

The Interpreter



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EDUCATION A LIFELONG PROCESS

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No. 1

EFFICIENT LIVING

By Richard R. Price

Director of University Extension, University of Minnesota

CARLYLE said, "The great law of culture is: Let each become all that he was created capable of becoming." Emerson's words point in the same general direction when he says, "Culture implies all that which gives the mind possession of its own powers: as language to the critic, telescope to the astronomer." Efficient living, then, implies not only adequate training and education but also a philosophy of life—all directed toward the development of latent or potential talents, abilities, powers, to the outmost perimeter of native capacity or endowment. The limit is set by nature; the approach to that limit is the measure of success.

The lives of great men teach us that there are many kinds of success, many apparently diverse qualities that enter into it, many definitions of the goal. Yet careful analysis will disclose the fact that in these diverse lives, in these diverse attainments—military, scientific, artistic, governmental—there abide certain fundamental common factors of personality. It is perhaps in these essential common factors revealed as personal attributes of great and successful men amid the diversity of other and individual traits, that we may discover the inner springs of successful endeavor.

If we thus isolate the traits common to all successful men and ignore their other diversities, we may reduce them to a small number. Opinions will differ as to the number, but perhaps for the purpose of this discussion we may arbitrarily name five qualities or attributes as the essential factors of success. These five are: courage, energy, persistence, initiative, character. Let us analyze these briefly.

I. Courage. Here is a word that by derivation implies the quality of the heart. It is that innate characteristic which enables a man to go forward against apparently insuperable obstacles, which sends him against known and unknown dangers, not without fear but with the conquest of fear. No man can be great or successful without meeting opposition; only unflinching courage can overcome opposition and thus prevail. Men have lost enterprises of great pith and moment because at the moment of crisis and decision their hearts failed and timorousness entered in. How many men get within a hair's-breadth of success! But such men are not of the elect. Success is not in them.

II. Energy. The trait called energy is the steam in the boiler, the electromotive force in the dynamo, the driving power behind the im-

pact of a man's will. It is a quality which is intangible and indefinable but very real and unmistakable when encountered in a human individual. Some men seem to exude energy while in other men it is entirely lacking. In the presence of certain personalities you have the feeling of tremendous vibration, of strongly bubbling springs of vitality, of electric emanations radiating out. It is the same awed feeling one sometimes has in a great power house as he watches the huge dynamo and is conscious that he is in the presence of an abounding source of unseen and mysterious energy and power. In the successful man this radiant energy is harnessed and directed; it is attached to a load and pulls the load. In others this priceless asset is frittered away, misdirected, wasted in aimless and ignoble activity. These wasters of human vital power remind one of the automobile with its engine racing. There is no misdirected energy in the man who plans for efficient living.

III. Persistence. The trait called persistence has several synonyms but none of them quite conveys the full significance. Some people speak of "sand"; others call it "grit." We hear of tenacity of purpose, of indomitable will. A football coach humorously refers to "intestinal fortitude." The person lacking these characteristics is said to have a "yellow streak." The quality we are describing is larger and nobler than the mere negative virtue of fortitude, admirable as the latter is. Fortitude implies endurance but persistence adds to that concept the affirmative idea of pressing forward steadily and relentlessly against all rebuffs and repulses, against all discouragements and calamities and defeats, until the purposed goal is achieved. The central meaning emerges from these synonyms; a certain bulldog characteristic, the ability to lay hold of a thing and hang to it until something is accomplished. Here we have the sovereign antidote to doddering, shiftlessness, and vacillation. The integrated, purposeful life has dignity, worth, and efficiency.

IV. Initiative. Here we have that striking human quality which distinguishes the leader from the followers, the man from the machine. Its possessor is able to conceive a project, plan

it and put it through. Initiative is the self-starter on a human being. The man of initiative is usually strikingly individual, highly independent; he has originality and the power of imagination. Such men are relatively rare, but they are the salt of the earth. Many people can do well what they are told; but how pitifully few are those whose stimulus to action comes from within—a natural function of their own powers. Efficient living must imply the power of self-direction and of activity imposed from within, amid the pressure of surrounding circumstances. At any rate initiative is a pre-eminent characteristic of those whom the world hails as great and successful.

V. Character. It might be claimed that character is the summation of the qualities just mentioned. Not so. When we speak of a man of character, we mean *good* character. A man might have all the qualities hitherto enumerated but if he lacked character, he would be a consummate and dangerous villain. Nothing is so evil as good qualities and high abilities aimed at bad purposes; and bad purposes may be bad for individuals or bad for society at large. Character is that integration of the individual which, under the sovereign command of the will, directs the activities of the qualities, traits, and abilities which we have been discussing into proper channels for the achievement of good ends. Character, then, is the stabilizer of human life. It provides that central unity which insures that gifts, talents, abilities will not be used to get the better of other people, but rather to get the best out of ourselves.

We have now analyzed the five essential elements which in any individual make for efficient living, for worldly success and for greatness of soul. These elements or factors are present in varying proportions in almost every normal human being. It must be realized that these traits or characteristics are capable of cultivation. If latent or feeble, they may be stimulated, nurtured, fostered. Exercise of each virtue under appropriate circumstances will bring about expansion and growth. Cowardly men have made themselves brave; feeble vacillating men have made themselves firm, determined, and energetic. Reading and study pursued steadily and unremittingly over a period of years, combined with experience, observation, and reflection, will broaden and strengthen the intellectual powers. In a sense all education is self-education. Within limits we make of ourselves what we will.

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SEPTEMBER, 1937

How To Register

Students may register for extension classes by mail or by personal application, from September 13 to October 2. Late registrations are subject to a special fee. The importance of registering before the first meeting of classes cannot be too emphatically stressed.

The first step in registration is to apply for registration blanks, program of classes, and other necessary material. This can be done by mail, by telephone, or in person, at the main office of the General Extension Division on the campus. Registration in person may be made at any of the offices of the Extension Division, as listed below. From September 20 to October 2, all offices will be open from 8:30 a.m. to 8:30 p.m., including Saturday.

WHERE TO REGISTER

Minneapolis: 402 Administration Building, Campus. Telephone Main 8177
690 Northwestern Bank Building, Marquette Ave. and Sixth St. South. Telephone Main 0624
St. Paul: 500 Robert St. Telephone Cedar 6175
Duluth: 404 Alworth Building. Telephone Melrose 7900

N. U. E. A. News

At the last meeting of the National University Extension Association, at George Washington University in St. Louis, May 13-15, a unanimous vote admitted Southern Methodist University of Dallas, Texas, to membership in the association.

The next meeting of the N. U. E. A. will be held at Hot Springs, Arkansas, at a date to be decided later. Officers of the N. U. E. A for 1937-38 are:

President—D. Walter Morton, Syracuse University, Director of the School of Extension Teaching and Adult Education.

Vice-President—C. F. Huth, Dean of University College, University of Chicago.

Secretary-Treasurer—Walton S. Bittner, Indiana University, Associate Director of the Extension Division.

Executive Committee, in addition to the officers: Frank M. Debatin, Washington University, Dean of the University College.

N. C. Miller, Rutgers University, New Jersey, Director of the University Extension Division and University College.

G. B. Zehmer, University of Virginia, Director of the Extension Division.

H. G. Ingham, Director of Extension Division, University of Kansas.

What Are You Reading?

By The Editor

For a year and a half *The Interpreter* regularly printed a column called "The Interpreter Suggests," designed to lead Extension students gently into what we consider the most important bypath of adult education—reading for pleasure. We abandoned the column in a moment of what we now know was unwarranted discouragement.

Somehow we thought that nobody ever read either our suggestions or the books we suggested. Despite our good advice about books we were constantly being asked what to read; and when we spoke of "The Interpreter Suggests" we were greeted by blank looks. But after we dropped our column we did hear enough timid protests to give us pause. Finally we arrived at two conclusions.

First, our readers do want advice about books. Second, our readers should be encouraged to be more articulate about *The Interpreter* in general, and our advice on reading in particular. This year we are going to print again a regular column devoted to books, this time under the heading, "Reading." And—most important of all—we want both students and faculty to contribute to this column.

We have a great distrust of reading lists, as lists. We are convinced that the way to meet the books one reads with pleasure is to come across them informally, by accident in the stacks of some library or by overhearing another reader's remarks. The book list which exists as a list for economy of space is one thing; the list which is dominated by the awful shadow of "you ought" is another thing. We shall avoid the second kind of list, at all costs. But we do want to know what books extension people are reading for pleasure and with profit; and we shall, if we have the response which we

hope to get from this appeal, print this information here each month.

You need not write a formal review, just write a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read. Sometimes we shall print your whole letter, perhaps; sometimes only extracts; sometimes only the titles of the books. But you will certainly help other readers, and get help yourself, if you will contribute to this column.

There is just space now to mention some of the reading we ourselves did this summer. There was *The Sea of Grass*, by Conrad Richter, which we enjoyed tremendously. And *High Wind in Jamaica*, by Richard Hughes, which is an exciting study of child psychology. We disagreed with some of our friends by liking Virginia Woolf's *The Years*.

Among the interpretations of history and biography, we liked best Wythe Williams' *Dusk of Empire*, which is a fascinating book by a foreign correspondent who has personally watched the decline of Europe for twenty-five years, and who, among other things, tells when the experts think the next World War will start. We also read *The Hundred Years*, by Philip Guedalla, a beautifully written book; and *King Edward VIII*, by Hector Bolitho.

Because we like fishing we re-read *The Compleat Angler*, and read for the first time *The Happy Fisherman*, by Stephen Gwynn. And, because we are inveterate readers of mystery stories, we read *To Walk the Night*, by William Sloane, which was not only the best of the fifty or so mystery stories we read this summer, but among the best we have ever read.

Calendar

September 13—Registrations begins.
September 23—English Placement Tests.
September 27—Classes begin.
September 30—Last chance to take English Placement Tests, for those who did not take the tests September 23.
October 2—Last day for registering without extra fee.
December 18—Christmas recess begins.
January 3 (1938)—Classes resumed.
January 31 to February 4—Final examinations.
February 5—First semester ends.

Registration

Registrations for 1936-37 surpassed the former record made in 1930-31 by an overwhelming margin. The following tables speaks for itself.

	1930-31	1935-36	1936-37
Number of semester registrations	11,849	10,684	12,271
Represented by this number of individuals	7,011	6,983	7,930

English Placement Tests

All students who plan to register for Freshman English (Composition 4) must take the placement test prescribed by the University. This test is used to determine the English course which the student will be permitted to take. He may be declared exempt from required work in English; he may be assigned to Composition 4; or he may be required to register for Sub-freshman English.

Many students have taken the placement test during their last year of high school. These students need not take the test again. All other students, however, must take the test at the prescribed time. Even those who expect to attend the class as auditors are urged to take the test.

The schedule for the English Placement Tests is as follows:

Minneapolis: 7:30, Thursday, September 23, Room 110, Folwell Hall, Campus.

St. Paul: 7:30, Thursday, September 23, Room 200, St. Paul Extension Center, 500 Robert St.

One additional opportunity to take these tests will be given on the campus only, 7:30, September 30, Room 110, Folwell Hall.

Study with a Purpose

The student who has constantly in mind an objective to which his studies may help him attain will work more consistently and, in most cases, with much better scholarship results. Extension classes at Minnesota enable students to work for a number of objectives. Perhaps one or more of them may appeal to almost any student.

1. **Earning a College Degree.** A large majority of extension classes carry credit in one or another of the units of the University. Theoretically all the work for a degree may be done through extension classes. In practice there are subjects in which the necessary advanced work cannot be given in extension classes because of a limited demand. The amount practicably possible varies from one-half to the complete requirements.

2. **Entrance to Professional Schools.** For admission to Law, Medicine, Dentistry, Education, and other professional schools two years, 90 quarter credits, are required in general college subjects. Extension classes uniformly and regularly offer work which is acceptable in these preprofessional requirements, and many students do all or part of them in this manner.

3. **Extension Certificates.** The Extension Division itself grants certificates attesting to the fact that the student has completed 90 cred-

its, the equivalent of two full years of residence study. These certificates indicate the completion of practical study in such technical fields as business and engineering, and also in the general subjects of the College of Science, Literature, and the Arts. They enable, in fact require, the student to follow a well-organized curriculum.

4. **Education for Leisure.** The proper preparation for the adequate utilization of the ever-increasing time which modern industry and vocations generally provide is fast becoming a major educational problem. Extension classes endeavor to offer every year a large amount of work which may help to make students capable of better employment of their leisure.

5. **Browsing.** For some persons there is scarcely anything that furnishes a better incentive to study than the zest which they may have or develop for dipping into fields unknown to them—the exploration of the world of stars and planets, of such hobbies as photography and stamp collecting, of what it is the chemist has to know, or the engineer to do. The field is limited only by the variety of subjects for which the Extension Division has a demand.

Extension students will always be welcome to the offices when they seek answers to their personal questions about any of these study objectives.

The Pulaski Skyway

By Charles H. Dow

(Assistant Professor of Civil Engineering, and Resident Manager of the St. Paul Extension Center)

From Newark Airport to Holland Tunnel, three miles and a half, runs the Pulaski Skyway, climax of New Jersey's superhighway to Manhattan. Forty millions have been spent on twelve miles of highway, of which Skyway is a part. Its share was twenty millions.

Pulaski Skyway is the solution to a difficult problem. The pressure of combined local and through traffic, condensed and converging on the obstacle of streets, railway crossings, and tidal streams in Jersey City, made it imperative that this obstacle be avoided. Around? Over? Or under? Considerations of directness and distance forbade building a highway around the obstacle. It is cheaper and more pleasant to the traveler to pass over rather than under waterways and railroads. The pleasure of the traveler was a deciding factor. In an age sated with necessities, esthetic values are beginning to gain consideration. The decision was made to build into the air.

