (2)
Social Control (Soc. 102)
Mental Case Work (Soc. 138)
Zoology, General (2)
Accounting, Principles and Laboratory A-B (Ec. 25L-26L)
Investment Problems, Finance Topics (B.A. 181B)
Economics, Principles I (Ec. 6)
Insurance, Life (B.A. 59)

7:00 p.m.
Geometry, Analytic (M.&M. 13, S.L.A. 30)

7:30 p.m.
Bacteriology, Special (101)
Tuberculosis and Its Control
Chemistry, General Inorganic and Qualitative Analysis

The W. S. G. A. Bookstore, Room 4, Folwell Hall, will be open February 5, 6, 7 and 8, between 7:00 and 10:00 p.m. The bookstore is a student organization, run for the benefit of scholarship funds and for students in need of second-hand books. The Engineers' Bookstore will also remain open during the first week of the semester, from 7:00 to 8:00 p.m. It is located in Room 17, Main Engineering Building.

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Chemistry, Quantitative Analysis (Volumetric)
Chemistry, Quantitative Analysis (Pre-Medical)
Chemistry, Quantitative Analysis (Advanced)
Chemistry, Organic (2)
Drawing, Engineering (1-2)
Drafting, Structural (22-23)
Differential Equations

8:05 p.m.
Psychology, General (2)
Norwegian, Advanced (5)
Norwegian, Modern Literature (101)
Economics, Principles II (Ec. 7)

CLASSES IN ST. PAUL

4:15 p.m.
Mathematics for Teachers (Y.W.C.A.)

6:20 p.m.
Orientation II
Educational Statistics, Introduction
Accounting, Principles and Laboratory B (Ec. 26L)
Accounting Topics, Audits and Investigations (B.A. 182A)
Investments (B.A. 146b)
Business Law D

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

7:00 p.m.
Public Speaking, Advanced 2 (52) (Pub. Lib. Aud.)

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

8:05 p.m.
English Composition (Freshman) 4
English Composition (Freshman) 5
Elementary School Curriculum (Ed. Ad. 119)

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Traffic Management and Facilities (B.A. 72)

7:00 p.m.
Engineering Consultation Period

7:30 p.m.
Architecture, Elements of
Architectural Design, Grade I
Cost Estimating (G.E. 81)

8:05 p.m.
Accounting Symposium (Feb. 16, March 16, April 13, May 11, June 8)

CLASSES IN ST. PAUL

6:20 p.m.
Bible as Literature II
Geography of South America (110)
Accounting, Principles and Laboratory B (Ec. 26L)
Accounting, Principles and Laboratory A-B (Combined course) (Ec. 25L-26L)

8:05 p.m.
Recent Poetry (Eng. 151)
Accounting Symposium (Feb. 9, March 9, April 6, May 4, June 1)

The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

VOL. VIII

MARCH, 1934

No. 7

New Educational Plans to Meet New Needs

By A. H. SPEER

Head of the Correspondence
Study Department

OF all the institutions that have suffered from the depression, the school has, perhaps, been the most unfortunate victim; of all the emergencies caused by these "lean years," that of education has been among the most pressing and serious. Elementary and secondary schools, colleges and universities, have been crippled in their work; school appropriations, both state and local, have been minimized; salaries have been cut and terms shortened; library and supply funds have been woefully reduced.

But, on the other hand, the depression has forced education to learn how to concentrate and reorganize its forces as never before. In almost every state in the Union the friends of education as well as the actual workers in the field have been cemented together by necessity, have been obliged to marshal their forces to resist the many attacks upon educational efforts and resources, and have been stimulated to extend their services to people more desperately in need of the intellectual and spiritual values of education than ever before. It is therefore reassuring to survey what bold stands have been made for education even in states whose resources have been badly depleted, and to see how people all over the country have rallied to the front to carry out educational programs.

To preserve public schools has of course been the first aim of the friends of education. Fourteen states have testified to the uprising of friends and forces of education to block adverse and vicious legislation against state educational programs. Twenty states and the District of Columbia have reported that friends of education within their boundaries have succeeded in saving to some extent the reduction of school revenues. Two states, West Virginia and Washington, have assumed large proportions of the local school budget and so have kept their schools on their feet.

A number of states have planned and held conferences of school authorities and laymen to organize intelligently their forces to preserve education. Two—Pennsylvania and Washington—have formed special state councils. Maine, Tennessee and Pennsylvania are publishing special bulletins for the regular information of parents and officers. In Virginia, the

legislature met in special session to deliberate on the school emergency. In all these ways, the friends of education have fought to preserve public school education in America.

A SECOND and hardly less important line of endeavor has been concerned with providing extra-school educational activities, and it is cheering to know that these services have been definitely increased under the pressure of the emergency. Although in Arizona and Michigan adult education appropriations were withdrawn, and in two states, Arizona and Nevada, absolutely no plans for appropriations were made for the unemployed high school graduate, yet in many states constructive attention has been given to one or more lines of emergency relief education. Seventeen states and the District of Columbia report that their adult education activities have been strengthened or at least maintained; twenty states and the District of Columbia state that they have put into operation classes for the unemployed high school graduate, most of which have been college credit study classes.

It is fortunate that even a bare half of the states have waked up to their responsibilities and have tried to stem the tide of increasing numbers of wandering boys (variously estimated at near 500,000) and wandering girls (numbering tens of thousands). It is even more fortunate that the federal government has encouraged these efforts in behalf of unemployed young people by making federal appropriations for the employment of teachers, who were likewise without work, to carry on the special classes. This energetic extension of extra-school educational activities by state, federal and individual efforts is proof that America has been brought to realize the social dangers involved in unemployment, and is one of the most hopeful signs of the progress of democratic education even in times of national depression.

A detailed study of the progress one state—Minnesota—has made in working

out plans for helping the unemployed high school graduate will reveal what educational leaders are actually accomplishing to meet present-day problems.

During the year 1932-33, two cities in Minnesota made definite effort to offer their unemployed high school graduates an opportunity to proceed with college credit preparation at home. This effort was in answer to the state-wide appeal of the Correspondence Study Department of the University of Minnesota.

During the present year, 1933-34, thirty schools are carrying college credit study work in their local communities, under university cooperation. These communities are Aitkin, Alexandria, Albert Lea, Appleton, Balaton, Brainerd, Cook, Granite Falls, Jackson, Lakefield, Madison, Marshall, Mora, New Ulm, Olivia, Park Rapids, St. Louis Park, Sacred Heart, Sauk Centre, Sherburn, Sleepy Eye, Staples, Stillwater, Tyler, Waseca, Zumbrota, and four schools in Minneapolis.

Well over 750 registrations for courses have been made by about 400 different individuals. The Freshman subjects for which there are the largest registrations are Composition, Modern World History, Literature and Introduction to Economics. There are scattered registrations in twelve other subjects, such as Languages, Mathematics, Sociology, Psychology, and so on. The sizes of classes vary from 3 to 45 students, although the classes of the most popular subjects average over the ten-student mark.

High school post-graduate classes have been organized in approximately fifteen towns. Other adult education activities, such as lectures, forums, recreational meets and tournaments, have been inaugurated. Libraries have been more widely and constantly used than ever before.

Thus in a number of significant ways education has been extended to more and more people. Although many unemployed persons have lost their morale in this depression, many others have been stimulated to new and hitherto untried educational adventures. And similarly, although many educational institutions have suffered and had their resources curtailed, an encouragingly large number of them have also been stimulated to new endeavors by the pressure of new needs and new opportunities.

The Interpreter

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

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

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MARCH, 1934

Wanted—a Special Teacher for Each Student

IN one of his recent "Special Letters" to his clients, Roger W. Babson discussed, with a visionary enthusiasm unusual for a statistical expert, the future of education. One of his predictions was that through specialized education the individual of the future will be trained to untold heights of living and thinking. But even more interesting was this: "I forecast the time when each scholar will have one special teacher."

To many people such a prediction may seem an impossible dream. But the thing is not impossible, and what is more, it is not unknown. For the basis of correspondence study is just that—each individual scholar gets individual attention from a special teacher. He does not work in classes of fifty, thirty, nor even ten other students; he works individually, and every lesson he studies and discusses gets the attention of a teacher who treats him as an individual, who guides and criticizes and encourages him personally.

It is, therefore, not necessary for anyone to wait for the Utopias of the Technocrats to get individual instruction; it is possible to get it now. But in seeking it, the student will find himself obliged to use judgment. He cannot expect to get intelligent guidance from commercial organizations interested only in his money and not in his individual needs and abilities. He cannot expect to reach those "untold heights of living and thinking" Mr. Babson foresees by any easy, get-wise-quick method. But if he is willing to work hard, to discipline himself to individual effort, and to recognize the value of high standards of work, he can find, no matter where he lives nor how isolated he is, individual teaching through university correspondence study courses.

The Significance of Mr. Nightingale's Achievement

The achievement of Edmund A. Nightingale in obtaining his degree of Bachelor of Business Administration *with distinction*, noted in the February INTERPRETER, is an event of significance to evening stu-

dents of the University of Minnesota and worthy of editorial comment.

The first thing to be noted is the fact that his program of continuous study through eleven years of persistent effort has received the formal recognition of a degree. Second, that this goal has been achieved with distinction is a tribute to the character and ability of one who values so highly the pursuit of intellectual and professional activities that they become a continuing interest through the vicissitudes of eleven years of an everyday life.

In congratulating Mr. Nightingale we take pride in the fact that he was one of us and in the fact that he must have found intellectual stimulation in the subject matter of the various courses and in the teaching of the instructors. But of special significance is the fact that the University of Minnesota made possible this achievement. Mr. Nightingale was an employed citizen of this state. His daily work, his leisure, and above all, his outlook on life have been greatly enriched through extended contact with this great state institution.

The Interpreter's Monthly Reading List

Books on Economics and Politics

The problems of democracy are pressing upon us as they have not for many years. Democratic government is apparently breaking down gradually all over the western world. Dictatorships are the order of the day and cast their shadows over the continents. Are we destined to have a dictatorship in America? Do we want Fascism in the United States as people have in Italy and Germany?

It is surely a part of wisdom as well as of good citizenship to try to answer these questions or at least to understand the causes of these ominous political trends. All writers and thinkers are agreed that the greatest safeguard against social and political abuses is a well-informed public opinion. The more people read, the more interested they become, and the more capable of making a contribution toward the solution of some of the puzzling problems of our modern world. THE INTERPRETER therefore presents to its readers a list of books which have been carefully selected by Assistant Professors H. B. Gislason and E. M. Kane as suitable for giving a better understanding of present day economic and political problems.