So Pulaski Skyway was conceived and brought forth. "The greatest highway project in the United States today," said Thomas H. McDonald, chief of the Federal Bureau of Roads. Like a gigantic roller coaster unwound, it skims over streets, vaults over railways, zooms on long cantilever bridges up one hun-

dred and thirty-five feet over Rivers Passaic and Hackensack. At intervals it dips to meet ramp connections with surface traffic. Then, after a short subway under other high level streets and railways, it brings the traveler almost breathless to the Holland Tunnel Plaza, ready for the final plunge under the Hudson to New York City proper. The Holland Tunnel was completed before the Skyway and was already carrying twelve million vehicles annually. The superhighway carries twenty million vehicles a year.

The ramps merit a word. Kellogg Boulevard in St. Paul as it approaches Seven Corners is a local illustration of this type of traffic separation. Seen from the air it looks like a slit in a ribbon, spreading opposing streams of traffic. Westbound traffic goes down this slit toward Seven Corners to pass under the opposing traffic; eastbound traffic emerges from the slit. There are four such devices in the Pulaski ribbon. Where ramps join the surface streets, in order to avoid left-turn accidents, traffic is led through elaborate geometrical designs: a clover leaf at Wordbridge, and a radiating circle at Highway No. 1.

Highway No. 1 carries the heavy traffic paralleling the Hudson from the Jersey end of the George Washington Bridge to Bayonne. On the New York side there is also a well protected and partially elevated trunk highway which extends from the tunnel north to the east

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Minnesota News

Herbert Sorenson, Assistant Professor of Educational Psychology, a member of the faculty of the General Extension Division for many years, will leave in January to assume his duties as president of the Duluth State Teachers College.

Julius M. Nolte, Instructor in English for the Extension Division, has been appointed director of the Center for Continuation Study at the University of Minnesota. Mr. Nolte began his association with the Extension Division when he taught classes in Duluth. More recently he has taught on the campus and in St. Paul.

Miss Mildred Boie, at one time in charge of Extension English classes, and editor of *The Interpreter*, is now one of the editors of *The Atlantic Monthly*. She has been granted a year's leave from Smith College, where she has been on the English faculty.

Viola Jean Smith has the double distinction of earning a degree from the University of Minnesota, and of being elected to Phi Beta Kappa on the basis of a considerable portion of college work done in classes of the General Extension Division. She earned her degree in June from the College of Science, Literature, and the Arts.

Ninety-credit certificates were awarded in June to George Brambilla, Jerome Brower, J. Douglas King, and Lillian A. Seriin.

Warning!

Civil Service Training Schools

(Editor's note: The Better Business Bureau, Inc. of Indianapolis, has issued a mimeographed bulletin warning civil service candidates against the dangers of "coaching schools." Excerpts from this warning were published in the *National University Extension Bulletin* and are here condensed for the benefit of *Interpreter* readers who have civil service aspirations.)

Trick "Refund Agreements"

High pressure salesmen have enrolled hundreds of students for coaching courses upon the assurance that if students didn't get a job, every dollar would be refunded, and the course would cost them nothing. Prospective students should realize that:

- (1) None of these schools has an unqualified "Money back if not satisfied" agreement.
- (2) Without exception the "money back" clause is so hedged about with "ifs" and "ands" that the school operator can be compelled to refund tuition fees only at some indefinite future date, if at all.

General Information

The following should be borne in mind by those seeking Civil Service positions—

1. None of these training schools has special approval of or connection with any government department.
2. None of them has any "inside information" on how soon examinations will be held or how many appointments will be made.

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Interesting Classes

Here are a few of the interesting classes which the Extension Division will offer during the year 1937-38:

- Advertising—Advanced Procedure.** Techniques of the trade.
- Advertising—Direct Mail.** A special technique for those who can use it.
- Air Conditioning.** Hot or cold, wet or dry; anyway to please.
- Allergy and Allergic Diseases.** Physicians need to know them.
- Badminton.** To play at, not with.
- Browning and Tennyson.** Poets to read, understand, and enjoy.
- Cartooning.** How to think them up, and then draw them.
- Church Music.** For the listener as well as the music maker.
- Europe since 1871.** Current history with just a little of what preceded.
- Foundry Practice.** Some of the theory back of the day's work.
- How To Study.** If you try you can always improve.
- Interior Decorating.** Making your own home lovelier.
- Machine Design.** Figuring them out at the drafting table.
- Personnel Administration.** Picking employees wisely.
- Photography.** The art and its mechanics.
- Practical Speech Making.** Particularly the kind that do not last too long.
- Radio Script Writing.** How to put down what is to be said.
- Radio Speaking.** And then, how to say it—which is something else.
- Stamp Collecting (Philately).** A hobby that is interesting, educative and sometimes profitable.
- Strength of Materials.** If you figure accurately the bridge will not fall.
- Vocabulary Building.** Learning words, and using them properly.

The Pulaski Skyway

(Continued from page three)

end of the George Washington Bridge, skirting the Hudson River. From the east end of the bridge the traveler may turn off toward New England points, having avoided the tangle of traffic in lower New York.

The Jersey Highway and Skyway have five lanes. Traffic on the center lane is toward New York in the morning rush, and in the opposite direction in the evening. Thus three lanes are available when needed most. Trucks and slow vehicles keep to the curb lane. In the other lanes a uniform speed of forty miles per hour is possible. There is no provision for pedestrians, although there is a narrow elevated catwalk for policing and inspecting.

It is not the outstanding character of the viaducts and its bridges (they are not unusual) that makes this Skyway interesting; rather it is the boldness of the scheme as a whole, which makes this work a monument to the engineer's imagination.

The House Was Haunted

By Marcelle Blass

(Written in Composition 4)

A community, to me, is not complete without an eerie, haunted house. Ours was made most excitingly complete by a gray, many-storied house towering gloomily atop the highest hill in the neighborhood. Even more foreboding was the immense carriage house near the foot of the hill and much closer to the sidewalk.

On my first day in the neighborhood, I borrowed my brother's wagon to travel around the block and see the sights. Upon sighting the dismal, silent dwelling on the hill, thrills of nervous excitement made me shiver as I raced home pulling the wagon in my haste, unable to keep my eyes off the buildings until they were out of sight.

In the comforting group of children congregated about our front steps to watch the fascinating process of moving, I began to ask cautious questions about those awful buildings on the hill. Yes, it most certainly was a real haunted house. No, they had never been in it, but they knew someone who knew all about it. It had beautiful silk curtains and satin drapes and carved furniture and crystal chandeliers—"what-chamacallems" and silver and gold. And it had tunnels underneath the hill from the house to the barn. Lots of tunnels. You had to have a map to find your way. Why did they have tunnels? Bootleggers! They dug the tunnels so they could make a get-a-way when the "cops" raided them. No, they left a long time ago. You could still smell the mash in the pit they dug by the house, though.

My brother and I stared at the boys and girls with widened eyes. How wonderful to have a really, truly haunted house right in the next block. We went by the big house again, this time more slowly, trying to figure out where the tunnels might lead into the barn.

At school we spread the wonderful stories about the haunted house and enjoyed the attention we received from our excited listeners. Finally our crowd of listeners grew more bold and then asked us if we would have courage enough to lead them to the haunted house. Our hearts skipped more than one beat, but we had been the leaders of the crowd too long to back out. A date was then set for the boys and girls to meet after school and take the hill by storm and search for the tunnels.

After our long-anticipated search of the house revealed nothing but dust and accumulated scraps of wind-blown paper in the empty, echoing halls and rooms of the house, our bitter disappointment was carefully masked in bold jets of speech and laughter and boasts of courage. Then someone thought of the carriage-house, and the crowd's gay spirits immediately toned down as we quietly crept down the hill. Once inside, our hearts began to pound, and our whispers grew more hoarse. The carriage-house was dark and musty and filled with queer-shaped things about the walls. A trap door was located in the floor by the aid of matches, and one of the boys had stepped two stairs down

when I let out a ghastly shriek and begged him not to go down. I was not going to be blamed for anything that happened to him. When my lusty yell filled the structure, the crowd forced themselves through the doors into the bright afternoon sunshine and raced home without a backward glance. For days afterward our spirits were unbelievably meek.

Even long after that day, every time I passed near the "haunted house" I could feel a delightful tremor of excitement and found myself unable to keep my eyes off the house. Just recently I again passed the hill and to my amazement saw that it had been remodeled into a modernistic funeral home.

Warning!

(Continued from page three)

- Government positions are awarded on an impartially competitive basis, when, as, and if new government openings occur. None of these schools can guarantee government jobs.
- Any civil service school which claims to successfully train for government jobs should be able to furnish an up-to-date list, in writing, of students who have passed government examinations and obtained the sought-for positions. As a prospective student, it is only reasonable to insist upon receiving such fact information.
- So-called schools and salesmen using high pressure sales tactics should be promptly reported in order that they may be brought to the attention of the proper authorities. Investigate promises of early examinations or likelihood of government jobs at the nearest Civil Service Commission—usually located at the Post Office.

"Petrarch found books friends whose society was *always delightful*; they are of all ages and countries, distinguished in affairs, in sciences, knowledge, easy to live with, they come at our call and retire when we desire them. . . ."

Holbrook Jackson, *The Anatomy of Bibliomania*.

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Success in Writing

By Curtis E. Avery

Instructor in English and Editor of
The Interpreter

almost as unpredictable as success in the Sweepstakes.

The third reason for learning to write is that a person may hope to make a good living by the pen. The desire to make money, not to emulate Margaret Mitchell, is a perfectly good and legitimate motive. I have never found myself in sympathy with those supercilious souls who cannot stomach the notion of writing as a business. But prediction of success for persons thus actuated can be best made by balancing rejection slips against publishers' checks after the writer has spent ten years in learning his craft. Any prediction made earlier than this must take into account not only the writer's mastery of the basic principles, and his native ability, but the vagaries of the public as well. Thus prediction is virtually only guess.

NOW, there is a kind of success which bridges the gap between this third kind of success, and the fourth, of which I shall speak later. I do not give this kind of success a number of its own because I really distrust the reason which ostensibly lies behind it. It is illustrated by the following extract from a letter a student wrote to me enclosing some poems for criticism:

"These are all things I have felt so strongly that I could find no peace until I'd put them down on paper. I'm afraid I wrote them as I do everything else—because I enjoy and love such things and not because I think others would care about them even enough to read them were they printed."

If such a person is really honest in his avowed reason for writing, he attains success as soon as he finds peace by putting his ideas down on paper. But in this case, obviously, he wanted to do more than this, or he would not have sent his poems for criticism. I think that any form of self-expression postulates an audience, even if it must be "the eye of God" which ethical philosophers tell us makes sin possible on a desert island. Actually, however, such a writer would achieve success of the third kind if, as Stevenson said of Sir Walter Scott, "he pleased himself, and so he pleases us."

A program of Extension Classes
available each day will be found
on page four.

IT is only natural that beginners in any of the arts should seek assurance of success with which to bolster hope and determination. Thus I am genuinely sympathetic with those many persons, eager to learn the art of writing, who have, within recent months, sent manuscripts to me, and who have all asked the same question: "Do you think I shall ever be a success as a writer?" But, although I am sympathetic with this natural desire for assurance that the arduous task of learning to write will not be fruitless, I cannot give this assurance without first knowing what these people mean by success. And to know what they mean by success I must talk to them about their reasons, or motives, for learning to write. There are at least four such motives, and four kinds of attendant potential success.

In the first place, a person may learn to write for the same reasons which led him to learn the multiplication tables, how to drive a car, or how to play bridge. Practical as these reasons may be, they remind me of the reason Leon Errol once gave for carrying a saddle onto the stage of the Ziegfeld Theater: "You never know when you may meet a horse." I am afraid that this kind of reason is the one most frequently used by teachers of composition in exhorting unresponsive freshmen.

Success for such a writer comes when he "meets a horse"; that is, when he is called upon to make a report to the board of directors, or to write a paper for the professional society to which he belongs, and when he finds that he can actually produce a fairly good report or paper with the aid of an intelligent stenographer. With such a person I have no quarrel. In fact, I envy him his freedom from the most disturbing of all passions, the passion for the perfect phrase—and I envy him the stenographer too.

ANOTHER reason for learning to write is like the reason for buying a ticket on the Irish Sweepstakes, or like that for entering the Old Gold contest. *Gone With the Wind* sold a million copies in the first six months after publication, and by this time Margaret Mitchell's earnings—or should I say *takings*—can be expressed only in figures which, like astronomical distances, I for one can never remember. Whatever the amount, it certainly furnishes a reason for learning to write; and if one could learn to write as easily as one can buy a Sweepstakes ticket, it would be a good reason. In truth, however, it is the worst possible reason. Obviously success for writers thus motivated is

THE fourth kind of success, and the fourth reason for learning to write does not exclude the first three, nor is it less free from commercialism than is the unnumbered reason I have just spoken of. This fourth reason is the best reason. It is this. When a person learns to write well he finds the world a more fascinating place than it was before he learned, and he finds living a more significant experience than he dreamed it could be.

This comes about as a result of the constant search for "copy," a search which must become part of the daily life of every person who learns to write. And, as Walter Prichard Eaton says in an essay called "The Daily Theme Eye," ". . . to see copy is to see the significant, to clarify what the ear and heart and eye receive, to add light and shadow to the monochrome of life."

My thesis is that the value of learning to write is not that one becomes a writer, but rather that if one really learns to write, one learns to see and to live. Success comes when the writer knows that he really sees what lies in the world about him. Conversely, of course, to write well one must first learn to see; but strangely enough one never learns to see as well as when one learns in order to write.

I wish there were space here to illustrate my thesis at length by quoting from students' papers, but I must choose only two illustrations. One is by a student who still has much to learn about writing. Perhaps she will never make a business of writing; but she is nevertheless already "a success as a writer" by virtue of a startling bit of genuine observation.