Political Behavior, by Frank R. Kent. A somewhat disheartening revelation of American democracy at work.

Public Opinion, by Norman Angell. Presents some startling facts to show how little interest voters have in political issues.

The Unseen Assassins, by Norman Angell.

The assassins are ideas that we cherish but whose consequences we do not foresee.

The Meaning of a Liberal Education, by Everett Dean Martin. Emphasizes the importance of developing a critical mind.

Civilizing Ourselves, by Everett Dean Martin. A critical estimate of American culture.

The Decay of Capitalist Civilization, by Sydney and Beatrice Webb. Treats of weak points in our economic system.

Economic Stabilization in an Unbalanced World, by Alvin Hansen. Keen analysis of possibilities and limitations of stabilizing our industrial order.

Profits or Prosperity, by Henry Pratt Fairchild. Analyzes causes of present disorder and suggests remedies.

The Revolt of the Masses, by Jose Ortega Y. Gasset. An outstanding book depicting danger of ignorant masses in power.

The New Deal, by Stuart Chase. A best seller which analyzes capitalistic, money making methods and makes constructive suggestions.

Main Currents in American Thought, by Vernon L. Parrington. Survey of American social and political thought by studies of leaders. Brilliant, suggestive, altho incomplete because of author's untimely death.

The Tragic Era, by Claude G. Bowers. Vivid, merciless exposé of conflicts and scandals of post-Civil War reconstruction. Documented, but marred by bias.

The Promise of American Life, by Herbert Cooley. An eminent journalist's estimate of American men and measures in the early days of the Twentieth Century.

Other People's Money, by Louis D. Brandeis. Very significant exposé of financial methods, by the great lawyer and humanitarian who later became a Supreme Court justice.

Main Street and Wall Street, by William Z. Ripley. Corporation methods and the perils of the stock investments described by a great economic expert.

The Rise of American Civilization, by Charles and Mary Beard. One of the best popular surveys of our history from an economic and social viewpoint.

The Education of Henry Adams, by Henry Adams. A remarkable autobiography of an American intellectual. Formerly a best-seller. Keen criticism and evaluation of the spiritual values in modern civilization.

The Adams Family, by James T. Adams. An illuminating chronicle of a great American family.

Our Business Civilization, by James T. Adams. Keen and timely criticism by a former business man.

The Great Illusion, by Norman Angell. Maintains the thesis that no nation can win a war.

Now It Can Be Told, by Sir Philip Gibbs. Probably the greatest book the World War has produced. The last chapter should be read by all interested in world peace.

The Economic Consequences of the Peace, by J. M. Keynes. One of the greatest of the early post-war books. Marvelously accurate criticism and forecast of the Versailles Treaties and their effects, by the greatest English economist.

The Menace of Fascism, by John Strachey. A stimulating warning of the effects of Fascism upon Europe, and its tendency toward war, by a brilliant young English communist.

The Coming Struggle for Power, by John Strachey. A powerful argument in support of the Marxian revolution philosophy.

Registration figures for the second semester Extension classes to date indicate that enrolment is virtually the same as for second semester classes last year.

Research Institute Analyzes Commercial Study Courses

One of the most interesting research projects of the Employment Stabilization Research Institute of the University of Minnesota is described in a bulletin just issued on the subject of "Commercial Correspondence Courses and Occupational Adjustments of Men." The project was carried out by Charles Bird, Associate Professor of Psychology, with the assistance of Professor Donald G. Paterson, both of the University of Minnesota, for the purposes of finding out whether or not commercial correspondence courses were efficiently conducted and adapted to the needs and capacities of the students.

The evidence, based on careful scientific study of some 294 cases of people who sought help in the occupational analysis clinic here, and who had taken or were taking commercial correspondence study courses, is a revelation of the exploitation of ambitious students carried on by some so-called educational institutions. It suggests definitely the need and opportunity for adequate educational guidance in all kinds of adult education movements, and should be of vital importance to anyone interested in adult education. The bulletin may be obtained from the University of Minnesota Press.

Professor E. M. Kane Speaks on Hitler and War Problems

Mr. Edward M. Kane of the History Department of the General Extension Division has been giving a number of talks at various places in Minneapolis during January and February, in connection with the Open Forum movement sponsored by the Minneapolis Council of Adult Education. He spoke on "Why Europe Faces War" at the Margaret Barry Settlement House on January 7, at Unity House on January 14, and at South Side Neighborhood House on January 19. At Emanuel Cohen Center he spoke on "Hitler and the Present German Crisis" on February 4, and repeated the subject at the Labor Lyceum on February 18.

In addition Mr. Kane addressed a dinner meeting of the Seton Guild Girls' Club on January 29, on the subject of "Why Europe Faces War," and has received numerous requests from business and professional clubs and fraternal organizations to repeat both his lectures.

E. T. Dakin, Loyal Friend of Adult Education, Dies

In the death of Mr. E. T. Dakin, late General Auditor of the Northern Pacific, the University and adult education lost one of their most energetic and practical friends. Mr. Dakin was for a number of years an energetic and intelligent member of General Extension Division classes, including the famous "speech club" led by

Professor Frank Rarig. He was largely responsible for the promotion of the class in "Business of Today and Economic Problems" in St. Paul—one of the most successful classes the Extension Division has ever offered. Having become interested in the class as given in Minneapolis, he sent circular letters to St. Paul business men, and made the basis of the class, formed as a result of his activities, officials whom he had personally recruited from the Northern Pacific and Great Northern offices.

Mr. Dakin represented a type of adult student the University is proud to claim. He realized that education is a life long process, and, although he was over fifty years old, he continued to study and to urge others to cultivate their intellectual abilities and interests.

Instructor from Argentine Becomes United States Citizen

Mr. Emilio Carlos Le Fort, instructor in Spanish at the University of Minnesota, who is well known to many Minneapolis and St. Paul people through his teaching of extension classes, received his final citizenship papers on February 2. He is the first person from the Argentine to become a United States citizen in this district.

Mr. Le Fort gave the response for the twenty new citizens at the reception held in their honor by the Minneapolis Council of Americanization.

"Speaking for myself," he said, "I can say that I carefully considered what it meant to become an American citizen. I have been in this country ten years, have traveled extensively and am favorably impressed. You can be assured that we will all fill the obligations demanded of us by our new country."

On February 26, 27, 28 and March 1, the University of Minnesota held a four-day Short Course for Greenkeepers on the campus of the Agricultural College. The course was offered through the administrative agency of the General Extension Division and the co-operation of the United States Golf Association, Greens Section; the Minnesota Greenkeepers' Association; and the Agricultural Extension Division of the University of Minnesota. It was especially designed for greenkeepers and members of greens committees, and gave consideration to essential problems of golf course maintenance.

The St. Paul Evening Students' Association held its annual party at the Knights of Columbus Hall in St. Paul on January 20. The party was largely attended, and was one of the best-planned and most successful gatherings that the association has ever sponsored. Dr. and Mrs. R. R. Price, Mr. and Mrs. Charles Dow, Mr. and Mrs. C. L. Rotzel, and Mr. and Mrs. Wm. Le Borious were the chaperones.

Book Review

The Extension Program of the University of Chicago, by Clem Oren Thompson, University of Chicago Press, 1933.

Publications in the English language have for years been full of pretensions theoretical and sentimental or wishful discussions of adult education, but only recently have a few factual studies appeared which contain tangible evidence of the meaning of concrete programs and proof of their results. One of these is Clem Oren Thompson's report of the exceptionally thorough research into the extension work of the University of Chicago. This research is significant also because it deals with a movement and historical event largely initiated and applied by the great educator, William Rainey Harper—university extension in the new university. The diversified program of university extension in the United States is in part the outgrowth of that earlier venture; the correspondence study innovation at Chicago served especially as a model in many institutions. One of the recommendations made by the survey, of which Mr. Thompson's research was a part, definitely turns back the Chicago program toward the original intention of President Harper—experimentation.

"The introduction of the New Plan assumes that it does not matter where or how one becomes educated and that one's ability to attack new and complicated problems is not indicated by the possession of so many credits." Such a statement is nothing short of "revolutionary" in academic circles and will be revolutionary in fact if the principle involved is put into practice in other institutions; for here is the charter of a new adult education movement, since it frees the great universities from agoraphobia. University extension has lacked academic sanction for liberal experimentation in adult education out in the open spaces. Perhaps Chicago will again set new goals and invent new devices in instruction by mail, by radio, and by other informal methods.

Most important is the evidence thoroughly sifted and effectively presented to show that the University's pioneering in Extension produced unimpeachable results both in quantity and quality—findings which warrant the recommendation for further activities carried out with "an open mind, suspended judgment, and experimentation of a high order."

For the academically critical the book serves clearly to answer that skepticism which is such a deadly drag on many American colleges. For one thing it proves conclusively that the comic-paper notion of the value of correspondence or "home study" is utterly unfounded. It also seriously poses a problem that universities have often dismissed too lightly or even with contempt—the problem of more desirable types of adult education.

—W. S. BITTNER,
in *N.U.E.A. News-Bulletin* for December

University of Minnesota Correspondence Study Courses

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 Manage-
ment 16

Child Welfare
*Child Care and Training (\$1.00)
*Later Childhood and Adolescence (\$1.00)
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 Edu-
cation 16
History of Modern Elementary Edu-
cation 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 20
*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

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 32 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; 4 credits, \$12.50; 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.

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 16
Theory of Equations 16
Commerce Algebra 27
Mathematics of Investment 27

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

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
Elementary 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

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

The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

VOL. VIII

APRIL, 1934

No. 8

Public Opinion in a Republic

By HALDOR GISLASON

IT is worth while to give thought to the manner in which public opinion is formed in a great democracy like ours. Perhaps the first comment we are impelled to make is to stress the extent to which public opinion is *not* made and does not function. Many of us, I venture to say, were somewhat startled a year or two ago when Senator Borah affirmed on the floor of the United States Senate that no progress can be made toward disarmament at the present for the simple reason that there is no public opinion to support it. (Page the pacifists!) That does not mean, however, that there is not strong sentiment for disarmament. It simply means that such sentiment is largely inarticulate; it does not find expression; it has not crystallized into *public opinion*. Or else it means that there are powerful groups that can make more noise on the other side and drown the voices of those who are laboring to bring forth the day when the war drums shall beat no longer.