She sketches a scene in a street car in the late evening. The car is crowded, but among all the people one little group stands out. It is a father, mother, and baby; and before the car has gone many blocks nearly everyone is watching them, for they radiate a simple happiness that is infectious. Then the car pauses to admit another passenger, a crippled beggar, a familiar sight on a particular street corner in the city. The people on the car look at him, "and then as if to drive out the sight from their minds, look swiftly away." The student writer goes on: "I turned away from the tragic picture of the cripple to the engaging picture of the young couple and their baby; but they were not smiling now. The man was holding the child tightly with one hand and clasping the hand of his wife with the other. They both wore expressions of pity and fear. My eyes passed back to the cripple, who was unaware of the

(Continued on page two)

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Richard R. Price - - - - - Director

Advisory Committee

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

Curtis E. Avery - - - - - Editor

OCTOBER, 1937

Notice to Prospective English Students

If you plan to register for Freshman English (Composition 4) study the following information carefully:

1. You must take the English Placement Tests prescribed by the University. (The schedule is printed below.)

2. If you took these tests in high school recently you need not take them again. Otherwise there are no exceptions; everyone must take the tests.

3. You should register immediately for whatever class in Composition 4 you choose. You need not wait to learn the results of the tests. Necessary adjustments can easily be made after the first meeting.

4. Do not buy any textbooks until you have attended the first meeting of the class.

5. Whether you have taken the tests or not **BE PRESENT AT THE FIRST MEETING OF THE CLASS.**

The schedule for the English Placement Tests is as follows:

Minneapolis: 7:30, Thursday, September 23, Room 110, Folwell Hall, Campus.

St. Paul: 7:30, Thursday, September 23, Room 200, St. Paul Extension Center, 500 Robert St.

One additional opportunity to take these tests will be given on the campus only, 7:30, September 30, Room 110, Folwell Hall.

Don't Miss the Train

When you miss a train, you do not expect the railway officials to lend sympathetic ears to your reasons for missing it. And if you must, because you missed the first train, take a faster extra fare train to keep an appointment in a distant city, what matters it if your reasons for missing that first train were the best possible reasons? So it is with registration for Extension classes. The last day to register without paying the extra fare is October 2. Register now!

A program of Extension Classes available each day will be found on page four.

Success in Writing

(Continued from page one)

drama his presence had created, and then to the other people in the car; and it suddenly seemed that every person had the same thought."

One sentence which I have quoted makes that successful writing. "They both wore expressions of pity and fear." Do you know your Aristotle? If you do, you remember that this great Greek master found "pity and fear" at the foundation of tragedy. I am perfectly convinced that this student arrived independently at the same conclusion at which Aristotle, one of the greatest of all philosophers, arrived more than two thousand years ago. I think that is success. Certainly she saw copy; saw the significant. Certainly for her life is not a monochrome.

Nor will the world ever be an uninteresting place for the student writer who wrote this:

"All day the grey kitten has slept in the shade. Now that evening is cool he is playful, his laziness gone. He arches his back and purrs as we stroke him. His fur is fine and soft and shiny. He smells clean, and almost like pussy-willows. He dives to the ground and scoops at a black bug; he is a bit frightened of it—he backs away, his tail big and his back humped. Then he crouches over his paws without movement, still as a glass kitten. Suddenly his tail switches slowly, snake-like in the grass. He balances on the pads of his feet and then springs forward and turns a complete somersault near the black bug. We laugh; and his ears quiver as the black bug scuttles over the sand. Now it lies still; if it does not move, the grey kitten will think it dead and leave it in peace. Again the kitten's ears quiver and his nose wrinkles,

testing the air: his mother is running toward him, calling in a mewling monotone which means: 'I have something for you.' The grey kitten leaps for the small mouse she lays at his feet. He tosses it and whirls it about in the air. He moves it gently with his paw to see if it will move. When it is quite still he adds movement of his own and spins it around, catching it with his two front paws. His mother watches proudly, her eyes half closed and ears back, alert for sounds of danger. Now he has disposed of his prey; he licks his long white whiskers and assumes a smug expression on his cat-face."

I have purposely chosen examples, which, as they stand, are not evidence of the first three kinds of success in writing. But here is the beautiful thing about the fourth kind of success: although it is not an infallible guarantee that one will succeed in the other three ways, it is among the best bases that we have for *prediction* of success. The person who truly learns to observe, and to see, will not long fumble with the English language, with style, nor with organization; and if he makes writing a business, his indispensable stock-in-trade will be his ability to report human beings in action. He must be able to see. Combine, if you will, the four reasons for learning to write; but know that you have achieved success in writing when you see copy at every turn of the road, and in every slightest movement of those about you, in every luminous shadow of the drabest building, in all the sounds, and smells, and shapes that form the background of your daily life. Your own increased enjoyment of the world will be proof of your success as a writer.

Two Especially Significant New Courses

Fashion Merchandising

For many people this course will be the most interesting and important addition to the list of classes offered by the General Extension Division this year. The class will be under the direction of Miss Lois M. Ingalls, fashion expert for one of the leading Minneapolis department stores, and Mr. A. Hamilton Chute, of the University's School of Business Administration.

The class, the first of its kind in this part of the country, will consist of sixteen lectures and discussions covering fashion history, economics of fashion, fashion production and consumption, commercial design, line and color, fashion merchandising, fashion forecasting, foreign and domestic markets for fashion goods, fashion promotions, fashion careers, development of fashions in apparel, interiors, architecture, the future of fashion.

A group of men and women well known in fashion work in the Northwest will contribute to the course. All lectures and discussions will be kept current so that information may be applied to immediate problems.

General English Literature

This is one of the most significant new courses offered this year by the General Extension Division. The course, General English Literature, is specifically for those who wish to learn to read, understand, and enjoy good books without delving into the technical intricacies of a regular academic course. At the same time, this will be a valuable elementary preparatory course for those who do decide to do further study in literature.

Each member of the class will purchase one book of his own choosing in an inexpensive edition. During the semester, students will exchange books. Class discussion will be devoted to a discussion of what good literature is; what one looks for in a novel, in a poem, in a play; how one goes about building up a library. The class will be in charge of Miss Lorraine Kramhold, who has developed a somewhat similar course in the day classes. The class will meet Monday at 6:20.

Special News of First Semester Extension Classes

Season Athletic Books

Note well the following change in the rules governing the purchase of season athletic books. An Extension student must be registered for a minimum of five credits, or classes carrying a corresponding fee, (not three, as in former years) to be entitled to the purchase of a season book. For complete details concerning the purchase of season athletic books consult the Program of Extension Classes.

Verse Speaking Choir

Miss Melba Hurd offers an unusual course in the history and significance of choric speech in education. Part of each meeting of the class will be given to voice training and group reading so that the student may have the experience of actual participation in a verse speaking choir. The class is designed for teachers and for those who want to read poetry aloud with others for personal pleasure.

Faunistic Zoology

Students in this course will learn to identify and to classify the common animals exclusive of insects and birds. The course is designed especially for teachers, but will be of value to anyone interested in natural history. Members of the class will make four or five field trips. The work of the course will involve lectures and laboratory practice. Class will be taught by Mr. Samuel Eddy and will meet on the campus two nights a week during the first semester.

Histology

Another class in Zoology, taught by Mr. Edward C. Pliske, will study the structure of cells, tissues and animal body organs with special emphasis on blood-forming organs and blood structure. The class will meet during the first semester, two nights each week.

Elementary Ecology

Students in this course in the study of plant communities and the adaptation of plants to environments will make field trips during the month of October. The class meets for the first semester only on the campus and will be under the direction of Mr. William S. Cooper and his assistant.

The American Constitution

Mr. Evron Kirkpatrick will offer during the first semester a new and timely course in the origin, adoption, and growth of the American Constitution.

Advanced Writing III

(Composition 29)

This course is offered to those students who wish still further experience and instruction than is offered by the first two quarters of Advanced Writing without limiting themselves to the specific technique of the short story. The class will afford advanced instruction in the general principles of style and method, and the instructor, Mr. Curtis E. Avery, will criticize whatever type of writing the student wishes to submit.

Recent American Literature

Mr. Tremaine McDowell offers in this course a series of lectures on American literature from 1885 to the present day. Students will read poetry and prose of the period, with special emphasis on the novel. The class meets Wednesday on the campus.

Rudyard Kipling

The attention of all students interested in English literature, particularly those who have completed their credit requirements for their degree, or those who are not primarily interested in credit, is called to the non-credit course in Kipling offered this semester in both St. Paul and Minneapolis by Dr. Powell.

It is coming to be realized that Kipling was one of the outstanding men of genius in recent times, a master of English prose as well as the author of much interesting and important verse.

While the issues in which he was particularly interested belonged namely to his own period, the problems which the English speaking world faced then are still with us in forms more critical than ever, and we have not yet outgrown Kipling's basic philosophy. Kipling lovers are convinced that he has a message for our time, not less than his own, and it is this that Dr. Powell will stress in this course.

The giving of this course is contingent upon sufficient registration to guarantee the cost of the classes, and if successful in the first semester it will be continued throughout the second. Dr. Powell will be very glad to answer any questions regarding the course.

Speech Hygiene

A new course offered this semester by the Speech Department will involve the study of the basic elements in the development of unsocial and inadequate emotional patterns as they influence speech, and will afford analysis of individual problems of self-consciousness, stage fright, and general ineffective conversational speech. The course is offered by Mr. Bryng Bryngelson and meets on the campus during the first and second semesters. Students should consult Mr. Bryngelson for prerequisites.

Notice!

First semester classes in the Extension Division begin Monday, September 27. Saturday, October 2 is the last day for registration without extra fee. Students may register by mail, or in person. From September 20 to October 2, all offices of the General Extension Division will be open from 8:30 a.m. to 8:30 p.m., including Saturday.

Art Metal Work

This course is designed for teachers of handicrafts and for persons interested in doing artistic work with various metals. During the first semester students will learn the principles of soft soldering; working on mild steel, copper, brass, pewter, and aluminum; making trays, plates, bowls, etc.; and the principles of giving these articles wax and lacquer finishes. The class will meet at the University Farm Campus and will be taught by Mr. J. Grant Dent.

Danish Gymnastics—for Women

This is a recreational course which will be of special interest to physical education teachers, but which will be helpful for anyone interested in formal gymnastics. The course will illustrate the use of Danish gymnastics for weight control and for posture training. The class will meet on the campus at the Women's Gym and will be under the direction of Miss Mary V. Gardner.

Photography

A new course in photography will offer instruction in the theoretical and practical principles of lenses, cameras, darkroom technique, and finishing. A special feature of the course will be the competitions for students' photographs, with judging and rating. The class will be taught by Mr. Wilbur M. Nelson.

Changes in Instructors

Miss Lucile Quinlan will be in charge of the course, Social Protection of the Child, in place of Mrs. Monica K. Doyle. Mr. A. Hamilton Chute will teach the class in Retail Credits and Collections instead of Mr. Ernest Heilman.

How To Study

Mr. Kenneth Baker will again offer his course in How To Study. A portion of the class time in this course will be given over to actual practice in study, and Mr. Baker will aid the student in learning how to budget his time, organize his knowledge, and read more efficiently. The class will meet Tuesday, on the campus.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Still Life and Pose

6:00 p.m.
Badminton Club—Men
Vocabulary Building 1

6:20 p.m.
General Botany 1
Ancient Sources of the Modern World
Short Story Writing 1
General English Literature
Book Reviews
Beginning German 1
Beginning German 3
German for Graduate Students
European Civilization (Hist. Med. World)
Photography
American Government and Politics—
Part I
General Psychology 1
Beginning Spanish 1
Introduction to Sociology
Rural Sociology
Extempore Speaking
Verse Speaking Choir
Stamp Collecting
General Zoology 1
Faunistic Zoology
Elements of Preventive Medicine
Elements of Accounting
Principles of Accounting A and Lab.
Auditing A
Radio Script Writing I
Elements of Money and Banking
Business English
Fire and Marine Insurance
Textiles
Solid Geometry

6:30 p.m.
Swimming—Women
Elementary Golf for Women
Elementary Tap Dancing—Women
Elements and Principles of Accounting
(AIB) (N. W. Bank)

7:00 p.m.
Introduction to Literature 22
Vocabulary Building 1
Interior Decorating
Reading Drawings

7:30 p.m.
Human Anatomy 5
Immunity 116
Elements of Mechanics
Swimming—Women
Badminton and Archery—Women
Badminton Club—Men
Elementary Aeronautics
Commercial Drawing 1
Engineering Properties of Soils
Junior Electrical Engineering
Strength of Materials
Metallography and Heat Treatment

8:05 p.m.
Seminar in Writing
Church Music
Abnormal Psychology 144
French Commercial Correspondence
Speech 1
Methods of Rating Nursing Efficiency
Swimming—Men
Labor Problems and Trade Unionism
Textiles
Elementary Algebra

CLASSES IN ST. PAUL

4:30 p.m.
Survey of Accounting (AIB) (First
National Bank)

6:20 p.m.
English for Every Day
American History 7
Human Behavior Mechanisms (Wilder
Dispensary)
Speech 1
Cost Accounting A
Accounting Practice and Procedure A
Business Law A
Business Law C

8:05 p.m.
Later Childhood and Adolescence
Speech 2
Speech 3
Income Tax Accounting I
Cost Accounting Methods 133
Accounting Practice and Procedure A
Business Law A

TUESDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Milton (N. W. Bank)

6:00 p.m.
Badminton Club—Men

6:20 p.m.
Later Childhood and Adolescence (N.
W. Bank)
Subfreshman Composition

Composition 4
Composition 5
Writing for Every Day
Shakespeare 55
Human Geography 11 (51)
General Geology
American History 7
How To Study
Harmony 4
Development of the American Constitution
Psychology of Advertising
Intermediate French 3
French for Graduate Students
Seventeenth Century French Readings
Intermediate Spanish 3
Spanish Composition 20a
Advanced Swedish 10
Science and Civilization I
Recent Social Trends
Legal Aspects of Social Work
Speech 1 (N. W. Bank)
Speech Hygiene 1
Histology 21
Interior Decorating
Special Fields in Public Health Nursing
Cost Accounting A
Fashion Merchandising
Production Management
Business Law A
Business Law C
Economics of Public Utilities
General Insurance
Production Control

7:00 p.m.
Use of Engineer's Slide Rule
Trigonometry
Differential Calculus

7:30 p.m.
Human Anatomy 5
General Bacteriology 41
Behavior Problems
Allergy and Allergic Diseases
Orchestra (Section 2)
Badminton Club—Men
Freehand Drawing—Beginning
Chemistry, General Inorganic
Chemistry, Quantitative Analysis—
Gravimetric
Chemistry, Adv. Quantitative Analysis
Plane Surveying
Elementary Structural Design
Direct Current Machinery
Petroleum and Petroleum Products

8:05 p.m.
Garden Design and Materials
General Geology Laboratory
Europe Since 1871
Judging Modern Books and Plays
Harmony 6
Problems of Philosophy
Social Protection of the Child
Ward Administration
Psychobiology of Children (N. W. Bank)
Income Tax Accounting I
Accounting Practice and Procedure A
Business Law B
Cost Estimating (Engineering)

CLASSES IN ST. PAUL

6:20 p.m.
Freshman Literature 1
Book Reviews
General Psychology (Pub. Lib. Aud.)
Beginning French 1
Beginning Spanish 1
Elementary School Curriculum
Comparative Economic Systems

8:05 p.m.
Advanced Writing 28
Introduction to Sociology
Principles of Economics 6
Textiles

WEDNESDAY

CLASSES IN MINNEAPOLIS

2:00 to 3:30 p.m.
Interior Decorating I (Mpls. Pub. Lib.)