This lack of public opinion is further illustrated by the experience of a certain Congressman, who, when called upon by one of his constituents to support a measure that had a wide popular appeal and approval, pointed to two piles of letters on his desk. One contained a few straggling communications from constituents in the country in favor of the bill; the other was a pile of letters a foot high from a few well organized groups who had an interest in killing the bill. Said he, "Here is public sentiment on this measure as I get it. In the face of that, how can I support the bill?"

Yet there are many sources of information and stimulus open to and operating upon the public. The one nearest to us and perhaps the one most potent for the average man is that resulting from social contact with our fellows. Most of our opinions and beliefs we catch from our associates just as we catch the small pox or the measles. The herd instinct operates in human beings much as it does in sheep. The majority of the herd follow bell wethers; so in human society, the majority follow leaders, mostly uncritically, without taking the trouble to inquire into the reasons pro and con. We follow instead of thinking for ourselves because, as Joshua Reynolds said, "There is no ex-

pedient to which a man will not resort to avoid the real labor of thinking."

The newspapers still continue to be powerful molders of public opinion, although the radio has made some inroads into their domain. Barring gossip, scandal, accounts of crime, and a tendency to feature the frivolous, the newspapers give important news, and have writers in almost all fields that are worth reading. All of them profess to be impartial in the reporting of news, and many of them profess independence in their editorial columns. As a matter of cold fact, no newspaper is altogether impartial in its news columns nor independent in its editorials. The ways in which partiality may be shown in handling news are many and subtle. I have seen Clarence Darrow get two inches in an inside column when he spoke on an unwelcome subject, and a flaring headline straight across the front page in the same paper when he spoke on a welcome one. Every well informed man will read one or two newspapers and very likely spend more time doing it than he should. But to stop there is fatal. A man who gets his knowledge of politics and economics from a partisan newspaper is much like a man who gets his knowledge of medicine from a swamp root almanac.

A relatively new instrumentality in the formation of public opinion is the radio, probably the most potent of all public forces. There are now not less than 18,000,000 radio sets in the United States, and if we allow three listeners to a set, 54,000,000 people may listen in on the radio at the same time.

It has been estimated that in the last presidential campaign probably 35,000,000 of the 40,000,000 voters heard the voices of both Hoover and Roosevelt. During the four months preceding the election, according to authentic estimates, political speeches consumed \$5,000,000 worth of radio time, one-half of which was paid for and the other half donated. Ever since the advent of the new administration its mouthpieces from the president down have talked periodically over the two national broadcasting chains to many millions of listeners. Father Coughlin boasts an audience of ten million listeners on a Sunday afternoon. We may easily imagine what a persuasive

force such broadcasts have become in our national life.

It is fair to say, I think, that a conscientious effort has been made by those in power to preserve on the air the traditions of free speech. Nevertheless, the radio is not free and probably never will be. There are many instances in America where a man has been either completely denied the use of the radio, or else cut off in the middle of a speech, not for uttering anything vulgar or indecent, but simply for expressing his honest opinions. We can no more eliminate bias from the radio than we can eliminate bias from the newspapers. All such agencies are likely in the long run to play into the hands of the strongest groups, whatever they may be.

MORE reliable, though unfortunately not so influential in molding public opinion, are our informative magazines. These furnish an outlet for many of the best writers and thinkers of the day, and present, therefore, the most authentic opinion on almost every conceivable subject. Many of these periodicals which a few years ago were essentially literary and short story magazines have now opened their columns to the discussion of all sorts of economic and political questions in response to the pressure of interest in these fields. Still, it is amazing how little these magazines are read and how limited is their circulation. It is a safe guess that they are a closed book for ninety-five to ninety-eight per cent of our population.

Every man who wishes to be well informed will read at least two or three of these magazines, and will endeavor to get all points of view: conservative, liberal and radical. A list of representative magazines of the informative type may be found in the December issue of *THE INTERPRETER*.

Better and more dependable for the formation of opinion than the people we rub elbows with, than the newspaper, the radio, or even the magazines, are good books. In well selected books, we find the best thoughts of the best men, not necessarily unbiased, but stimulating and thought-provocative. No one is so occupied, or ought to be, that he cannot spend

(Continued on page two)

The Interpreter

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

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

Richard R. Price - - - - - Director

Advisory Committee

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

Mildred Boie - - - - - Editor

APRIL, 1934

Everyman and Public Affairs

Everyman has been told so often that he is but a cog in the machine that he believes it. He has lost faith in his own individual significance, and therefore he turns in despair from even thinking about public problems which seem too vast and confused for him to confront. But the time is rapidly coming when those problems will surround Everyman on every side, when, whether he likes it or not, whether he is ignorant or learned, he will have to readjust his life to new social conditions. And then he will discover the close and vital relationship between public affairs and private affairs, between public and private thinking. The men who will face those changes with the most courage, the most sanity, the most elastic powers of self-adjustment, will be those who have caught a vision of the excitement and challenge of these changing, eventful times. That vision is not a mystical experience; it is something Everyman can gain by taking advantage of the very concrete and definite ways modern life provides for the formation of public opinion. Just as Everyman can make his private life richer and better through an attempt to understand and appreciate art, music and literature, so Everyman can make his life as a citizen more intelligent and significant through an attempt to understand public affairs.

Dr. Ross Finney, Noted Minnesota Sociologist, Dies

In the death of Dr. Ross L. Finney, Associate Professor of Educational Sociology, on February 24, the University of Minnesota lost one of its ablest men in the social sciences. As an author and speaker Dr. Finney was nationally known for his contributions to the building of a sound and progressive sociological philosophy of education. He was the author of a number of books on school administration and the special field of educational sociology. His most recent work, *A Sociological Philosophy of Education*, won high recognition when it was selected by the National Education Association as one of the five outstanding educational books in the year of its publication.

In paying tribute to his work, Professor Stuart Chapin, Chairman of the Sociology Department, said, "Dr. Finney was a brilliant exponent of a sound social philosophy of education in the modern social order. He won well deserved recognition in this field of thought. He had unusual insight into social relationships and his theory of sociology was a helpful challenge to other explanations of social reality."

To thousands of students of the University of Minnesota, Dr. Finney was known as a teacher in one of the most stimulating of new fields of thought. Especially in the field of adult education did he make his sympathetic interest and influence felt.

Dr. Finney was born at Postville, Iowa, and educated at Upper Iowa University, the University of Chicago, and Boston University. In 1902 he was ordained as a minister of the Methodist Episcopal Church and served in pastorates at Stewartville, Wells, and Luverne, Minnesota. In 1909 he became professor of economics at Illinois Wesleyan University, Bloomington, Illinois, and then taught education and social sciences at the State Normal School at Valley City, North Dakota. In 1919 he came to the University of Minnesota, and taught here until his retirement in 1933.

Public Opinion in a Republic

(Continued from page one)

an hour a day reading good books.

While "reading maketh a full man," it does not necessarily make a critical or well disciplined mind. Reading does not bear its full fruition until we begin to share our thoughts with others and to have others share their thoughts with us. "Truth disentangles passing o'er the lips." Here is where discussion groups serve an extremely useful purpose, whether it be in the field of literature, art, economics and politics, or what not. If we are going to come to realistic grips with our social, economic and political problems we must approach them with well informed, disciplined and critical minds.

The intelligent student of affairs will be on his guard against all special pleading, and endeavor to estimate it at its true worth. He will go to sources that have in them the maximum of information and the minimum of propaganda. He will read newspapers, but not spend any large part of his leisure time doing so, and he will make proper allowance for group bias. He will listen in on well selected radio programs, but will not have his instrument bellowing all day. He will read informative magazines regularly and aim to get all points of view. He will discuss public affairs with his fellow citizens. And lastly, he will read good books every day and so move in the company of the best minds, not only of his age, but of all time.

The Interpreter's Monthly Reading List

Music Appreciation

For the layman interested in music, we present a list of books, prepared by Mr. Irving Jones, the author of the essay on *Music and Everyman* in the February INTERPRETER. The reading of such books as these, coupled with much hearing of music, will furnish the understanding and experience which are the fundamentals of discriminative taste.

Musical Taste and How to Form It, by M. D. Calvocoressi. (Oxford Press.) A brief, charmingly written and highly interesting discussion of really practical things to do to enjoy music.

What Is Good Music? by W. J. Henderson. (Charles Scribner's Sons.) Some facts, comments, and interpretations by one of the country's most able critics.

A Guide to Music, by Daniel Gregory Mason. (Doubleday, Doran & Co.) Also a compendium, interestingly written, of facts and their meaning.

From Song to Symphony, by Daniel Gregory Mason. (Oliver Ditson & Co.) Tells how the composer works to build the simplest folk song or the greatest symphony. A very valuable little book, well illustrated with samples of music.

The Spell of Music, by J. A. Fuller-Maitland. (MacMillan.) The greatest musical scholar of England writes a bit more for those who have already learned—but it is good.

The Education of a Music Lover, by Edward Dickinson. (Charles Scribner's Sons.) A more extended and somewhat philosophical work, inspirational and very valuable.

Student's Work Committee Notice

All students who consider themselves candidates for Extension Certificates, to be awarded at the close of this semester, should notify the Student's Work Committee at once. The Committee aims to discover as many candidates as it can, from the records, but does not expect to be successful in noting them all. If applications for the certificates are received now there will be ample time to check records.

Learn to Swim and Dive Before Summer

The General Extension Division announces a class in swimming to be given in the Women's Gymnasium on Wednesday evenings from eight to nine, beginning April 4. The class will be taught by Miss Helen Starr, who is well known to extension students for her excellent and enthusiastic teaching. The fee is \$3.75 for the quarter, and registrations may be made at any Extension Division office.

A Study of Commercial Correspondence Courses

By HERBERT SORENSON

He was the depot agent. He lived in a small rural village—a one depot, one grocery store, three garage, one post office town. Through the post office of that town, the depot agent received "literature" which fired him with ambition. He inferred to me one day that he wouldn't be staying very long in this "dead man's town." "I expect," he said, "to step into a bigger job; the world is just crying for trained men." The depot agent used such words as chief, executive, superintendent, manager and so on. He spoke of future \$10,000, \$15,000, and even \$25,000 salaries. He was taking a commercial correspondence course.

At about that time I too was taking a correspondence course, but it was from a university. My mind and ambition had never been ignited by the terminology that had put "Acres of Diamonds" dreams into the mind of the depot agent. As a high school teacher, I was merely taking a university correspondence course so that I might keep a few more jumps ahead of my students. It never occurred to me that a correspondence course is the modern alchemy that changes the nervous system of the ordinary man to that of a captain of industry, chief engineer, super-salesman, or electrical wizard; I merely thought that by finishing the course I might learn something.

Some day former correspondence students may have their alumni reunions. We'll go back to our Alma Maters. The reunions will be held at the post offices throughout the land, but I will not meet the depot agent at the post office of our town. For an alumnus is one who completes his course of study, and the depot agent, like most men taking commercial correspondence courses, did not finish his.

Professors Charles Bird and Donald G. Paterson, in their significant study of *Commercial Correspondence Courses and Occupational Adjustments of Men* (University of Minnesota Press, 1934, 27 pp.), discovered that only 6 per cent of a group who had enrolled in commercial correspondence courses finished them. Of 235 men who had purchased correspondence courses from commercial schools, only 14 completed their courses. Within a year after they had begun their courses, 40 per cent had discontinued their correspondence work.

The group of which Bird and Paterson made special study consisted of both employed and unemployed men who had taken commercial correspondence courses and who had come to the University of Minnesota Employment Stabilization Research Institute for diagnosis and guidance. These men were studied for the purpose of determining, as far as possible, their characteristics and the extent to which their having had experience with

commercial correspondence courses contributed to their adjustments or maladjustments in life. The number of men studied—between two and three hundred—is, from a research point of view, a rather large number. The investigation was more than one of broadside testing. A case study was made of each man, and the diagnostic work was thoroughly and comprehensively done.

First of all, emphatic concurrence should be given to a reference which appears in the foreword. After describing the inspiring salaries, glorious personalities, and unbounded promotions which are the direct or indirect promises of commercial correspondence school advertisements, the authors remark:

"Someone has pointed out that this same process is probably duplicated at the bottom of the sea, where sharks perhaps are busy organizing the suckers into schools for the purpose of teaching them to become flying fish."

Bird and Paterson probably will be unfavorably criticized for this statement, but I wish to commend them for their refreshing and apt expression. It might well serve as their text because the data of their investigation support it strongly.

One of the significant findings of the investigation is that more employed men than unemployed finished their commercial correspondence courses. This fact may indicate that the finishing of these courses helped men to retain their jobs, but more likely it shows that men who have the qualities which cause them to be retained on their jobs, while others are dropped, persist longer in their undertakings.

Another finding was that a surprisingly large proportion of the men who had begun correspondence courses were not engaged in occupations indicated by the titles of their correspondence courses. But a larger percentage of unemployed than employed had been engaged in the occupation for which the correspondence courses were training them, which would indicate that the correspondence work did not keep them on their jobs.

Bird and Paterson find fault with the correspondence schools for selling their expensive courses to adults whose ability and training are so inadequate that they will surely fail. A comparatively large proportion of the commercial correspondence students had had little formal education, and had low scholastic aptitude as measured by the typical intelligence test. It would seem obvious that a person who has had little formal education and has the mental ability of an eighth grader, should not undertake to become an accountant or a civil or electrical engineer, yet correspondence schools encourage even students of low ability to take such courses.

By means of objective data yielded by their investigation, Bird and Paterson thus present a convincing pattern of evidence showing that commercial correspondence

courses do not satisfy the claims that are made for them by their sponsors. Very few students finish these courses; the courses do not correlate with occupations in which the adults are engaged; and a large proportion of the adults who take these courses are not qualified by virtue of ability or training to take the correspondence courses which were sold to them.

Certain characteristics of adult abilities and certain factors which operate in adult education, and which have been overlooked, should be pointed out in connection with this study. In the first place, it may be said that there is not a clear-cut relationship between ability in a correspondence course as measured by marks in the lessons and persistence in the course. In a recent study of University of Minnesota correspondence courses an examination of the marks of those students who complete their correspondence courses and of those who discontinue indicates that the achievement of those who discontinue is about as good as the achievement of those who finish. It would seem that in most correspondence courses, students discontinue not because they fail, but because they haven't the persistence to continue.

Furthermore, it may be said that there is not a very definite relationship between measured intelligence and years of formal schooling, and completion of correspondence courses. In the Bird-Paterson investigation, the mortality was not highest in the courses which were taken by the adults with the lowest average amount of schooling, and mortality was not least in the courses taken by the adults who had had on the average the largest number of years of formal schooling. The adults who had started correspondence courses in mechanics had the least amount of formal schooling, but they showed the largest percentage of completions. On the other hand, of the unemployed who took courses in accounting and who had had on the average, among the different groups, the largest number of years of formal schooling, (the same amount as the employed group taking accounting), none finished his course. The unemployed group also had as much measured intelligence as the employed group who took accounting. None of the unemployed group finished, but sixteen per cent of the employed group did. Apparently other factors than measured intelligence and years of formal schooling cause adults to complete their correspondence courses.

A third factor to be considered is the fact that the adult learning process fits into the concept of horizontal development, and therefore adults should not be judged entirely by criteria that fit school children and typical college students. An experienced adult who on aptitude tests standardized on high school and college students, measures, let us say, only up to ninth grade standard, will in all probability achieve, in courses of his own choosing

and in courses that correlate with his experiences, considerably more than would be expected of a child of ninth grade ability. Because of his experience, his volition and interests, he will probably learn more from such a course than will an immature person. It must be recognized that adults have their limitations and that these can be measured, but sight must not be lost of the wide horizontal development of which motivated and experienced adults are capable.

Experience of educators in colleges and universities has proved that the correspondence course method is good discipline. University students of the highest calibre, many of whom go into the graduate school, have acquired some credits by correspondence. A majority of correspondence students who have completed their courses state that they feel their gain is as great by this method as by the class room method. There is a scant bit of evidence that their actual achievement is as great.

But attention should be directed toward needed improvements of correspondence courses. The large amount of unprofitable effort required by some teachers of correspondence might be reduced so as to increase the amount of learning in terms of the chore elements. Intelligent use might be made of mimeographed material for testing and practice purposes. If we would study the instructional and diagnostic methods utilized in elementary school arithmetic we would find much to incorporate into correspondence teaching methods.

The most important conclusion to be drawn from studies of commercial correspondence students and their courses remains to be made. It pertains to the relations of profit-making schools to adult education. It is a generally shared idea that the important educational movement of the future is adult education, and that we shall see more adults engaged in serious study. I believe we may safely conclude that the control of adult education should be in the hands of non-profit-making institutions. Adult education should be directed by persons of scientific training who do not have to count profits by counting adult heads or the number of courses sold.

It is not safe to trust adult education to commercial schools. The study which has been reviewed is scientific evidence in support of that statement. Bird and Patterson, and Noffsinger before them, have shown us how correspondence schools with their profit motive sell their courses with no thought of the student's welfare, and regard their prospective clients not as students so much as customers. Anyone who understands human motives and has observed the advertising of commercial schools senses the dangers in an education sold to customers. Adult education, if it is to be education, must be controlled by universities, colleges, and public schools.

Regents Grant Lambie and Sorenson Leaves for Research

Dr. Herbert S. Sorenson, Assistant Professor of Education of the General Extension Division, and Dr. Morris B. Lambie, Professor of Political Science and Head of the Municipal Reference Bureau, have been granted leaves of absence by the University of Minnesota Board of Regents for research purposes.

Dr. Sorenson will use the first semester of 1934-35 to further his study of adult abilities. He began his project by measuring the college abilities of extension students at the University of Minnesota. On the basis of this work, the Carnegie Foundation granted \$10,000 to the University to carry on an extended study of the same kind in several universities, under the direction of Dr. Sorenson. During his leave of absence, Dr. Sorenson will visit these universities, traveling to California, Colorado, Indiana, Kentucky, Utah and Virginia.

Dr. Lambie will continue his investigation into the subject of university training for public service, visiting American universities and government departments, and possibly going to England, France, Russia and Scandinavia. His leave extends from September 15 to December 15.

Camp Leadership Training Course Planned for April 9-14

The University of Minnesota, through the administrative agency of the General Extension Division, will hold a short training course in camp leadership from April 9 to 14, at the Women's Gymnasium. Miss Barbara E. Joy of Joy Camp, Hazelhurst, Wisconsin, will be the instructor. Further information may be obtained from the General Extension Division.

Emergency Educational Forces of State Hold Institute

The Emergency Educational Division of the State Department of Education and the Minnesota Council for Adult Education cooperated to hold an Institute of Adult Education on March 26 and 27, at the University of Minnesota.

At the general sessions Arthur E. Bestor, of the Advisory Board of the National Office of Education; E. M. Phillips, Minnesota State Commissioner of Education; Harold Benjamin, Director of Emergency Education in Minnesota, and Katherine M. Kohler, Director of Adult Education in Minneapolis, spoke on the significance and development of adult education in Minnesota, the United States, and Europe.

Equally interesting were the conference meetings, at which the teachers who have been working under the Emergency Education program held panel discussions on problems they have met in their work.

In connection with these meetings, a

mass Citizens' Meeting was held in Northrop Memorial Auditorium on Friday evening, March 30. Sponsored by public, civic, agricultural and professional organizations of Minnesota and the Northwest, the meeting was indicative of widespread public interest in the problems of education today. President Lotus D. Coffman of the University of Minnesota presided, and Jessie H. Newlon of Teachers College, Columbia, and the Honorable Paul V. McNutt, Governor of Indiana, were the main speakers.

Haldor Gislason Publishes Book on Art of Effective Speaking

A new and stimulating book on *The Art of Effective Speaking*, written by Haldor B. Gislason, Assistant Professor of Speech at the University of Minnesota, has just been published by D. C. Heath & Company. It might have been called the *Art of Thinking and Speaking*, for it is provocative of both activities.

Although the book is planned as a textbook for students in speech classes, it contains so much good practical material and so many stimulating ideas that it makes significant reading for anyone interested in this most universal of arts. The individual chapters on different kinds of speeches are most convenient for reference; the chapters on motivation are especially commendable for their approach, based on the findings of modern psychology, to the difficult problem of appealing to the audience; and the reading lists and illustrative material are excellent. For the teacher and critic, the appendix on Suggestions for Criticism of Speeches will be especially significant.

Mr. Gislason is well known throughout the state not only for his fine teaching, but also for his work as Head of the Community Service Department of the General Extension Division, and for his influence in his community as a liberal thinker.

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The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

VOL. VIII

MAY, 1934

No. 9

What Is Philosophy?

by

ALBUREY CASTELL

Department of Philosophy

THERE is a well-worn story which illustrates the futility of short articles concerning the subject-matter of philosophy. It has been my general experience that unless a teacher of philosophy admits having heard it, his remarks on his own field will be met with suspicion. So it is well to get it over at once: One man asked another to explain the difference between a philosopher and a theologian. The second replied: "They are both blind men searching in a dark room for a black cat which is not there. The only difference is that the theologian comes out believing he has found the cat."