6:00 p.m.
Badminton Club—Men

6:20 p.m.
Elementary Ecology 21
Advanced Writing 27
English for Every Day
Recent American Literature I
Art for Every Day
Geography of Europe 101
Recent American History 9
Bach, Beethoven, Wagner, Brahms
State and Local Government in Minn.
General Psychology 1
Introductory Laboratory Psychology 4
Beginning French 1
Beginning Swedish 7
Social Psychology 49
Speech 1—Women
Speech 1—Men
General Zoology 1
Faunistic Zoology
Orientation in Simple Handicrafts
Construction and Use of Educational
Tests and Examinations
School Nursing 69
Principles of Accounting 25

Principles of Accounting 26
Investments (Finance C)
Business Law A
Elements of Statistics
International Economic Problems
Textiles (N. W. Bank)
Alignment Charts

6:30 p.m.
Swimming—Women
Danish Gymnastics—Women

7:00 p.m.
Elementary Neuro-Anatomy
Immunity 116
Cartooning
Music for Every Day
Higher Algebra

7:30 p.m.
Orchestra (Sec. 1)
Heat, Physics 23
Swimming—Women
Badminton Club—Men
Aircraft Engines
Freehand Drawing, Advanced
Advanced Surveying
Reinforced Concrete
Engineering Properties of Soils
Junior Electrical Engineering
Advanced Mechanical Drawing
Elementary Air Conditioning
Internal Combustion Engines
Foundry Practice
Machine Design

8:05 p.m.
Home Gardening II
Composition 4
Advanced Writing 29
American Sculpture and Painting
Introduction to Reporting
The Family 119
Speech 2
Speech 3
Advanced General Accounting

CLASSES IN ST. PAUL

4:30 p.m.
Browning and Tennyson (Pub. Lib. 6)
Cost Accounting A (AIB) (First
National Bank)

6:00 p.m.
Vocabulary Building 1

6:20 p.m.
Introduction to Literature 22
Milton (Pub. Lib. 6)
Beginning German 3
Introduction to Economic History (Pub.
Lib. Aud.)
Rural Organization (Pub. Lib. 5)
Interior Decorating
Auditing A
Elements of Money and Banking
Business English

7:00 p.m.
Vocabulary Building 1

7:30 p.m.
Drawing: Engineering, Arch., Adv.
Mech. (Mech. Arts H. S.)

8:05 p.m.
Subfreshman Composition
Elements of Statistics

THURSDAY

CLASSES IN MINNEAPOLIS

4:20 p.m.
General Psychology 1

5:00 p.m.
Browning and Tennyson
Prin. of Measurement
(Education)

6:20 p.m.
Composition 4
Composition 6
Elements of Rock Study
Modern Drama 63
Early Modern European
History
American Econ. History
History of Music 34-35
Principles of Ethics
World Politics 25
Beginning Norwegian 1
Introduction to Sociology
Principles of Case Work
Elements of Play
Production
Radio Speaking
Histology
Superv. and Improvement
of Instruction
Prin. of Accounting A
and Laboratory
Elementary Advertising
Retail Credits and
Collections
Business English
Advanced Economics
Traffic I
Mathematics Review

6:30 p.m.
Modern Dance—Women
Accounting Practice and
Procedure A

7:00 p.m.
Portraiture
Advanced Reinforced Concrete Design

7:30 p.m.
General Bacteriology 41
Chemistry, General Inorganic
Chemistry, Quantitative Analysis—
Gravimetric
Chemistry, Adv. Quantitative Analysis
Direct Current Machinery
Engineering Drawing 1
Structural Drafting
Advanced Air Conditioning
Diesel Engines

8:05 p.m.
Tuberculosis and Other Diseases of the
Chest
General Psychology 1
Advanced Norwegian 4
Principles of Group Work
Acting 77-78
Introduction to Teaching—Psychological
Foundations
Salesmanship
Direct Mail Advertising
Principles of Economics 6

CLASSES IN ST. PAUL

10:00 a.m.
Swimming—Women (Univ. Farm)

5:00 p.m.
State and Local Government in Min-
nesota (State Office Bldg.)

6:20 p.m.
Composition 4
Beginning German 1
Science and Civilization 1
Art Metal Work (University Farm)
Principles of Accounting A and Lab-
oratory
Elementary Advertising
Investments (Finance C)

7:00 p.m.
Advanced Public Speaking 51 (Pub.
Lib. Aud.)
Swimming—Women (Univ. Farm)
Higher Algebra

8:05 p.m.
Composition 5
Problems of Philosophy
Extempore Speaking

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Psychology Applied to Daily Life
Puppetry
Advanced Traffic and Transportation

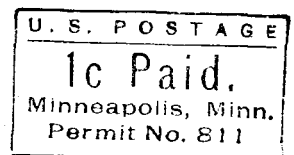
6:30 p.m.
Elements and Principles of Accounting
(AIB) (N.W. Bank)

7:00 p.m.
Consultation Period—Engineering Stu-
dents

CLASSES IN ST. PAUL

6:20 p.m.
Principles of Accounting A and Lab-
oratory
Radio Script Writing I

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MRS. MARY V. MUNSON
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EDUCATION A LIFELONG PROCESS



Vol. XII

NOVEMBER, 1937

No. 3

How Long You Should Study

The Answer to a Question Which Perplexes Many Students

By Kenneth H. Baker

(Instructor in Psychology and teacher of
the extension class in How To Study.)

STUDENTS are continually asking, "How long a time should I study at one sitting?" or "Do you think that a three-hour study period is too long?" I usually answer these questions by admitting that I don't know. There are so many factors that determine the length of time one should study that a clear-cut answer is almost impossible unless all of these factors are known. How long does it take you to get down to work? How intelligent are you? That is, how long does it take you to learn certain performances? Where do you do your studying? When do you do it—during the day or in the evening? Why are you taking a particular course? Is it a prerequisite to success in your vocation or are you taking it simply for "background"? How important to you are the grades you will receive? What interests have you that are competing for your time? How willing are you to sacrifice other activities? These and many other questions must be answered before the matter of time can be settled.

There is some indication that many people ask this question about the length of time they should study simply because they hope that they will be told that they are studying too much. Many of us become "tired" quite easily while we are working over our books. We should, of course, like to be told that we are working too hard. Why else should we find it so difficult to stay awake? Professor Bird has already discussed this matter of "mental" fatigue in an earlier number of *The Interpreter*. I can only repeat that for most of us this weary feeling which comes over us in the library or at our study table is simply a convenient excuse for not doing a difficult or unpleasant task.

THERE is some evidence to indicate that it is a good thing to forget the clock when one is studying. Instead of studying in time-units, try studying in terms of work-units. This means that when you sit down to study you will block out your work instead of your time. Don't plan to study for an hour or two hours. Instead, plan to study until you have completed a certain part or aspect of an assignment. This procedure, of course, necessitates a preliminary survey of the work to be done and a division of the material into smaller units. This preliminary scanning of an assignment is worthwhile, no matter what method of study you

use. Just how large or small these units are to be will have to be discovered by each individual as the result of a little trial and error. We do know, however, that you will get more done if you divide large tasks into smaller ones.

A WARNING should be sounded here about the length of these work units. They should be neither too long nor too short. That sort of warning is admittedly not very definite, but the length of these work units may determine the success or failure of the method when it is put into use. In the case of most students who first use this method, there is a tendency to break the study time into short ineffective periods. On the other hand, a unit that is too long will encourage daydreaming, procrastination and wasted time. A few trials should be sufficient for determining how large an academic bite you can digest without the disagreeable aftereffects of overstuffing or inadequate chewing. If I were forced to state a period of time, I should probably say that a half hour to an hour of intensive study is about all that most students should attempt. In terms of chapters or paragraphs, this will vary considerably with the subject matter, the difficulty of a particular assignment, interest in the subject, the manner in which the student will be held responsible for the material and other determining factors.

When you have completed a work unit, stop studying. If the unit you have selected is of the proper length, you should be about ready to stop for a few moments of a favorite and appropriate form of relaxation. If, upon the completion of a work unit you find that you are still eager to continue with your study, you have not made a judicious selection of the length of the unit and should be guided by this experience in future divisions of the material to be studied. But no matter how you feel when a given unit is completed, stop and rest awhile. This relaxation may take whatever form is appropriate for your situation. You may glance through the sports pages of the newspaper (rather than be sure that you get that done *before* you begin to study). If you play a musical instrument and your playing does not disturb others who may be trying to study, it may be used in this connection. Perhaps you

can write part of a letter, or get a drink of water, or go outside and take a few breaths of fresh air: anything that will break the study period definitely and at the same time furnish four or five minutes of pleasant relaxation. The reason that these periods of rest are inserted is that, with practice, they become intermediate goals or rewards toward which you may work. They are quite pertinent to the study performance and immediate in their effect. These are the two important requisites of an adequate incentive or goal.

IF the procedure I have outlined above is followed, the question of time in study becomes of secondary importance. There is one respect, however, in which it may still be of some importance. You may be interested in how the amount of time you spend in study compares with the amount of time that is expected of you. In a survey made some time ago, college professors in all parts of the country were asked the question of how much time preparation for their courses should require. When the answers to this question were collected and averaged, it was discovered that in the opinion of these people about two hours of study per week for each credit of work was necessary for satisfactory performance in college. This means that if you are taking a three-credit course, the chances are that you should be spending about six hours a week in study if you hope to earn a grade of "C" or better in the course. We must remember that this two-hour figure is an *average* and may not hold absolutely for a given individual in a particular course. Extreme deviations from this figure, however, may be taken seriously. If you are now studying considerably less than this amount *and are turning in a satisfactory performance in the course*, it is possible that you are taking courses that are not enough of a challenge to your ability. If you are spending a great deal more than two hours in preparation for each credit of your schedule, you may not be using your time to your best advantage, i.e., your study habits are inefficient, or you may not possess the prerequisite ability for college work. These difficulties may be remedied by either learning how to study or by dropping out of college.

One further aspect of the problem of time and study should be mentioned. This point

(Continued on page three)

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NOVEMBER, 1937

New Films

The Bureau of Visual Instruction announces the acquisition of the following new motion picture films:

(16mm. Silent)

GEOGRAPHY—Bolivia; The Boone Trail; Central America; Chile; Anthracite Coal; Mining and Smelting of Copper; From Flax to Linen; Gold; London; New Orleans; Producing Crude Oil; The New South; Lapland; Poland; Bohemia; Rome; California's Missions; Stratford-on-Avon; America's Little Lamb.

HEALTH—The Blood; Body Framework; Circulatory Control; Care of the Teeth.

NATURE STUDY—Some Water Insects.

SCIENCE—Microscopic Animal Life.

MISCELLANEOUS — Seeing Salem; The Snake and the Rabbit; Thrills in the Jungle; Marine Freaks; Wild Life on the Desert of Our Southwest.

FEATURES—The Covered Wagon.

TWO-REEL COMEDIES—High Society.

ONE-REEL COMEDIES—Bedtime; Monkey Business.

(Sound Films)

PLANT LIFE—Leaves

ANIMAL LIFE—Animals of the Zoo; Beach and Sea Animals; Moths; Spiders.

HUMAN BIOLOGY—Mechanisms of Breathing; The Heart and Circulation of Blood; Body Defenses Against Disease; The Nervous System.

PHYSICAL SCIENCE — Electrodynamics; Electrochemistry; Electrons; The Solar Family; The Moon; Exploring the Universe; Mountain Building; Volcanoes in Action.

MUSIC—Carrie Jacobs Bond; Kentucky Jubilee Singers; On the Road to Mandalay.

INDUSTRIAL—The Fourth Kingdom; Science Saves the Surface.

Student Wins Essay Prize

Mrs. Marie Magee, a student in the St. Paul extension class in Advanced Writing 1936-37, has been announced as the winner of sixth prize of \$50 for an essay submitted in a national contest sponsored by the Commercial Investment Trust's Safety foundation. Mrs. Magee wrote her essay as part of her work in the writing class, and revised it for the contest. She also won second prize in an essay contest sponsored by the St. Paul Auto Club, in June 1936.

What Are You Reading?

Editor's Note: In the September issue of *The Interpreter* we announced a new "column" through which extension students and faculty will tell about the books which they are reading and which they think will be of general interest. To start the ball rolling we sent individual invitations to a number of persons, asking them to contribute. The response was more gratifying than we had dared to hope. Two of the letters follow; others will be printed in a later issue. But you should not wait for an individual invitation to contribute the news of your reading. You will help other readers, and get help yourself, if you will let us know about the books you are reading for pleasure, and with profit. You need not write a formal review; just send a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read.

By Marien L. Scott

That anyone should be at loss for something to read seems to me to be such a calamitous state of affairs that I am more than willing to do what I can to help remedy it. To that end I offer the following list of books which I have read and enjoyed during the past summer.

First place is given to *The Life and Letters of Mrs. Henry Adams*. I have heard that there are many people who do not like to read letters. If true, it is because they have not read Mrs. Adams' delightful account of two long European journeys, and of years spent in Washington's diplomatic circles. Next in the biographical class is St. John Ervine's *Life of Charles Stewart Parnell*. It is a very readable account of the life of the man who was for years the "uncrowned king of Ireland." Archibald Middleton wrote a book about his father and mother. He called it *My Colonel and His Lady*. It is the biography of two gentle, gracious souls whom it would have been a delight to know. I am happy to have had just this tiny glimpse into their lives.

I had always believed that Ireland was just one island. For the benefit of others as misguided as myself, there are no less than three hundred and sixty-five, according to the book by Thomas H. Mason, entitled *The Islands of Ireland*. An interesting description is given of the scenery, people, life and antiquities of these islands. In *Beam Ends* Errol Flynn has written a riotous account of his journey in the yacht *Sirocco*. With three companions he sailed from Sydney harbor in Australia to New Guinea. It took them seven months to go the three thousand miles, and those months were filled with danger and excitement.

My hobby is stamp collecting. I admit it openly, and in utter indifference to the surprisingly large number of people who believe that a stamp collector is the lowest form of animal life—and say so. To those who know

or are learning the fascination of this engaging hobby, I suggest *Stamp Collecting* by C. J. Phillips.

By Lewis B. Hessler

(Assistant Professor of English)

I have been asked by the editor of *The Interpreter* to comment briefly on the book or books, read this summer, which in my opinion would most interest extension students. The choice, for once, is not difficult, but to be brief is another matter.

The book is *The Magic of Monarchy* by Kingsley Martin, the editor of the progressive English weekly, the *New Statesman and Nation*. As Clifton Fadiman remarked in a review, it is the one sane and accurate account of the abdication of Edward VIII and explains to American readers why the supposedly most sensible people in the world can be so childish and sentimental about their rulers. As the title indicates, the author traces the magical theory of monarchy from its inception in the last century to its present absurd status. It is a short book, 125 pages, and as good as it is short.

My second choice would come under the head of entertainment; it is Dixon Wecter's *The Saga of American Society, a Record of Social Aspiration 1607-1937*. The book is just that, and a most amusing record it is. For the serious reader, however, there is much more in this historical account than spicy stories of the bon ton, although there are plenty of these; it is a solid piece of scholarly research, accurate and enlivened by a very readable, witty style. This book is much longer than the *Magic of Monarchy*, running to some five hundred pages, including bibliography and index.

Now, as *alle gute Dinge sind drei*, I suppose I may be allowed a third choice. It is Steinbeck's *Of Mice and Men*. This novel, or novelette, is a little gem, well-nigh perfect in execution; a better conceived, better written story I have not read in many a moon. To tell any of it would be to spoil the reader's pleasure. It can be read in an hour—if that is any recommendation.

I could go on and mention many other readable books, but will not do so—not even Clarence Day's *Life with Mother*.

Parking on the Campus

Students who attend extension classes on the campus are warned that the parking regulations will be rigidly enforced by the City Police Department. There will be no parking within the campus on Fifteenth and Seventeenth Avenues at any time, nor on the Folwell Hall side of University Avenue. The "No Parking" signs apply to extension students as well as to students in day classes. There is ample space in the University parking lot on Fourth Street, at Sixteenth Avenue. In parking, do not block other cars; always leave an exit from the parking lot.

How Long You Should Study

(Continued from page one)

concerns the distribution of the study periods or the question of cramming *vs.* distributed study. There is ample experimental evidence to support this principle: **Study at least a little bit every day on each subject in your schedule.** There is more truth and value in that one sentence than I can possibly describe. It has been conclusively demonstrated time and time again in all kinds of learning situations and with all types of material. To follow this principle does not mean that you must study the same amount in each subject each day; that you cannot concentrate on certain subjects on certain days. What it does mean is that there should be some contact with each subject in your schedule every day. It may happen that on some days you will study only fifteen or twenty minutes; on other days the study period will be much longer. The shorter periods may be used for purposes of review or a preliminary scanning of a new assignment or for copying lecture notes or for doing any one of a number of helpful study chores which

will bring you into daily contact with each aspect of your academic work.

The net result of this procedure of studying at least a little every day is to distribute the practice periods over a period of time. The saving to be realized from this method is twofold. In the first place, for the same amount of time spent in study, you will learn more if the study periods are broken up and distributed over a period of time than you will if the study is restricted to several hours just before an examination or recitation. Secondly, the material learned during the distributed study periods will be remembered for a longer time than is material learned in a highly concentrated practice period.

If these few precautions and suggestions about time and study are observed, a great many of your questions about how much time should be spent in study and when it should be spent will disappear. The details of your schedule of study will be a highly individual matter, but to be successful it should follow the general principles we have outlined here.

The Fairies of Ballynane

By Mary C. Nagle

(Written in the extension class,
Advanced Writing II.)

"Stevie, do you think I could take my shoes off and go barefoot?"

"Sure you can. We'll go home by the creek and you can wash your feet and put the shoes back on. But don't let it out yourself when we get home," said Stephen.

"I don't know why it's all right for you to go barefoot and not for me," mused Cecile, as she took off her shoes and stockings. "How'll I carry them?"

"Put your socks in my pocket and button your shoes together. No, this way. Button this one to this one, and this one to this one, and then put your belt through here. See?"

As Stephen fixed the shoes securely to her belt, Cecile looked up at him in grave admiration.

"Oooh, that feels good," said Cecile, as she rubbed her feet on the dry, warm grass. "Are there nettles here, Stevie?"

"Naw. There's nothing here but dry grass," said Stephen. "Come on, let's run. Beat you to that big tree."

With a dash they were off. The shoes banged against her legs. Stevie always beat her, but he expected to, and so he didn't brag about it. With a sigh of relief she plopped herself down in the shade of the old cotton-wood.

"What's that haze over there, Stevie?"

"Where?" asked Stephen, absently.

"Over there towards the slough," said Cecile, pointing. She loved to look at the slough.

"I don't know. Nothing, probably," said Stephen.

"Oh, look. There comes Old Man Tierney!" cried Cecile happily. "I hope he comes this way. Call to him, Stevie. Call to him." But not waiting for Stevie, she called to him herself, in a high, childish voice. "Mr Tierney! Mr. Tierney!"

Mr. Tierney came slowly toward the children. He was a very old and a very little man with soft, white hair and a soft, silken, snow-white beard. Two merry, bright blue eyes and a little, round, red nose peeped out of the white background, like trimmings on a white sugar cookie.

"Hello, Children! Were you looking for me?" he asked as he sat down. He pulled an unbelievably dirty handkerchief out of his pocket and mopped his forehead. "I've been a long way, darlings, over to Ballynane."

"Oh, Mr. Tierney!" said Cecile, "Did you see any of them?"

"No, I didn't see any of them. I didn't exactly *see* any of them, but I know they're there, and I'm going to see them. Pretty soon, too. I just came up to get a drink of water and then I am going back," and the old man chuckled. "Yes, sir! I'm going to see them this time," and he chuckled again.

Stephen looked up, mildly interested. "How do you know you're going to see them this time, Mr. Tierney? You never saw them before, did you?"

Stephen knew that Mr. Tierney hadn't been to Ireland at all, but only back toward the big slough. And he knew that there weren't any Little People there either, but one had to be careful not to let Mr. Tierney know that one didn't believe him. He had been going back

to the slough for many years now, going to Ballynane in Ireland.

"Oh, I've got them this time," said Mr. Tierney, a sly look on his face. "I've got them trapped this time."

"Tell us how you go, Mr. Tierney," said Cecile, her elfin face alight with expectation. She always liked to hear about his trips to Ballynane.

"Well, you see, Asthore, I first go down through Finnegan's glen," said Mr. Tierney, unconsciously dropping into a softer, broader brogue, "and then I do be coming to the River Lee," (that was Finnegan's creek, of course) "and I cross that on a wee bridge of stones left there by the Leprachauns in my grandfather's time, and then through Gavin's glen that won't even grow a potato in good time, my child, and then I'm come to Ballynane. Only they won't let me to the lake. They won't let me through the slough. But I got a good bit of a way in today, honey," and as he remembered, he chuckled again, his usually guileless face as mischievous as that of one of his own fairies.

"Why do you want to get the Little People, Mr. Tierney?" asked Stephen.

"Why do I *want* to get them! Don't be after being foolish, Stevie. Isn't it the Little People who have brought this drought upon us, coming up out of the bogs and taking the dew and the moisture from the corn and the meadows, and draining it down into the bog again? And haven't I been telling the people that it was them that done it? But they do be forgetting the fairies, nowadays," said the old man, getting slowly to his feet. "They do be forgetting what their fathers and their grandfathers told them, they with their talk about A.A.A., and the rest of it, God help 'em. But I haven't forgotten what my mother taught me, when the mist would be rolling in from the sea, and then rolling out again, taking the dew with it. And I'll not—" he broke off, suddenly and looked toward the west. "I do allow that they will be coming out now, Colleen Asthore," said Mr. Tierney, "and I must be getting back." Shading his eyes from the setting sun, he shuffled off.

Cecile suddenly jumped up and ran after him. She caught him by the hand and looked up at him. "Mr. Tierney, do you think you could bring me one?"

"Why yes, Colleen, I do be thinking I could," said Old Man Tierney, "And I will." He went on his way then, energetically, turning now and then to wave at the children.

Suddenly Stephen jumped to his feet. "Ceil, that's smoke! It's smoke, Cecile! Old Man Tierney has set fire to the slough," he gasped.

"Will that drive out the Little People, Stevie?" asked Cecile.

He turned on her with fury. "Drive out the Little People. Don't be a fool, Ceil! There are no Little People. Old Man Tierney is daffy, that's all. It will burn the slough, though, and burn the hay that Papa was going to put up for the stock this winter. Our hay, and Hanlon's hay, and Gibney's hay and Gav-

(Continued on page four)

Fairies of Ballynane

(Continued from page three)

ins' and Finnegan's and everybody's. Hurry, Ceil, we've got to tell Papa."

He grabbed her by the hand and pulled her after him. He started to run and Cecile ran, too. The shoes hanging from her belt struck her legs as she ran. Her hair fell in her eyes. Tears rolled down her cheeks,—tears because Stevie had said there were no fairies, and tears because her breath wouldn't come.

"I can't run any more, Stevie, I can't!" she cried. She pulled her hand from his and slumped to the ground, her breath coming in sobs. Stephen knelt down beside her and tipped her tear-stained face up to his.

"We've got to run, Ceil. We've just got to. Papa and the other men have to put that fire out, or there won't be any hay for the cattle or the horses next winter. And we've got to tell him just as quick as we can." He helped her to her feet and they started off once more.

"There now, isn't that better?" he asked.

Cecile looked up at him through her tears, a ghost of a smile on her face. Stevie was so good! "Yes, it's better now," she said, her lips trembling.

They ran on, Stephen holding her hand all the time, past cattle slowly ambling home for milking; down one side of a ravine and up the other; under fences and over fallen logs. Cecile's heart beat hard in her breast but she didn't cry. Her ribbon was gone and her hair streamed wildly. Her dress was torn and dirty. She had stubbed her toe on a rock and it was bleeding. At last they were home! Up through the orchard and into the house! Mrs. Byrne turned from the stove as they came in.

"Where—" she began.

"Mother," gasped Stephen, "the big slough is on fire. Old Man Tierney set the slough on fire to drive out the fairies!"

"Oh, My God!" said their mother. She went to the door and looked toward the west. The setting sun shone gloriously red, but there below the sun was smoke. She ran out into the yard.

"Your father," she said, "your father should be on his way home from the field now, Stevie, will you run and meet him?"

She waited in the yard, Cecile pressed close to her, sobbing weakly.

"I'm so tired, Mother, and my toe hurts," said the child.

"There, there, darling, just a few minutes." Mary Byrne knew what a fire in the slough would do. The bog would burn for months. The hay from the slough was to have been the food for their stock and the neighbor's stock for the coming winter.

Peter Byrne drove into the yard, Stephen beside him. As he unhitched the team, he gave orders.

"Mary, call up the Gibneys and the Gavins. Call everyone that owns a part of the slough and anyone else you want to, and tell them that the east end of the slough is on fire. And tell Mrs. Hanlon to send one of her kids over to Tierney's to tell them that Old Man Tierney has gone back into the slough."

"Yes, Peter," said Mary.

"You make some coffee and have John Gavin stop and pick it up as he goes by. This may take us all night. Stephen, do what your Mother tells you." He drove off, his face grim and set.

Mary took the children into the house. She called up one woman after another, and gave them all the same message. Send their men-folk out to fight the fire, without any supper, the chores left unheeded! She and Stephen and the hired-girl went out to do the milking and feed the stock.

Cecile sat limply in a rocking-chair, her toe clean and bandaged at last. She wondered about Mr. Tierney and the fairies. Were there any fairies, or weren't there. It was all so confusing. Mr. Tierney said there were, and Stevie said there weren't, and Mother said, "Never mind now, go to sleep!" The sun sank slowly out of sight and the darkness moved out from under the trees and took possession. A strange but tantalizing odor, an eerie, elfin, other-world odor, hung on the night air. The bog, the home of the Little People of Ballynane, was on fire!