This story reflects the state of mind created by a superficial acquaintance with philosophical criticism and speculation. The reason is that philosophers deal in "abstractions." And, for most of us, an "abstraction" is little better than a black cat that is not there. The first, and, I suspect, the hardest lesson in philosophy, is to realize that abstractions are not black cats and that they *are* there. For the work-a-day business of living, they do not matter. And it is, I believe, a piece of deceptive ballyhoo practiced by unprincipled hacks and publishers to argue that they do.

What I mean may be made clear by an illustration. Suppose someone remarks that a million is a large number. What he means is clear. You may agree or not, depending on the range of numbers in which you are accustomed to think. Discussion of the proposition might proceed indefinitely, without becoming philosophical—that is, without the deliberate introduction of "abstractions." But if, by chance, you said "One million is, no doubt, a large number; but can you tell me exactly what a *number* is?" it would soon be apparent that you had raised an awkward problem. Unlimited skill in the manipulation of numbers would avail nothing. The ability to add six columns of numbers at once would throw no light on the nature of number itself. Now a number is, in a way of its own, a very real thing. It is not a black cat; and it is *there*. It would not ease the situation to say "You know—one, two, three, these are numbers." The point is, what precisely are we saying, with respect to one,

two and three, when we say they are *numbers*? The accurate definition of *number* is a highly philosophical enterprise.

Now, in every science there are notions which are used in what might be called an unexamined way. In arithmetic, number is an example. In physics, *cause* is, I suspect, another. In geometry, space is another. In biology, mechanism is another. What, for example, is finally meant by a biologist when he says that an animal is an organism and *also* a mechanism? Or by a psychologist, when he states that *determinism*, whether or not it is a true belief, is nevertheless a necessary *postulate*? What is sometimes referred to as the "philosophy of science" is, in part, the painstaking analysis and clarification of these and similar basic conceptions. The attempt is by no means uniformly successful, owing to the refractory nature of the ideas involved. And it is, in many respects, alarmingly dry. The philosophical aspects of any science are usually ignored or misunderstood by practicing scientists. Wisely so. Their clarification does not, I think, contribute to what is sometimes described as the "practical" value of the science.

II

PHILOSOPHERS have other worries, however, besides those created by a critical examination of basic scientific notions. They come about in this way. Human beings have, in addition to their one big job of earning a living and keeping out of mischief, two major interests. The first of these is to find out, with regard to everything, what may be called "the facts of the case." This interest, pursued carefully, results in the sciences. Given time and patience and brains, there can, apparently, be a scientific investigation of anything. The point at which philosophy impinges on this enterprise has been suggested.

But, this being the sort of world it is, and we being the sort of creatures we are, there is one other major interest. I mean

the interest in values. This unblinkable fact has many implications. We are strangely twofold in our interests; endlessly curious concerning "facts" and endlessly sensitive to "values." This deep-rooted dualism in human nature eventuates, on the one hand, in our sciences; on the other, in our preferences and obligations. The sheer presence of values, to be ignored or striven after, complicates things enormously—and provides much grist for the philosopher's mill. It is on the nature of this grist that I would not be misunderstood.

If so harmless a remark as "one million is a large number" can precipitate genuinely difficult problems, what may be expected when a question is seriously raised concerning our preferences and obligations? The ideas and language used in connection with our feeling for values is, to say the least, woolly. In these matters we live most intensely, and, as a result, I suppose, think most confusedly. How much real meaning, for example, is present in Keats' remark about truth and beauty? Or in Shakespeare's observation that there is nothing good or bad but thinking makes it so? Turning from meaning to justification, what reasons can be found for John Stuart Mill's well-known belief that happiness is the only finally good thing? Or for the belief of a contemporary moralist that the good life is one inspired by love and guided by knowledge?

I would not be misunderstood. The philosopher's interest in values and the problems they generate is strictly analogous to his interest in facts and the problems *they* generate. In neither case is this interest what may be called "hortatory." It is not a philosopher's business to exhort people to pursue either facts or values. Nature, I suspect, will look after that. His interest is in meanings and reasons, particularly as these operate unsuspectedly in our intellectual and evaluative interests in life. A frequent expression in the conversations of Socrates was "Come let us examine together the meaning of what we are saying." It was the quest for meaning, and rationale, that led him, through forty years of philosophizing, to declare finally that the "unexamined life is not worth leading."

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MAY, 1934

The Need of Mental Discipline

One of the common fallacies of democratic education is the belief that anyone can learn anything, and almost anyone can become almost anything he wants to. While such cheerful hopes are no doubt delightful and encouraging for ambitious anyone, for politicians and for commercial correspondence study schools, they are, unfortunately or fortunately, not true.

It is true that because few people use their full abilities, almost anyone can hope to improve himself and to advance mentally; it is true that the pleasure and profit of learning need not be restricted to childhood, youth or even middle age. But it is not true that anyone can at any time learn anything he wants to. For there is one factor which not even the highest hopes or the best education can provide, and that is brains.

Any intelligent person who reads magazine advertisements of short story writing courses knows that it is impossible that anyone, as they proclaim, can learn to write an artistic thing such as a short story. Anyone who reads critically the announcements of commercial correspondence courses which declare that you too can become the manager of your firm if you prepare in advance by studying at home, knows that such advertisements delude many poor, honest people with hopes they are never capable of realizing.

Yet most of us are easily deceived by our own self-respect and the cleverness of book "blurbs" into thinking that we can, if we care to, "keep up" on modern science and philosophy by reading through the latest book "for the layman" without exerting our minds. We forget that philosophy and science are not subjects which can be swallowed in small sugar-coated pills. They are subjects on which a man has to concentrate. Unless the books of philosophy and science which we read make us feel as if we were stretching our minds, perhaps painfully, we can be fairly sure, either that we aren't "getting them," or that they are weak dilutions which do not contain the essence of the subject we thought we were studying.

For this reason, such an article as Mr. Castell's, with its honesty and clarity and directness about the subject-matter of philosophy, is highly significant, and should

suggest to every adult who wants to make his education a life-long process that mental discipline as well as interest is of prime importance in true learning.

On Looking Freshly at the Commonplace

AT a recent convocation, Mr. Louis Untermeyer, one of America's prominent modern poets, spoke on "The Glory of the Commonplace." With evident sincerity he called the Middle West commonplace. He meant the term as a compliment, and perhaps he was right. Certainly he was right in trying to stimulate Middle West-erners to think out what the Middle West is, and what, if it is commonplace, the glory and unpleasantness of the commonplace are.

It is delightful to be able to see appreciatively the beauty and to write exquisitely about the charms of Chartres, as Henry James did; it is even more important to be able to write honestly and concretely about whatever charms the Minnesota landscape possesses. The people in charge of the CWA program gave this kind of challenge when they asked the artists who came to them for work to paint, not olive orchards in Italy, or peasants in Normandy, but scenes in their own state.

In the same way such prosaic things as composition classes (of the right sort), when they encourage students to write, not about imaginary romances, but about their own experiences, follow the commonplace—and profound—advice of our poet. To learn to perceive accurately and then to evaluate one's own experiences is an indispensable foundation for understanding the lives and ideas of others, and to be able to understand and criticize the commonplace with fresh appreciation of whatever loveliness it has and with honest and action-producing dislike of its ugliness, is indispensable for making life more than commonplace.

The New St. Paul Association

On Friday, April 6, there was formed a new organization of St. Paul extension students under the name "St. Paul Association of Extension Students, University of Minnesota." As a matter of fact, the new Association is a reorganization of the formerly existing body, which had come to be merely a geographical section of the General Association of Twin City extension students. The St. Paul students have now deemed it advisable to set up an organization for their own city which shall be independent and autonomous. Through this organization it is understood the St. Paul students will govern their own affairs and will express their views on policies and programs. Hereafter the new Association will be recognized as officially representing the St. Paul student body.

The Interpreter's Monthly Reading List

Books on Philosophy for Those Who Wish to Study

The following list of books has been suggested by Mr. Castell for the intelligent adult who seriously wishes to have a short study list of significant contributions to philosophic thought. These are not books which he who runs can read; they are books which require one to sit down and study, but which will richly reward the man who stretches his mind on them.

The two divisions of the list refer to the two divisions of Mr. Castell's essay, but of the two, the second will perhaps be the better to start on.

I

- Bertrand Russell—*Introduction to Mathematical Philosophy*.
C. D. Broad—*Mind and Its Place in Nature*.
C. I. Lewis—*The Mind and the World Order*.
Plato—*The Theaetetus*.
Bergson—*Creative Evolution*.
H. Vaihinger—*The Philosophy of "As If."*

II

- Plato's *Republic*.
G. E. Moore—*Principia Ethica*.
C. D. Broad—*Five Types of Ethical Theory*.
R. B. Perry—*General Theory of Value*.
Santayana—*The Life of Reason*.

Mr. Castell

Mr. Alburey Castell, the author of the leading article on Philosophy, is well known to both extension and day school students for his stimulating teaching. In the Extension Division he teaches *Logic*, and this year, for the first time, a new course called *The Story of Modern Philosophy*. He also lectures on *19th Century Philosophy* in the day school, and during Professor Conger's absence is this year teaching *Introduction to Philosophy*.

Mr. Castell received his Bachelor's and Master's degrees from the University of Toronto, and his Doctor's degree from the University of Chicago.

Economics Instructor Receives Fellowship for Study Abroad

Mr. Richard L. Kozelka, instructor in Economics 6 and 7 by Correspondence, has been granted a fellowship by the Social Science Research Council. He will leave shortly for Europe, to carry on a study of living costs. His work for the Correspondence Study Department will be taken over by Mr. Erwin A. Gaumnitz.

University Plans Summer Quarter Program to Help Teachers Meet Community Needs

Special Courses in Art, Drama, Journalism and Sociology To Be Offered

During the 1934 summer quarter the University of Minnesota will be in the front ranks among educational institutions which are helping to meet the emergencies that the nation's changing economic life is constantly creating. From the beginning of the first session, June 20, to the end of the second session, September 1, staff members will be bending every effort to help in this national crisis.

The university realizes that teachers throughout the country are required to do more just at present than conduct their classes. They are expected to be adult leaders in community activities, activities which require more creative genius than before. Communities are providing their own entertainment rather than hiring it, and they look to teachers for leadership.