The men gathered quickly at the slough. They came in buggies, in wagons, and on horse-back. Pat Hanlon brought a plow and quickly turned up a few rows of sod. There was much muttering and cursing of Old Man Tierney and his fairies. Peter Byrne said nothing, but fury burned within him. It was his part of the slough that was being burned out. The men spread out in a long line with pitchforks, spades and shovels. Where the fire hadn't got too deep, they beat it out with blankets and gunnysacks.

Nobody knew what had happened to Old Man Tierney. Toward eleven o'clock, however, Mike Shea drove in and said that the old man hadn't got home when he drove past the house. A consultation was taken then. By that time there were more than a hundred men working there and it was decided that some of them should go searching for the old man. Peter Byrne assumed command. All through the night they searched, first through the part that had been burned over, and then on, farther out into the slough. At last Peter found him, far into the center of the slough, into that part that was too low and wet for hay-land. He lay on his back, his feet in water, his head pillowed on a round sod hummock. He opened his eyes and smiled faintly as Peter bent over him.

"Glory be to God, Peter, I saw them! Tell the Colleen that I saw them! I tried to catch one for her, but it got away. They do be quick little devils, Peter," he whispered.

All of the anger faded out of Peter's heart. "Yes, Malachi," he said, "they do be quick. Shall we go home now, Malachi?"

"I am home," said Malachi. "I am home now. See the mists, Peter," said he, pointing to the smoke, "See the mists rolling up into the mountains! It's there they shall be staying now, Peter, and it's rain we'll be having, and the morning dew." His voice grew fainter. "The mists—"

They carried him back to the edge of the slough and placed him in Peter Byrne's buck-

board wagon, covering him decently with a blanket. Dawn was beginning to break. The fire was under control now and most of the men were going home. Those who arrived latest were going to stay on. Peter stopped a minute at the house and went in to tell Mary. The children were in bed but Mary and some of the women were there waiting, tense and fearful. Mary jumped to her feet.

"Are you all right, Peter? Did you get the fire out?"

"Yes, we got it out, and your men," speaking to the others, "will be coming along soon." He paused for a minute. "Mr. Tierney is dead, Mary."

"Burned, Peter?" she gasped.

"No, dear. He had followed his fairies out into the slough. We found him there. He said," Peter gulped, "he said to tell Cecile that he almost got one for her. He called her 'the Colleen'."

"Where is he, Peter?" said Mary, wiping the tears from her eyes.

"In the wagon, outside. I'm going on there now. Can you come, Mary?"

She put on her coat and hat. The other women prepared to leave.

"Tell them I'll be over soon," said Mrs. Gibney.

"I'm baking bread today," said Mrs. Finnegan, "and I'll bring some with me to the wake tonight."

"Wait just a minute, Peter," said Mary. She went softly upstairs and into Cecile's room. The child moved restlessly and moaned in her sleep. Mary knelt down by the bed and placed her hand on the child's forehead. It was hot.

"Stevie, there are too fairies," said Cecile.

"Yes, darling," said her mother, a sob in her voice. "There are fairies, and may they always be good to you." She smoothed the child's pillow and tucked the sheet around her shoulders.

"Go to sleep, my Colleen!"

Gradually the child's sleep grew quiet. Mary kissed her softly on the forehead and went downstairs.

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No. 4

Grammar and Style

By Elizabeth Jackson

(Department of English)

Editor's Note: "Grammar and Style" is condensed from a talk which Miss Jackson gave during the first summer session (1937), at the University of Minnesota. After *Interpreter* readers have digested Miss Jackson's essay they should read three essays by Wilson Follett. These are: "The State of the Language," *The Atlantic*, January 1937; "Death of the Sentence," *The Atlantic*, October 1937; and "On Doing Without Grammar," *Saturday Review of Literature*, October 30, 1937.

FOR a great many years the educational theorists have labored to abolish the teaching of grammar in the schools. They have accomplished their task well. Out of what little high school grammar survives, our freshmen apparently remember just two things: that you mustn't say *got*, and that you mustn't use a preposition to end a sentence with. Now that our students come to college knowing less and less each year, it is a constant marvel to me that teachers of English have offered so little resistance to the assaults of the theorists. It seems to me high time that some of us, teachers of English in high schools and colleges, made a serious effort to save some few remnants of our traditional culture,—a scrap of alphabet here, a bit of orthography there, and at least some few serviceable fragments of grammar.

In most of the attacks on grammar it has been common to assume that the sole object of grammar is the correction of grammatical mistakes. Children study grammar and still make mistakes, say the theorists; therefore grammar is a waste of time. The way to learn to speak good English, they say, is to hear good English spoken. There the argument rests. All that a child needs to do is to be born of educated parents and brought up in a cultivated home, taking care to attend a school where both children and teachers speak faultless English, and surrounding himself, in school and out, during his impressionable years with eloquence and pure diction. Examining this argument, I am inclined to think that for some children it would be easier to learn a little practical grammar.

BUT anyone who thinks that grammar merely corrects mistakes has a most inadequate conception of its usefulness. Grammar isn't something to use and outgrow. It is so closely bound up with the processes of thinking that it is almost impossible to get to the end of its uses. In this article I want to discuss one particular point, namely, the service of grammar in the study of literature and the appreciation of style.

In arguments of this sort people frequently overlook the fact that English men of letters through all the centuries have been rooted and grounded in grammar. A few years ago one of my students displayed such zeal for grammar that she worried the principal of her school. He called a special teachers' meeting to consider her errors. "Did Chaucer know any grammar?" he asked. "Did Shakespeare know any grammar? Did Milton know any grammar?" Well,

of course the answer is Yes, and Yes, and again Yes. All of them knew grammar and a great deal of it; not merely English grammar but Latin grammar, with its declensions and conjugations, its ablative absolutes and datives of disadvantage, its deponents, supines, gerunds, gerundives, and verbs compounded with *ad*, *ante*, *con*, *in*, *inter*, *ob*, *post*, *prae*, *pro*, *sub*, and *super*, and sometimes *circum*.

CHAUCER had the medieval education of trivium and quadrivium, and the trivium consisted of grammar, rhetoric, and logic. Grammar in the Middle Ages included much more than it does today, literature and prosody, for instance, but assuredly it didn't include less. Shakespeare, we suppose, studied at the Stratford Grammar School, and grammar schools were grammar schools because they taught grammar. As for Milton, it would be a long task to determine the extent of his knowledge. He could have discoursed with ease on the idiosyncrasies of six or eight languages. A good deal of the individuality of his style comes from his desire to add to the simplicity of his native English the grammatical satisfactions of Latin. "Me miserable," he would write, or "never since created man" or "for happy though but ill, for ill not worst." The words are English; the construction is Latin; the combination is Milton.

"Proper words in proper places," said Swift, "make the true definition of a style." Half of style, we may say, consists in putting the words in their proper places; that is, in their grammatical manipulation. If I seem to include under grammar things that properly belong to rhetoric, it should be remembered that without grammar rhetoric is impossible. Some poetry is poetry because of the words that it is made

of; some, because of the way the words are put together. The love of the word is the beginning of wisdom; the love of grammar is the coming of age of wisdom. Knowing words but not grammar, one can love the shining phrases of poetry, but only a reader with a keen sense of orders and relations knows the fullness of its power.

IF you ask me how much grammar a student should know in order to appreciate the difference between Wordsworth and Milton, between James Joyce and Sir Thomas Browne, I should really ask for very little: a knowledge of the parts of speech, to start with; a sense of the natural order of the parts of a sentence; and an acquaintance with the simpler grammatical distinctions, such as the difference between active and passive. Perhaps you will tell me that everybody knows these things. I can assure you from long years of experience that everybody does NOT. Last year a freshman told us the pitiful tale of the widowed mother and her six under-eaten children. Now the difference between eating and feeding is a grammatical difference, as Shakespeare knew when he put Polonius at supper,—not where he eats, but where he is eaten. Shakespeare liked playing with parts of speech, too. "Grace me no grace, nor uncle me no uncle," says York to Bolingbroke. You can teach a course in Shakespeare for years on end without finding a student to tell you why that line is what it is. As for the make-up of a sentence, plenty of students can't even tell a sentence when they see one. I often think of a freshman who was bewildered by this simple statement. "Under the elm tree stood a large colonial house." *Is this a sentence?* "No," said the boy. Why not? "Because you couldn't *get* a large colonial house underneath an elm tree." I submit that such a student is not prepared to appreciate the grammatical qualities of style.

I said that a student ought to know his parts of speech. I use the word *know* in its most inclusive sense. Mere definition isn't enough. A student of literature and style needs an emotional consciousness of the qualities of words. This is something very hard to explain to a person who hasn't felt it, but I think that I can at least suggest what I mean. To me there is something solid and steadfast about a noun, something that you can get your teeth into; something dynamic and restless about a verb; something adhesive about an adjective. An ad-

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DECEMBER, 1937



Middle Age Insurance

(A Student Editorial)

By Isabel Goldberg

(St. Paul)

Much has been and is always being said about preparing for old age, but not many of us pay much attention to that more hazardous period—middle age. The mothers suffer most at this time, mainly because they have so many empty days that they don't know how to fill. Because their children are grown and have no further need of maternal guidance, these mothers feel that they are no longer necessary to anyone. They forget how necessary they are to themselves. They seem almost frantic in their effort to fill the emptiness with endless bridge games or movies; they turn their thoughts inward and they develop mysterious ailments of various kinds, and run from one doctor to another. Perhaps they feel neglected and unneeded and so fall into the corrosive habit of self-pity. A few snatch at lost youth, turn coy and girlish, wear their hair in sub-deb styles, and imagine that all of daughter's boy friends are in love with them. And far too many mothers fall into the most vicious habit of them all—trying to run the lives of their married children.

Now I am far from middle age myself, but I believe in being prepared against these unpleasant eventualities. My preparation against them is education—not in just one line, but in several. Music is one of them. Goodness knows I will never be a piano virtuoso, but I am

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What Are You Reading?

Editor's Note: This is a new column in *The Interpreter* through which extension students and faculty will tell about the books which they are reading and which they think will be of general interest. To start the ball rolling we sent individual invitations to a number of persons, asking them to contribute. The response was more gratifying than we had dared to hope. But you should not wait for an individual invitation to contribute the news of your reading. You will help other readers, and get help yourself, if you will let us know about the books you are reading for pleasure, and with profit. You need not write a formal review; just send a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read.

By Mary McGrath

The books I have read recently are not the books everybody is talking about. They are books recommended by friends, books with titles which appealed to me, books I have discovered in shops, and those found in the rental library in the corner drug store. During the first few weeks of summer vacation, before I felt inclined to walk the long mile down a dirt road to this drug store, I contented myself with re-reading *Vanity Fair*, a number of Shakespeare's plays, and other old friends from the family collection.

Why I have thus turned my back on the Book of the Month Club and on books which have never been or are no longer "best sellers," I never quite understood until I read the September issue of *The Interpreter*. Now I know it is because I heartily dislike what the editor terms a "you ought" list. There are entirely too many "you oughts" in life without adding more to our reading-for-pleasure books. For giving me this insight into my own mental make-up, Mr. Editor, I am deeply grateful.

This same attitude might explain why I recently read *Gone With the Wind* by Margaret Mitchell, and *The Last Puritan* by George Santayana. I know, however, my reading of these books would have come even later if the drug store library had offered a greater choice. Now comes the sheepish admission that I actually enjoyed them both.

Shortly after this I found exactly what satisfied one of my oldest desires—a humanized story of England. To you who are interested in the fascinating history of the English people, from the earliest barbaric times to the abdication of Edward VIII and the accession of George VI, I recommend *The Miracle of England* by André Maurois. It is by no means light reading but a narrative so entertainingly written that it will hold you to the end.

Another book which gave me much pleasure is *A City of Bells* by Elizabeth Goudge. I enjoyed it because I read it after a hard day of boarding streetcars, dashing across streets where the poor pedestrian has never heard of "the right of way," and of fighting for my dinner in a crowded cafeteria. It is a rather delightful story of simple English characters

who have nothing to do but attend services in a beautiful cool old cathedral or sip tea and eat little cakes before an open fireplace on cold rainy afternoons.

I leave for the last the book from which I got the most laughs—*Let Your Mind Alone* by James Thurber. From cover to cover it is full of good humor, wit, and downright impertinence. Avoid this book if you have acquired what Mr. Thurber calls a "disciplined" mind by seriously following all the advice given in *Live Alone and Like It*, *Wake Up and Live*, *Streamline Your Mind*, *Win Friends and Influence People*, *Be Glad You're a Neurotic*, and other instructive books of this type. But if you are a poor ordinary soul, living from day to day and coping with the thousands of problems never mentioned by the success writers, this book will not only make you laugh but will give you new courage.

By Burton Rosenholtz, M.D.

Perhaps the most impressive book I have read in recent months was *Dear Theo*. It is a volume of letters from Vincent Van Gogh to his understanding and forgiving brother Theo. It is unnecessary to be an artist or to be especially interested in painting to enjoy them and to be thrilled by them. One has known that Van Gogh was one of the greatest painters of the past three or four decades but the great philosophy and logic of the man is what is most astounding.

In these letters one learns a real and living philosophy of great painting. The tremendous struggle of Van Gogh to arrive, his sure and absolute confidence in himself in spite of the entire public indifference to him are revelations which certainly must stir the reader. These letters would be for me almost required reading.

By Olga Stevning

I have a perverse habit of reading books after everyone else is through talking about them, and the only very new book I have read recently is Stern's *Oleander River*. However, I am sending you some impressions of books, for whatever they may be worth.

The Years, by Virginia Woolf, was read directly after having finished *Gone with the Wind*. The minute by minute, hour by hour, week by week tale, told by a dyed-in-the-wool Georgian, was exhausting; at its conclusion the only genuine emotion felt was sympathy for Rhett Butler, when his tired eyes met Scarlett's, and he asked, "Scarlett, did it ever occur to you that the most deathless love could wear out?"

The Years is a subtler work. It has overtones, cloud shadows, delicate rendering of values. The members of the Pargiter family, and the people drawn into their orbit, are not endowed with as much flesh and blood as the characters in many current books, but the same satisfaction may be derived from *The Years*

(Continued on page three)

Grammar and Style

(Continued from page one)

jective without a noun to stick to makes me uncomfortable, like a dog's tail with no dog in a jigsaw puzzle. A lot of contemporary prose keeps me in a state of perpetual discomfort for that very reason. Now I don't imagine for a moment that everyone ought to have the same feelings about words that I have, but I do contend that in order to appreciate style, one must have some kind of comparable feeling. One must feel the adjectives piling up on each other in "eloquent, just, and mighty Death," and hear noun calling unto noun in the Litany. "From blindness of heart, from pride, vain glory, and hypocrisy, from envy, hatred, malice, and all uncharitableness, Good Lord, deliver us." Suppose we change all that. "O Lord, keep us from envy, and we mustn't hate one another, and uncharitableness is a bad thing." There are plenty of students in this grammarless generation who couldn't tell the difference.

Let us consider now the order of words in a sentence and its significance in the study of style. In this shortened version of my original talk, I will give only one illustration,—the thing called parallelism or parallel structure. It was so important in Hebrew literature that it was made an essential element of poetry, and so it comes about that it is omnipresent in the Bible and in all the later prose that echoes the King James version. "The heavens declare the glory of God, and the firmament showeth His handiwork; day unto day uttereth speech, and night unto night showeth knowledge." Parallel structure gives beauty to the wisdom of Bacon, and underlies all the music of seventeenth century prose. "Prosperity is the blessing of the

Old Testament; adversity is the blessing of the New." "But man is a noble animal, splendid in ashes and pompous in the grave, solemnizing natiivities and deaths with equal lustre, nor omitting ceremonies of bravery in the infamy of his nature." Parallel structure, often heightening an antithesis, is a favorite device of the eighteenth century, whether it writes verse or prose. It even runs through nineteenth and twentieth century lyric. Look at *The Skylark* or the songs from *Atalanta* or the *Princess*: look at *Weathers* or *Cargoes*. I won't argue that lyric poetry carries much of a burden of grammar; the less logic, the less grammar, generally speaking. But I can safely say that no one without a grammatical consciousness, or at least a grammatical subconsciousness, ever completely apprehended either seventeenth century prose or eighteenth century verse.

There are two other points that I should elaborate if space permitted. One is the relation between the orderliness of grammar and the disintegrated prose of writers like James Joyce and John dos Passos, for I am convinced that such a relationship exists. The other point would be this, that in moulding style grammar also determines thought, and, conversely, that the absence of grammatical style frequently results in incoherence and general muddle-headedness. But omitting these two matters, I will return to my original thesis. English literature has been written by men with a keen sense of grammar and style. It can be fully appreciated only by readers with a similar consciousness. Over all our literature, to be sure, there is the lovely surface of word and phrase, but always underneath this fine flesh lies grammar—"the solid and enduring bone."

What Are You Reading?

(Continued from page two)

that one gets from music or painting treated somewhat abstractively.

In *Oleander River*, published this September, G. B. Stern has the peculiar quality of being very modern and yet possessing the ability to put a finger upon the sore spots of modernism. The Aldous Huxleyisms are a little misleading. Piers Rae, "swinging his new creed like a battle-axe"—Piers of London, Cambridge, the world, came to learn finally that there are a few elemental, everlasting truths. The character of Dominic Rae is perhaps the finest achievement in the book. *Oleander River* has the virtue of brevity. It may give pleasant hours, though if one does not enjoy it, too much time has not been wasted in the reading.

The man who thinks for himself learns the authorities for his opinions only later on, when they serve merely to strengthen both them and himself; while the book-philosopher starts from the authorities and other people's opinions, therefrom constructing a whole for himself; so that he resembles an automaton, whose composition we do not understand.

—Arthur Schopenhauer.

Nels A. Anderson

Nels A. Anderson, Travelling Organizer for the Extension Division of the University of Minnesota since 1928, died suddenly at his home in Minneapolis, Saturday, November 20. Mr. Anderson was 59 years of age.

Correspondence Course

"Technique of High School Instruction" (Ed. 51B) is the title of a three-credit course which is being prepared by H. T. Morse, of the College of Education, for the Correspondence Study Department.

This course completes the sequence in "Introduction to Secondary School Teaching" (51A, B, C).

Christmas Recess

Extension students may forget their academic worries for two weeks when they leave their final 1937 classes during the week December 13-18. The Christmas recess begins officially Saturday, December 18, and ends Monday, January 3, 1938.

Teachers of the Race

By Leon J. Richardson

(Reprinted from *Lifelong Learning*, published by the University of California Extension Division.)

We get the best part of our schooling from individuals capable of producing ideas. They may be of our own time or as remote as Homer. Thanks to tradition, the written word, and other ways of conserving thought, ideas once born are not all suffered to die. Civilization is kept from slipping backward by those who pass on treasured ideas.

We invent few of the ideas we live by; most of them we borrow. And when we go borrowing, we should go, not to those who retail or retell the findings of other men, but to the finders themselves, thus bringing to bear upon our lives their wisdom and inspiration. Not content with second-hand, much less with hundredth-hand, report, we should let men of genius speak directly to us. How can this be done? By coming to know their lives and works—the books they wrote, the truths they discovered, the principles of society they laid down, the songs they composed, the pictures they painted, the statues they wrought, the cathedrals they built. They quicken us to our best; they are the great teachers of the race.

Holiday Frolic

All extension students and their friends are invited to attend the fourteenth annual Holiday Frolic on Saturday evening, December 11. Tickets for the entertainment will be on sale at the offices of the General Extension Division on the Campus, in downtown Minneapolis, and in St. Paul. Tickets will also be offered by class representatives of the Evening Students' Association.

The Holiday Frolic will be held in the Minnesota Union, where there will be dancing all evening in the ballroom, and continuous entertainment for those who do not dance. Refreshments will be served from 9:00 p.m. to 12:30 a.m. There will be no extra charge for refreshments. All extension students are invited to try out for parts in the program, or to suggest parts of their own.

University Theater

The University of Minnesota Theater opened its current season October 19 with Maxwell Anderson's *High Tor*, an outstanding success of the 1937 Broadway season. The University production of the play was the first outside of New York City. Other plays on the schedule of the University Theater this year are: *Life of Man*, by Leonid Andreyev; *No More Frontier*, by Talbot Jennings; *Kind Lady*, a dramatization of a Hugh Walpole story, done by Edward Chodorov; and George Bernard Shaw's *Man and Superman*. The new director of the University Theater is Mr. C. Lowell Lees, who comes from the University of Wisconsin.

What really leads us forward is a few scientific discoveries and their applications.—*Pasteur*.

Growing Pains

By Ardis Kaplan

(Written in *Advanced Writing*. Correspondence Study)

Jerry is eleven years old—just at that stage when his mother wonders, with faint dread, what he will be up to next. Yesterday he came home from Sunday school with a peculiarly thoughtful air about him—thoughtful, that is, for Jerry. I watched him carefully and discreetly, but said nothing. I was sure that sooner or later he would tell all. When, after dinner, he came slowly into the kitchen, dish towel in hand, I knew that the great moment was near. To Jerry, a dish towel is not a means of helping Mother, but a means of approach to either a confidence or a request. After solemnly polishing one plate for ten minutes, he said, with a serious expression on his berry-brown face,

"Mother, am I too young to give a girl a ring?"

As I struggled for composure, I noticed two identical little rings on one finger of his left hand, the sort of trinkets that children love to buy from the cart of the vender on the corner. They had probably cost him five cents each. I answered as soon as I could.

"Why, I don't know, dear. What makes you ask?"

"Well," he continued slowly, "I got this one yesterday for Bea." Bea is Jerry's favorite playmate, a member of his gang. "I gave it to her, and she liked it, Mom, really she did."

"I don't doubt it. It's a pretty ring," I said encouragingly.

"Uh, huh, it is, isn't it?" Here he stopped and scrutinized the bauble carefully. "Then I thought maybe I'd better get one for Shirley, too, I didn't want her to be jealous." There spoke my future lady-killer! "So I got one for her, just like Bea's. That was okay, wasn't it, Mom?"

"I'm sure it was, son. Very thoughtful of you. And how did Shirley like her ring?"

"Well, I never gave it to her. I thought I'd do that when I saw her in Sunday school this morning. You know, Mom, I don't like Shirley as much as Bea. Her leg's aren't nice. They go straight up and down." Just like his father, the dear boy! "I like Bea lots. I betcha I'm in love with her! Well, anyway, Bea gave me the ring back before class this morning. Her pop told her to."

"Don't say 'pop,' dear. Say 'father,' or 'daddy.' It sounds much better."

"Uh huh. Well, anyway, her ole man said she had to give it back. Said she was too young to wear a boy's ring!"

I swallowed hard, but didn't interrupt.

"So I didn't give Shirley her ring either. Thought maybe her—pop—uh, her father—wouldn't let her keep it, either. What d'you think, Mom? Are we too young?"

"Well, perhaps you are son. It wouldn't be a bad idea to wait a while, anyway, before you get in too deep with the women."

"Yea, I guess maybe that's right." He looked at the rings. "But what'll I do with these things, now?"

"Put them away. Some time you may have use for them."

"Okey-dokey."

We finished up the dishes in silence. As Jerry was hanging up his dish towel, I remarked,

"You know, Jerry, you don't act much like a boy who is in love."

"Whatcha mean?"

"Boys who have sweethearts always keep their hair combed and their faces washed, and their nails clean."

He gazed for a moment at his nails, which looked as though they were in mourning for something or other. Suddenly, he started for the door and his bicycle. On the way I heard him mutter,

"If you have to do all that, t'heck with the wimmen!"

Middle Age Insurance

(Continued from page two)

learning to play well enough so that if the radio has nothing to offer but news reports and the heart-rending story of Mary Smith when I feel like listening to sentimental ballads, then I can sit down and play them myself.

Some women expect their husbands suddenly to turn play-boy at forty-five. They forget that the husband's business hasn't got itself married and moved away; it is still just as demanding as it was twenty years ago. If the wife must have more interests, let her provide for them in advance in some more legitimate way than by dragging a protesting husband around from one night club to another.

Much has also been said about hobbies. My own hobby is gardening, and with the enthusiasm of all hobbyists I can't imagine anyone with access to even a box full of dirt not being a gardener. But there are lots of other hobbies. (What I would appreciate right now is an older woman with a hobby for relieving young mothers of an afternoon when no reliable girls are available.)

These things are, of course, minor. The big disappointment to middle-aged mothers is that feeling of being no longer necessary to others. I intend to make myself necessary to a lot of people; by the time I reach the age of forty I hope to have a degree in psychology which I can use professionally. I don't hope for it much before that, because I must get it mainly by taking extension courses, which take time; but by starting now I can take the work gradually, not too many courses at once, and so get the most out of it. Believe me, college means a good deal more to me now than it would have meant if I had gone there directly from high school. It is also an outside interest at a time when I had begun to feel that I was just another mother in the same old maternal rut. A little healthy selfishness is good for mothers; self-sacrifice can be carried too far. I am not neglecting my children by going to night school once a week, and neither am I neglecting myself by staying too close to home—which I believe is just as important. We hear a lot these days about married women taking care of their personal appearance as they grow

Practical Speech Making

Registrations are now open for the second quarter of the course in Practical Speech Making, under the direction of Mr. Albert M. Fulton. There will be two classes in this subject on the campus, and one in St. Paul. The first meetings of the campus classes will be Monday, January 3, and Wednesday, January 5. The first meeting of the St. Paul class will be Thursday, January 6. This corrects the statement published in the bulletin that the first meetings are on December 27 and 30.

Bait and Fly Casting

Persons interested in the fine art of fly casting, or of bait casting, will be pleased to learn of a special class devoted to the development of these skills, which began November 30, and which will meet Tuesday night of each week for eighteen weeks in the University Field House. The class is open to both men and women. Instructors in charge of the class are W. R. Smith, Director of Intramural Athletics, and John N. Harris, State Bait Casting Champion.

Persons who register for this class will provide their own equipment. Class and individual instruction in both practical and tournament casting will be given. The fee for the course is \$5.00.

older, but little is said about their mental development.

A friend said of this plan: "It's a good idea, because the children won't be under your feet any more." "The purpose of it," I told her, "is to keep me out from under theirs."

"I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."—Milton.

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Speech Problems in Relation to Mental Hygiene

By Bryng Bryngelson

Director of Speech Clinic, University of Minnesota

THOUGH few people have been able to interpret speech as a symptom of personal health, such a viewpoint is thoroughly essential to any adequate understanding of the subject. Physicians and psychiatrists have long recognized its worth as an aid in the diagnosis of physical and mental disease. Epilepsy, chorea, bulbar paralysis, hysteria, the manic and depressive states of insanity: these are but a few of the physical and mental malconditions which reflect their nature in the speech of the individual affected. However, it is indubitably true that this symptomatic value of speech has been largely ignored by all save those teachers specializing in the retraining of speech defectives. And it is no less true that when irregularities of speech are treated as symptoms of irregularities in mental health, hygienic methods can be employed which will eradicate them. The value of physical health is so well known that three of our most powerful professions make their livings thereby. Mental health, no less important, has had no such recognition, and such remedial work as has been done by the schools has never received the consideration it deserves. Every teacher should know at least the basic principles of mental hygiene and their application to speech.

CONSIDERING speech as a symptom of mental health, one may classify speakers into five groups. First, there are those speakers who speak with ease and poise whether alone or before a group. These may exhibit an occasional sign of inward perturbation, such as flushing or staccato movements, but these minor alterations in physical appearance detract little from the favorable impression being made. Quite often this random nervous energy gives individuality to an otherwise neutral personality. In many individuals it serves to add power and intensity to their words. Indeed, one reason for the insipidity of so many radio talks is the very lack of this selfsame audience-consciousness. Few people entirely lose the temporary heightening of the emotions which accompanies public speaking, and in its milder form such evidence of unfocalized nervous energy is never sufficient to relegate such speakers to the class needing speech re-education.