The Department of Speech of the University will therefore offer special work during the summer quarter to help these leaders. Courses in dramatic arts will be given in conjunction with an opportunity to observe and participate in the activities of the University Theatre. All the details of producing a play will be studied, such as casting, costuming, grouping, scene-making, pantomime and acting; the effects of lights on color and materials; the effect of light and color on the atmosphere of the play. The director of the theatre and his technical assistants will be available for conferences with those wishing additional help with the problems of play production.

The department will also offer courses in Speech Pathology which will be of particular benefit to the teachers wanting to understand various phases of the emotional behavior of children. Courses in debate and argumentation, in the problems of teaching speech, and weekly round-table conferences will be part of the program.

Art Education is planning to stress the handicraft side of its work, to help the many teachers and leaders who are finding it necessary to instruct club members and adult education groups in these crafts. Other helps in these leisure time activities are offered in Fine Arts and in the manual arts as the College of Engineering and Architecture teach them.

Agricultural Education is stressing the work of the Future Farmers of America and will have agricultural adjustment leaders on the campus for special lectures and conferences.

Sociology, Journalism, Political Science, and Business Administration have plans for special courses, Sociology in training

for social work in the immediate future, and the others in national and international problems of today.

The School of Chemistry is offering a full program in all the branches of the science. The two courses given in chemical engineering, both of which deal with chemical manufacture, will be open to a few students on advance application, in addition to the group of juniors and seniors who ordinarily take them in the summer.

The Department of Physical Education will offer a much broader curriculum this summer than ever before. The courses will cover the organization, administration and practical application of such activities as scouting, playground work, camp leadership and intramural programs. In addition, the coaching staff will be available to conduct courses in their various fields.

The College of Education is announcing a number of new courses this summer. One of them, Junior College Education, will be taught by a visiting professor, Walter Crosby Eells, who comes from Stanford University. He is considered a leading authority on the junior college.

For detailed information about the courses in all colleges and departments, write to the Director, Summer Session, University of Minnesota, Minneapolis.

University Press Publishes Important Faculty Addresses

"Higher education for all" is the theme of a book by President Lotus D. Coffman of the University of Minnesota: *The State University—Its Work and Problems*, to be published this month by the University Press. In this book, which consists of selected addresses, President Coffman sets forth his belief in a democratic system of higher education—in college opportunities not only for the brilliant student, but for everyone who is capable of profiting by a college course. No course, he says, that appeals to a reasonably large number of students should be condemned as a "fad" or a "frill."

As President Coffman is one of the leaders in educational liberalism in this country, the people of Minnesota should welcome this opportunity to become intimately acquainted with his ideas.

Eight of the most important addresses given on the university campus are now published in the Day and Hour pamphlets of the University of Minnesota Press. The two latest are "The A.A.A.," by Joseph S. Davis, Director of the Food Research Institute at Stanford University,

and "Chinese Politics Today," by Harold S. Quigley, Head of Minnesota's Department of Political Science.

The series was begun a year ago to comply with President Coffman's request that the more noteworthy campus addresses be made available to a larger audience than can be accommodated in the lecture halls.

High Schools Continue College Credit Work Second Semester

The college credit work in Minnesota high schools is being continued a second semester in all but three of the thirty schools whose post-graduate students are taking this work through the Correspondence Study Department to make advance credits in the University of Minnesota.

Many schools have applied for examinations in the mid-year and more will ask for university-monitored comprehensive examinations at the close of the year.

Appleton has held examinations in Modern World History 1 and 2, and Economics 6 and 7. The results were gratifying. Out of 40 examinations taken in the two subjects, 16 received A's and B's, and only 3 were failures. Alexandria has also done well in recent examinations, with 10 out of 40 earning A's and B's, and 7 failures.

University Radio Station Makes Records of Programs

The University of Minnesota broadcasting station WLB is recording two of its informative programs to be sent to the Fifth Annual Institute of Education by Radio.

This Institute, to be held at Ohio State University, Columbus, Ohio, from April 30 to May 2, will provide one of the most interesting programs put on this year by educators, and chief among its attractions will be the recorded special programs submitted for criticism by several radio stations. These programs will afford a good partial survey of the radio programs on the educational level that are being broadcast in different parts of the country. The University of Minnesota's contribution will be a program on Music Appreciation and another on Child Welfare, and other stations will present programs on Speech, Art Appreciation, History, Literature, Government, Science, Social Studies, Aviation, Forest Preservation, and so on.

Dr. R. R. Price Speaks at State Parent-Teachers Congress

Dr. R. R. Price, Director of General Extension, gave an address on Adult Education at the Michigan State Congress of Parents and Teachers held at Grand Rapids on April 27.

The following essay is one of a series by extension and correspondence students which describe what education means to them. Readers of THE INTERPRETER are invited to make contributions to this column.

The College Graduate and Extension Classes

Extension classes mean many things to many different people. They assist the hurrying business man to climb the next step on that long, weary ladder upward, or they help him realize his pet hobby, long a mere dream. To some they mean the slow accumulation of credits toward a distant, coveted degree or the fulfillment of ambitions for a profession. To others they open the door for escape from the dull prosaicness of middle class mediocrity.

The lonely, the thwarted, the hopeful, the ambitious all find in extension class meetings and discussions a something which has been lacking in their lives, which can lend them added significance and which can lead the way, pleasantly and clearly, into the Realms of Gold described in Professor Nichols' article in the January issue of THE INTERPRETER.

I would like to express, inadequately, perhaps, but nevertheless sincerely, what extension classes can mean to those whose recent graduation has brought to a close four years of university life.

I venture to say that every member of that tremendous graduating class of last June, of which I was one, has felt, admittedly or not, a confusion in being cast out, alone, on that summer's evening. Here, before us, lay that world which we long had promised to conquer. But how were we to go about conquering it? What step should we take first?

We found that the world was full to overflowing, that no one cared particularly about being conquered, that no one cared about anything except next week's pay check and the NRA. Some of us got jobs and felt that the blessings of the almighty powers had descended upon us; more did not, and for them the confusion must have been the more acute.

Being taken into the workaday fold was a new experience, at first exciting too, but the beginner soon found that the proverbial bottom, where he was without exception placed, was very, very far down and that the climbing upward was a slow, painstaking process. Nowadays one can't expect things to move rapidly; he knows that more than ever people are cautious, yet he has been taught by his university life to love progress, action, experimentation.

Looking back, he can realize that the campus was a sheltered, friendly, stimulating place; the routine, the freedom, the struggles, the exciting challenge of brilliant minds made its life an ideal one.

He can realize also there is no point

in glorifying the proverbial bottom—it isn't one bit glorious. But to the impatient person who finds himself in it, there is one escape into the life of the past four years—the extension class. Here again is the stimulation of mind challenging mind, the knowledge that one is moving, getting somewhere, doing something.

Every student knows that education is life-long. There is no stopping place where he can sit back and complacently consider himself a completely educated individual. Extension classes prevent one from forgetting this, even for a moment, give him a mental assurance that helps him meet the first year's difficult problems in an adequately adult manner, save him from slipping dully into a rut, keep him mentally nimble. Doubtless every student does not find all this in his evening class, but it is there—for the searching.

—MARJORIE FRYCKBERG

Tempora Mutantur

The New is the child of the Old. The parent's joy, however, is mixed with anxiety. As the traits of her offspring bud, she is often filled with alarm. What if it should become wayward! Its antics are scandalous. She dreads to think of the weanling's future. The Old is conservative, best suited with little change.

People used to work and live largely according to the die cast in youth. A young man's vocation was usually chosen for him. Early schooling had to suffice for whatever might later betide. To adapt oneself to new conditions was rarely done. Seldom, through a deliberate plan, did a man increase the range of his powers. If a mature person was known to study, he was likely to be regarded as one who developed late.

Society is now in a remarkable stage of its evolution, as shown by the willingness of people to accept change. A great truth has been discovered: we may school ourselves at any time of life. A man who devotes his leisure time to studies is no longer supposed to be flying in the face of nature. He may review, extend, or bring up to date what he previously tried to learn. He may acquaint himself with a new field of ideas. He may submit himself to a new discipline or learn a new art. The die cast in youth does not necessarily doom him to a single, narrowing path. The new way is leading to a richer life.

—LEON J. RICHARDSON, Director of University Extension, University of California.

In a republic, public education is not a gift, not charity, not a contribution to the needs of poor and unfortunate parents. Its purpose is to adjust growing citizens to a growing world. We educate not to relieve parents but to protect and perpetuate our investment in culture and civilization.

—E. W. BUTTERFIELD

Extension Faculty Members to Attend National Conventions

Dr. R. R. Price, Director of General Extension of the University of Minnesota, will give a talk on "Emergency Education Problems" at the annual conference of the National University Extension Association, to be held in Chicago May 16, 17 and 18.

Miss Mildred Boie, who has charge of extension classes in English, has been invited to take part in a panel discussion on the teaching of English at the conference.

Mr. A. H. Speer, Head of the Correspondence Study Department, has been invited to represent the Minneapolis Council for Adult Education at the annual meeting of the American Association for Adult Education in Washington, D.C., during the week of May 21.

Meetings will be devoted to an attempt to clarify the purposes of community councils in the field of adult education. Special sections will consider the problems of organization and local surveys of educational conditions.

University Short Courses Draw Special Groups to Campus

The Medical Short Course for General Practitioners, given on March 26 and 27 by the University of Minnesota Medical School co-operating with the General Extension Division, was one of the most successful ever held on the campus. One hundred and thirty physicians attended the series of half-hour clinics, 17 of which were on cancer and 17 on scattered subjects in medicine.

Also successful was the short course on Camp Leadership Training, held April 9-14 in the Women's Gymnasium, taught by Miss Barbara Joy of Joy Camp, Hazelhurst, Wisconsin. It was attended by forty-six people.

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

The Interpreter

Published by the General Extension Division, University of Minnesota
EDUCATION A LIFELONG PROCESS

Vol. VIII

JUNE, 1934

No. 10

The Extension Division Comes of Age

By RICHARD R. PRICE

Director of University Extension

ON July 1, 1934, the General Extension Division of the University of Minnesota will finish its twenty-first year and will, therefore, attain its majority. For such an occasion some reminiscences would seem to be in order.

The Division was organized on July 1, 1913, under its present Director, who had held for the four years immediately preceding that date a similar position at the University of Kansas. At that institution he had organized the Division of University Extension in 1909—the second such division to be established at a state university in the United States. The dynamic George E. Vincent became President of the University of Minnesota in 1911, and it was an invitation from him that caused the Director to shift his activities from the Sunflower State to the Gopher State. Since then, as the soap advertisement used to say, "he has used no other."

Some extension work was already being carried on at the University of Minnesota, but in a somewhat desultory and unorganized fashion. Interested departments merely tried to meet demands that were brought to them. There was no program, no coordination, no responsibility. Dr. John Gray, the energetic head of the Department of Economics, organized some evening classes in business subjects as early as 1911, and was even instrumental in obtaining from the Legislature a special annual grant of \$10,000 for that purpose. There were also a few scattering classes in engineering and in education. At the same time some departments were offering a few courses by correspondence. General supervision of this work was entrusted to Mr. Samuel Quigley, a member of the faculty in the College of Education.

A name for the new unit was first to be sought. It could not be called "University Extension Division," for there was already in existence an Agricultural Extension Division which was, and is, an integral part of the University. After much consultation it was determined to call the whole system the "Extension Service," and to give to the new organization on the main campus the rather colorless title of "General Extension Division." To the latter unit, by general agreement,

was turned over all of the extra-mural teaching and service activities that were not concerned with agriculture and its allied subjects.

Next a staff had to be recruited. From the resident Department of Economics were taken over Dr. Raymond V. Phelan and Mr. Charles H. Preston. The former was interested in labor problems and the latter in accountancy. Then the new Director took a flying trip into Wisconsin and secured the services of Mr. O. C. Edwards as a teacher of engineering subjects, with particular reference to mathematics. Meanwhile, President Vincent had been in touch with Mr. C. L. Rotzel in New York, and in the autumn of 1913 Mr. Rotzel joined the staff with accounting as his field. Before school opened that year Mr. E. M. Lehnerts had been taken over from the campus Department of Geology as an instructor in geography.

THOSE were busy and interesting days. Some form of internal organization had to be effected immediately. It was clear that there were certain natural subdivisions, such as were indicated by service functions and instructional functions. Under the latter fell direct class instruction and correspondence instruction. Class instruction was divided in accordance with subject matter under the heads Engineering, Business, and Liberal Arts. Correspondence instruction was set aside as a separate bureau.

Two service functions had to be provided for immediately. One was the University Lyceum and Lecture Bureau, whose business it was to provide for Minnesota communities entertainment courses of lectures, concerts and dramatic performances. This Bureau also managed for three or four years traveling summer Chautauquas manned by members of the university faculty and student body and known throughout the state as "University Weeks." The new Bureau was headed by a Minneapolis young man by the name of R. B. Oshier.

To the other service unit was given the name "Municipal Reference Bureau." Its function was to furnish municipal officers

advice and information about municipal government and its problems, to make researches and studies in that field, and to act as a clearing house through which the best practices and the experiences of other cities might be made available to the cities of Minnesota. It acted also as a medium through which expert knowledge and services at the University were brought into contact with the practical needs of the cities. As an outgrowth of this Bureau there was organized in August, 1913, a League of Minnesota Municipalities, which has grown in usefulness and influence ever since. More than 350 cities, towns and villages now hold membership in the League. The director of university extension has from the beginning been secretary-treasurer of the League. It affiliates with the University through the Municipal Reference Bureau. To head this Bureau a young man was called from the University of Kansas, Mr. Gerhard A. Gesell.

The new Division found its first quarters in a suite of rooms on the second floor of the old mechanical engineering building, now occupied by the School of Business Administration. The offices remained there for two or three years and then were moved across the campus to the ground floor of the main engineering building. During the War this space was needed for the hospital and infirmary set up to serve the Students' Army Training Corps. The Extension Division accordingly moved across Washington Avenue to the second floor of Millard Hall. After the War was over, the space in the main engineering building was reoccupied. Here the Division then remained until the construction of the new Administration building in 1925. Now for the first time the staff of the Extension Division was permitted to plan its own quarters with particular reference to the use to be made of the space assigned. Hitherto quarters had been occupied in buildings designed for other purposes.

In the new Administration building the whole fourth floor and the attic floor were assigned to the use of the Extension Division. The fourth floor was laid out in offices for the staff and a spacious and well-lighted work-room for the clerical and

(Continued on page four)

The Interpreter

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

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

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I. W. Jones A. H. Speer

Mildred Boie - - - - - Editor

JUNE, 1934

One Last Word of Heresy

DURING the past year we have printed in THE INTERPRETER a series of leading articles on music, art, literature, and philosophy, to introduce our readers to distinguished members of our faculty in these fields, and to suggest ways to enrich life and thought. If we had one last word of suggestion to give this year, along with our good wishes to our readers for a happy summer, it would be that they might spend their holidays enjoying these pleasures of leisure in a leisurely way. For even more important than classes and lectures are the intellectual and emotional interests which a man or a woman cultivates for his own pleasure. The writer of the book of Ecclesiastes expressed this thought with his usual gentle cynicism when he said, "The wisdom of a learned man cometh by opportunity of leisure." In another age another kind of philosopher said it even more briefly—"Know thyself." And we might echo them both by saying, "The main business of living is living—therefore, brethren, work not too hard, study not too many books, fill not every hour too efficiently, and use not the vacation too diligently—but *spend* thy holidays in leisure. Of such is the kingdom of peace."

How To Be Cheerful Though Wise

ONE of the most delightful of the many remarks recorded by the indefatigable Boswell was one, not about the great Dr. Johnson, but about a little, admiring friend of his. This Mr. Edwards looked up at the great philosopher one day and said, with charming, naive envy: "I have tried too in my time to be a philosopher; but, I don't know how, cheerfulness was always breaking in."

It would be interesting to know how many admiring readers have laid down their volumes of Schopenhauer and Spengler and Count Keyserling and said with a sigh, "What profound thinking!"—and then gone off to forget such philosophy in that natural cheerfulness which every day thinking and the continuance of the human race prove are stronger than the philosophy of despair.

Anyone who has come into contact with even one such man as Dr. Swenson of our own university must surely feel that a philosopher is *not* a man who shiveringly supports a load of pessimism, but rather a man with a warm, sterling faith in the individual and in the possibilities of human life. Anyone who reads the long record of the way in which men have attempted better to understand Man and his relation to the universe must be warmed by the thought of the indomitability of the human spirit, and the long-time perspective which the human mind, when it is detached and unaffected by petty interests, is capable of taking.

The person who has gained such an inkling of what philosophers and philosophy are can, we believe, improve on the eighteenth-century layman, and say, "I too have tried to be a philosopher, and even though the depression keeps breaking in, I find it makes me rather cheerful."

Mildred Boie To Study at Radcliffe Next Year

The General Extension Division announces that Miss Mildred Boie, who has charge of Extension classes in English and is editor of the INTERPRETER, has been awarded the Mary P. Sears and Florence Z. Gilbert Fellowship for creative writing by Radcliffe College, Cambridge, Massachusetts, for the coming year. Miss Boie will be given a leave of absence by the University of Minnesota and will continue her graduate studies in English and her writing at Radcliffe.

Before joining the faculty of the General Extension Division three years ago, Miss Boie studied at the University of Cambridge, Cambridge, England, and traveled and wrote abroad. In the summer of 1932 she was a member of the MacDowell Colony at Peterborough, New Hampshire.

Miss Boie is the third member of the General Extension Division to be given leaves for next year, Dr. Herbert Sorenson and Professor Morris Lambie having been granted leaves for the first part of 1934-35 to continue research projects in adult abilities and municipalities respectively.

Extension Students Honored by Phi Beta Kappa

Of the forty-seven new members elected to the University of Minnesota Chapter of Phi Beta Kappa, honorary national scholastic fraternity, at the May, 1934, meeting, seven were students who have carried some of their university work through extension classes and correspondence study courses. These four women and three men have earned from three to twenty-seven university credits apiece in this way, and maintained high scholarship standing throughout their university careers, both on and off the campus.

The Privilege Everyone Has

"Anyone who is ambitious and has the power of foresight will realize what his reward will be by being educated. There are many schools in every part of this country of ours; these schools are opened to all, rank nor wealth cannot interfere with the person who wants to get ahead. We need not be wealthy in order to attend these schools, many people are working their way through. We sometimes hear this expression, 'Well, I've never had a chance.' What a poor alibi! We all have the same chances. The people who make this statement are lacking ambition to try to get ahead. Even the men who are here have the same privilege the citizen has.

"Within this penal institution you will find a school where every inmate is accorded the privilege of attending, many of the men are preparing themselves to become good and useful citizens upon release, and there is no doubt but that most of them will succeed. We have a well-filled library of good educational books, we should use as much of our spare time as possible in reading, and studying. The man who has ambition and has acquired an education possesses one of the most sought treasures that the world can offer. He will always be in demand wherever he goes. There are no limits to his power, and his reward will be a thousand times greater than the man who claims *he never had a chance*—but when opportunity presented itself, looked in the opposite direction."—From *The Prison Mirror*, Stillwater.

"We should no longer think of adult education as an isolated thing or a luxury desirable when there happens to be money enough. It is a necessity because it holds the promise of continued educative growth instead of an arbitrarily arrested education. If our democratic experiment fails, it will be in large part because education, after leaving schools, has been left to chance, to the pressure of interested groups, and to agencies like the press, radio, movie, and drama, managed for commercial ends. The next great step forward in American public education must be an organized movement for continuous, life-long education in the realities of our common life, economic, political, and cultural."—"Report of the Committee on Social Economic Goals for America," *Journal of the National Education Association*, January, 1934.

Notice to Extension Classes

The General Extension Division wishes its students and faculty to take notice that hereafter no announcements of student activities, or of any other kind not directly pertaining to academic work, are to be made in any extension class except before or after the class meeting, or at the regular intermission, and only with the consent, obtained in advance, of the instructor in charge.

University Students Publish New Literary Periodical

During the past month, the *Minnesota Literary Review*, a new publication sponsored by Delta Phi Lambda, honorary creative writing society of the University of Minnesota, made its first appearance. It contained an essay by Gladys Hasty Carroll, the author of *As the Earth Turns*; a reproduction of an etching and an article on *Impressions of Spain*, by Professor S. Chatwood Burton, done in his usual sensitive and sincere manner; book reviews by Mrs. Bess Wilson and Professor Martin B. Ruud, the latter's especially significant for its fine appreciation of O. W. Firkins' *Letters and Notes*, just off the press; and stories, poetry and essays by university students.

The students and faculty members who had the courage and creative ability to start a much-needed literary publication at the University of Minnesota are to be congratulated on the attractive appearance of their paper and the fine quality of the writing in it. It is to be hoped that all those interested in creative work will support the new publication.

It may be noted here that several extension students were contributors to the new publication. Miss Hazel Ward, a member of Dr. Anna Phelan's extension seminar in writing, contributed a poem, and Miss Gwendolyn B. Shepley, who is a full-time student but who has taken work in composition with the University of Minnesota Correspondence Study Department, contributed a comprehensive review of the symphony season. In addition, other members of extension classes—Mrs. Bernice Elliott, Mrs. Victoria Janda and Mrs. Monica Krawczyk—have had poems and stories accepted for future issues of the publication.

The invitation extended by Delta Phi Lambda to extension students to join in making the new periodical a literary publication representing the work of all kinds of university students is significant recognition that the ability of extension students is being appreciated by day school students as well as by the entire faculty.

Dr. Roberts' Bird Portraits To Be Republished in June

Bird Portraits in Color: 295 North American Species, by Dr. Thomas S. Roberts, director of the university's Museum of Natural History, will be published in June by the University of Minnesota Press. The new bird book, published in response to numerous requests from persons who have been unable to obtain *The Birds of Minnesota*, now out of print, will contain all the ninety-two seven-color plates from the older book, together with descriptions of the birds depicted. The birds included are, with very few exceptions, at home in Minnesota, and they may for the most part be found throughout the

northern United States and southern Canada east of the Rocky Mountains.

Bird Portraits will be published in cloth boards for the library, in flexible cloth for field use, and the loose plates will be also issued in portfolio, with index but without text, for those who wish them.

College Credit Group Work Ends First Year Successfully

The month of June will see the close for 1933-34 of the college credit study group work which is being carried on in about thirty schools of Minnesota. This work has been done with the cooperation of the University of Minnesota Correspondence Study Department and, in many cases, of teachers paid by Federal money.

The results of the work are approximately as follows: 750 subject registrations were made; about 400 individuals took these courses; classes varied from 3 to 45 students in attendance, the average being about 10; 394 examinations for college credit will be taken. More than 3,500 university quarter credits will have been made during the year. If the students taking this work matriculate at Minnesota they will have from 20 to 45 quarter credits made in advance of entrance. These credits will be accepted at face value after the student has had one probationary year in the university.

The March INTERPRETER carried a front-page article explaining the organization of this college credit study group work to meet emergency needs in education.

University Films Library Acquires New Geography Reels

A number of new films have been added to the University film library, including the complete Harvard-Pathé Series on Physical Geography. The series includes the following films (16 mm.):

Volcanoes, Earthquakes, Sculpture of Land by Rivers, Glaciers, Cycle of Erosion, Shore Lines and Shore Developments, and Work of Underground Water.

The Harvard-Pathé Series on Children in Many Lands is now also complete and includes the following films (16 mm.):

The Little Indian Weaver, The Little Dutch Tulip Girl, The Little Swiss Carver, The Wee Scotch Piper.

Other films that have been added in the 35 mm. size are:

Simba (Martin Johnson African Expedition—8 reels), Story of Bakelite (2 reels), Manufacture of Anaconda Sheet Copper (2 reels), From Mine to Consumer (2 reels), Love Harbor (5 reels).

Film users may write the Bureau of Visual Instruction of the University of Minnesota for further information about rentals on these films.

Extension Division Plans New Short Courses for 1934-35

The General Extension Division wishes to announce that it is planning a new and interesting program of short, non-credit courses for 1934-35. Some of the courses already planned are those in the arts, literature, current events and history. The courses will run from six to eleven weeks; some will meet for an hour a week, some for longer, and the fees will be proportionately moderate. The new courses are being definitely planned as contributions to those adults who wish short and stimulating courses in various subjects, rather than regular university credit classes.

Faculty Members Revise Forty Correspondence Courses

Forty correspondence courses are now being rewritten for the University of Minnesota Correspondence Study Department. These new courses, all written by university faculty members, will embody new methods and context at the same time that they will be closely correlated with courses on the campus.

Ancient History has been changed to the three-quarter plan, involving sixteen lessons to each three-credit part. This course is being written by Dr. Harold Deutsch.

Three courses in Sociology are being revised—Rural Sociology, by Mr. Robert W. Murchie; Social Organization, by Professor Stuart Chapin, Head of the Sociology Department; The Family, by Mr. Clifford Kirkpatrick. These courses, with their broadened scope and vital illustrative material, will be of prime importance in the sociological field.

Sophomore Composition, which was formerly under the name of Narration, Description and Exposition, will now be combined into two sections, of three credits each—"Advanced Writing (Narration and Description)" and "Advanced Writing (Exposition)." They have been written entirely anew by Mrs. Jesse McFadyen. Many other courses in English Composition have also been revised.

Three important courses in Business have been remade: Investments, by Mr. A. R. Upgren; Labor Problems by Mr. Harlan L. McCracken; and Corporation Finance by Mr. Warren J. Stehman. Four courses in Political Science have been rewritten by Messrs. Oliver Field and Joseph Starr, besides all courses in Norwegian language by Mr. Thorvald Madsen.

Other correspondence courses to be revised are those in the English Novel, by Mr. James T. Hillhouse; Interior Decorating, by Mrs. Leah Lewis; Mathematics, by Mr. Anthony L. Underhill and Miss Elizabeth Carlson. The reorganization of all these courses is a notable step forward in the Correspondence Study Department.

Missionary Teacher Pays Tribute to University Esperanto Courses

The Correspondence Study Department is in receipt of an interesting letter from Miss Anena C. Christensen, a student who has taken correspondence courses in Esperanto, under Dr. Lehman Wendell, from the University of Minnesota, the only university in the United States offering such courses. Miss Christensen is a missionary teacher in the Tabitha Girls Boarding School, in Ambur, N. Arcot District in South India. She is now in America and in Minneapolis on furlough, and will return shortly to India by way of Hawaii. Her letter is as follows:

"I have been interested in Esperanto for a number of years, but have never known where I could get a course by correspondence. As I am a graduate of the University of Minnesota, I had decided to take some courses by correspondence and accordingly wrote for a Correspondence Study bulletin. Upon receiving it, I discovered that courses in Esperanto were offered, and I immediately registered for them. I took both the beginning and advanced courses.

"Then, just before leaving India upon my way home for a furlough, I wrote the delegates in Singapore, Manila, Shanghai, Kobe, and Honolulu, telling them that I expected to visit their cities on my way home and that I would like to make contacts with Esperantists there.

"Upon my arrival in Manila, I was met by the delegates there and entertained in their homes, and they took me around and showed me the city. Upon arrival in Kobe, I was likewise met by the delegates and entertained royally—they paying my expenses on taxis, busses and streetcars, and showing me the city in general. That same day the delegate wrote a letter to the delegate at Yokohama, telling him of my arrival the next day in that city. I was met in Yokohama the next day by the delegate and entertained by him. These delegates were not able to speak a word of English, nor I a word of Japanese, so we had to speak in Esperanto. I was surprised that we were able to converse and understand each other so easily. I was also entertained in Honolulu by the delegate.

"I found Dr. Lehman Wendell to be a very efficient teacher and a very enthusiastic man for Esperanto."

Fisk Jubilee Singers To Make Summer Concert Tour

For the third time in the last few years, the Fisk Jubilee Singers are making a concert tour throughout the Northwest under the auspices of the Lecture and Lyceum Bureau of the General Extension Division. The group consists of eight people, a double quartet, and is pronounced fully up to the standard which this famed en-

semble of colored singers has set in Europe and America for the last seventy-five years.

Some of the institutions where the Singers will appear are the University of Iowa; Iowa State College at Ames, Iowa; University of Minnesota; State Teachers Colleges at Mankato, Winona, and Duluth, Minnesota, as well as at River Falls, Wisconsin; and most of the State Teachers Colleges in North Dakota—about twenty engagements in all.

The concert tour will begin in Minneapolis June 15, and continue until the latter part of July. The trip will take the Singers to the Pacific Coast, and south into California and back by a southern route.

While the schedule is fairly definitely set, a few dates are open, especially Saturdays and Sundays, and the Lecture and Lyceum Bureau of the University of Minnesota will be glad to give full information about possible engagements to any one interested.

The Extension Division Comes of Age

(Continued from page one)

stenographic force. The attic floor provided several vaults for slides and films, a photographic dark room, a projection room, a film inspection room, and a general work room. For the first time in its history the Extension Division was in its own home, in quarters designed for its convenience and for the efficient performance of its duties.

After the job of organization was completed, there came the more difficult and delicate job of securing orientation and recognition on the campus. By many members of the faculty the new Extension Division was regarded with suspicion as an interloper, as a leveler of academic standards, and as a corrupter of academic traditions. It was deemed a more or less illicit means through which the vulgar might climb the fence into the sacred precincts instead of entering through the duly authorized and established gates. This ill-founded suspicion led to some unfortunate legislation, but the evil effects were only temporary. In due time fears were allayed and better understanding prevailed. The new Division had powerful and sympathetic support from President Vincent and from his successors, Dr. Burton and Dr. Coffman. Now the Extension Division is generally recognized as an integral part of the University with its own special field of activity among adult students on the college level.

The growth of the Division has been steady in all its lines of activity. During the academic year 1913-1914, 1558 individuals enrolled in evening extension classes. In the best subsequent year, 1930-1931, 7011 individuals enrolled for 11,849 semester courses. The department

of correspondence study and the service departments also show similar evidence of growth and of public favor and appreciation.

The year 1923 was marked by public evidence of expansion. In that year downtown offices were opened in Minneapolis, St. Paul and Duluth. These offices are used for registration and also for promotion. In 1933 an extension center was opened in St. Paul with office space and five classrooms.

The full-time staff has not been greatly augmented. There are now fifteen people who devote their time to extension teaching and administration. Chief reliance for extension teaching, however, is placed upon the regular day-time faculty of the University. No one is added to the extension staff until there is a regular annual teaching load heavy enough to keep him fully occupied.

What of the future? It was never so bright. The day of widespread adult education is at hand. With increased leisure and greatly enhanced civic responsibilities mature people will turn more and more to things of the mind and the spirit. If "civilization is a race between education and catastrophe," men and women will strive to understand the world they live in and to master its forces, to the end that life may be made fairer and richer for all. To the attainment of that divine consummation University Extension is destined to make a worthy contribution.

As long as the life of society goes on normally, education is generally acknowledged as an important social function; yet it does not attract much public attention; but when some crisis comes, when a depression is felt in the social atmosphere or some political cataclysm occurs, then people turn to education as a remedy and panacea against the evils of the time.

—H. G. WELLS

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