In the second group we may place those whose audience-consciousness is abnormal. The speech mechanisms of the individuals in this group are efficient enough in casual everyday conversation, but when employed before an audience fail woefully in the attempted communication. The speaker typical of this group suffers internal confusion and turmoil, out-

wardly indicated by wringing of hands, profuse blushing, dryness of throat, tremblings, and an obvious lack of smooth-flowing ideas. His behavior is such that his auditors, responding empathically, are immediately ill at ease. Naturally, such a speaker will play hermit-crab when confronted with an opportunity to address a group. Surely, these people present a speech problem and are in need of help. The fact is, however, that casual observation is entirely inadequate in discovering why they should be so handicapped in expressing their thoughts. The situation has altered the speech mechanism in such a way that it does not function smoothly. Since altering the situation is impossible, we are left with the necessity of altering the speaker. This, as I propose to show later, may be done through proper speech hygiene.

THE third group is also comprised of those whose speech organs are normal in every way. This group, however, includes only those individuals who possess obvious and pronounced physical differences from the norm of society. They possess such a deep sensitivity toward this difference that they are unable to cope effectively with what Woolbert calls "confrontation." The symptoms of uneasiness displayed are much like those in the second group described above. They differ somewhat in that very often there are plainly observable signs that the individual is attempting to cover up his blemish. The man sensitive to his false or protruding teeth muffles his voice with a casual hand, or the naturally bowlegged person seeks to speak from behind any available rostrum. I have seen such a person use a window stick for such psychological protection.

Some individuals in this group never fail to refuse any public appearance; others accept with fear and trembling but fail to enjoy the experience because of their sensitivity. Very often the person with such a handicap does little more than say "Ladies and gentlemen" before breaking down. Fainting, crying, sickness are not uncommon escape mechanisms for alleviating such situations.

In the fourth group I would place those who because their pronunciation is not that commonly accepted as standard are unsuccessful in speaking understandably, either in private or before a group. This maladjustment may range from the slightest foreign accent to pronounced

lisping or oral inaccuracy. In any event, their speech is sufficiently abnormal to merit immediate correction if we have any regard whatsoever for the mental health of those possessed by such difficulties.

THE last group includes those speakers who are unable to express their thoughts because the muscles of their vocal apparatus tighten into what is called a tonic spasm. These tonic spasms may be slow and lingering or rapid and broken in rhythm. After a five- or ten-minute attempt at speaking, such individuals are fatigued to the point of exhaustion. This is all the more remarkable when we realize the effortless character of normal speech. Studies made by Sabine and by Crandall and MacKenzie, have shown that the actual power output in normal speech is approximately two ten-millionths of that in a fifty-watt lamp. However, in these stutterers even this increased energy demanded for speech seems to flow so irregularly that both continuity of thought and action is entirely lacking. Yet it must be remembered that the desire and will to say what is in them is as strong as in any of the people we have previously considered. Needless to say, such thorough exhaustion with psychological defeat in communication leads to an utter disgust for recitation or speaking exercises of any variety. Such tremendous inhibition nearly always reflects itself in some impairment of the stutterer's mental health.

IN the remainder of this article I should like to suggest certain ways of attacking the problems of these various types of speakers. Obviously each group needs a different and individual treatment, yet there is one technique, which, if handled wisely, should benefit each personality involved.

Let me say that those of the first group need merely some insight into the problems which underly the difficulties of the other less fortunate speakers in order that they may the better appreciate their own facility and joy in speaking. Provided they have something to say and possess a moderately pleasing voice, they need nothing from the teacher save encouragement.

The members of the second group need a keen understanding of themselves which will throw light upon the emotional reasons for such speech behavior. It is certainly not by chance that their speech goes to pieces merely because the situation in which they use it has changed. I suggest that with the help of a

(Continued on page three)

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JANUARY, 1938

Cavu

In Christopher Morley's "The Bowling Green" for December 4, (*The Saturday Review of Literature*) we find the almost perfect shibboleth for university extension students: CAVU. If you have travelled by airplane, you may have met the word before. It means, according to Mr. Morley, *Ceiling and Visibility Unlimited*; and it appears, when the weather gods smile, in the transport pilot's bulletin. It might, with a satisfying appositeness, appear also in the bulletin of the Extension Division.

To the pilot it means that no low hanging clouds obscure his route and his landing field. It means that from his controls he may see above, below, and beyond, unhampered by mist or storm. To the student it means that no low-hanging clouds of age or temporary achievement obscure his route. The student's ceiling is not defined by a certificate or an academic degree, and his visibility is not limited to the short mile of one branch of knowledge.

It's CAVU for a number of students we know personally. It's CAVU for some who, despite family responsibilities or busy days at the office, go flying on through literature, foreign languages, philosophy, history, and science. It's CAVU for others who, with B.A., M.A., or Ph.D., tacked to their names, fly on over new fields, unimpressed by the readings of their own altimeters. And it's CAVU for others who are just crossing the airport field to get the wind for the take-off.

To all extension students, we offer (in the words of Mr. Morley) A CAVU NEW YEAR.

Physical Education By Correspondence Study

It is now possible for students to earn some of the credits toward certificates in Physical Education through courses offered by the Correspondence Study Department of the University of Minnesota. Mr. Algernon Speer, Director of the Correspondence Study Department, announces the addition of two new courses: *Elementary Principles of Physical Education*, and *Organization and Administration of Physical Education*. Each of these courses is in sixteen lessons, and carries three credits. The first has been prepared by Mr. David C. Bartelma, Instructor in Physical Education, and the second by Mr. R. A. Piper, Assistant Professor of Physical Education.

What Are You Reading?

EDITOR'S NOTE: Readers of *The Interpreter* will help others, and get help themselves, if they will let us know about the books they are reading for pleasure, and with profit. You need not write a formal review; just send a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read.

By Mrs. Helen P. Mudgett

Instructor in History

Dear Mr. Editor:

I have let your request lie in the back of my mind for a week or so, while the over-worked galley-slave of the subconscious did the sorting and selecting for me. The list which results makes no pretence of plan or consistency; it represents, however, those books which I shall remember.

First, there are two novels read early in the summer: Corle, *People on the Earth*, and MacDonnell, *Lords and Masters*. *People on the Earth* deals with the problems of Indians educated in white men's schools who find that they belong neither to their own people nor to the whites. The ending puzzled me; even after frequent returns to it, I am uncertain of the

author's purpose. Did he wish merely to provide the hasty reader with a "happy ending"? Or, was there a deliberate and tragic intent concealed beneath the seeming flaw in the artistry of the novel? *Lords and Masters* is a satire on present-day society, centering particularly on the munitions industry. It is a book for many different kinds of people; on the surface, it is an excellent yarn. Just below the surface it is good satire—not the kind which provokes the hilarious laughter of *How Like an Angel*, but more devastating in its subtlety. Further down, it presents the perennial problem: how can one condemn a whole class when some of its members inspire such admiration?

Gessler's *Road My Body Goes* is not the type of book I ordinarily like. I suppose the proportion of my reading devoted to "travel" books would be presented in about six figures with the ciphers, and a period, in front. However, the reviews seemed unanimous in praising this account of life in the South Seas, and I decided to try it. The introduction made the tears smart behind my eyelids; these pages could

(Continued on page four)

Nels A. Anderson

EDITOR'S NOTE: Nels A. Anderson died suddenly Saturday evening, November 20. He had spent the forenoon and part of the afternoon in the office. In the evening at 9:00 p.m. his body was found in his apartment. Heart failure was the cause of his death. The December *Interpreter* had already gone to press, and it was possible to include only a very brief notice of his death by stopping the presses. For Mr. Anderson's many friends throughout the state we herewith print a more detailed obituary.

By Haldor B. Gislason

Head of Department of Community Service

Nels Andreas Anderson was born in Norway, July 28, 1878. When ten years of age, he emigrated to America and settled with his people in northern Wisconsin. He earned his early living by working in Wisconsin sawmills for \$16.00 a month.

Mr. Anderson was educated in the schools of his own state, earning his B.A. degree from the University of Wisconsin in 1909. In 1918, he received his M.A. degree from the University of Chicago. Later, he did graduate work in education at the University of Wisconsin.

For many years Mr. Anderson taught in Wisconsin schools, being principal and supervising principal of a number of schools. In 1919 he became associated with the Extension Division of his state university. He served for about eight years as manager of the Eau Claire district.

In the fall of 1928 Mr. Anderson received his appointment from the University of Minnesota as instructor in the General Extension Division. He served as field representative for the division, visiting schools and colleges in the interest of the varied extension services, such as the Lyceum and Lecture Bureau, Correspondence Study Department, and Bureau of Visual Education. He made substantial contributions

New Film Bulletin

A new film bulletin listing about 500 16 mm. films, silent and sound, is just off the press and will be sent on request to all who wish to use it. The list includes many of the best educational films made, such as the Eastman Teaching Films, the UFA Films, unexcelled for nature study, the Harvard-Pathé Films on Human and Physical Geography and many others.

Most of the sound films are the Erpi Teaching Films, which are regarded as the finest of their kind in the fields of biological and physical science. Among the sound films are also a number of musical films of old favorite airs, which should prove popular with schools. Good musical films as well as the radio may make a large contribution to musical education in the schools.

Those who have the two film bulletins, Nos. 44 and 60, dated respectively September 3, 1936 and September 20, 1937, have all the films listed in the new bulletin. No films have been added since September 20, 1937.

This bulletin does *not* contain a list of 35 mm. silent films, or slides. A special bulletin on slides will be sent on request. A mimeographed bulletin on 35 mm. silent films is being prepared and will be ready in January.

toward the expansion and improvement of all these services, and made friends for the institution wherever he went.

Mr. Anderson possessed the rugged virtues of his Viking ancestors. He was thoroughly dependable and conscientious in all his work, and was held in high esteem by those who knew him best.

Speech Problems

(Continued from page one)

psychiatrist or anyone trained in the uprooting of inferiority feelings they may work out their own salvation as speakers. Irrational ideas, morbid fears, erroneous concepts about self and society often lie in the background, and must be interpreted, understood, and evaluated before these individuals can expect speech freedom before a group. Mere forcing as a technique for such adjustment is often not only useless but criminal in its effects. Good mental health is seldom achieved by augmenting the conditions of illness. Insight into self can only be gained by analysis of self, and such analysis should be carried out with the help of someone who can see the personality profile objectively and clearly.

The third group, composed of those possessing marked physical differences, is larger than one might cursorily expect. Such individuals must learn all about their differences, and must overcome all sensitivity toward them. How can this be done? Obviously we are not suggesting surgery for altering bowlegs, large noses, or prominent teeth. We assume that these physical differences are permanent and hence things to be lived with for the rest of their days.

Were you to learn more about these physically handicapped speakers you would discover that this feeling of difference has been present since early childhood. These people have tried in vain to be well accepted within the social group. Perchance mimicry or ridicule were the usual conditions of their playground activity. If so, in reacting defensively they either ran away or became combatant. But since neither of these reactions was more than temporarily adequate to the situation (one cannot fight nor run away forever), the sensitivity remained. Then unwholesome compensations set in. Some developed comic traits in order to attract attention away from their difference, others cultivated belligerent attitudes.

At the University of Minnesota we have worked for a number of years with personalities presenting this barrier for sensitivity to speech situations. What I suggest here is the treatment we employ with considerable success. We help them face very objectively whatever physical difference they have. We convince them that there is no further use in continuing to hide the difference, or in using psychological crutches to help them make it seem less conspicuous. We tell them that the best way to rid themselves of their sensitivity is to wear it out by observing it dispassionately in mirrors, by analyzing it carefully, and by talking of it. We encourage story telling in which they deliberately imitate their differences or display them. In this way, after they have gained insight and objectivity, the differences vanish as such and the students are happily adjusted to either private or group-social intercourse.

Parents and teachers having this objective attitude toward themselves may spare the oncoming generation much agony and social pain.

They need only, by precept and example, instill in their children at home or in school a healthy objective attitude toward their difference. Frankness and a sense of humor are the medicines to be administered in order that these persons may speak effectively.

The fourth group, besides needing articulatory and phonetic exercises, requires also this same wholesome view of the difficulty. There is no valid reason why a person with a dialect should not enjoy a sense of humor about that dialect while he is being trained to overcome it.

The stutterers, whom I have included in the final group, require what is fundamentally a neurological treatment, but this is at best a long and tedious procedure. No stutterer is apt to gain free speech overnight. One thing he is assured: he must stutter for a period of months or years. Unless a stutterer learns this objective attitude of viewing his stutter as merely a manner of speaking, he will develop unwholesome personality traits, social morbidities, and defense mechanisms which are in themselves signs of very poor mental health. Furthermore, ill health in the mental realm is not conducive, but as a matter of fact resistant, to the setting up of the neurological dominance essential in any cure of the disorder. Here again may parents and teachers do a great deal to facilitate the neurological treatment, whenever that treatment is to be given, by helping the stutterer accept his spasms good naturedly. That such an attitude may be acquired, any of the stutterers with whom we have worked will abundantly testify.

If one is going to enjoy the full benefits of pleasant social intercourse we believe that mental health contributes as much to this activity as does physical health. Certainly the two are closely related. We believe, too, that better mental health can be gained for the student of speech through a thorough understanding of the various unconscious mental mechanisms at work within the organism, through a more sane insight into the functioning of our "feeling" patterns, and generally through a fairer estimate of our worth as individuals struggling competitively with our fellows.

Such, then, is the rather perfunctory outline of methods useful in applying hygienic principles to speech problems. There are other techniques which we have tried, but found wanting. Each case must be considered individually, and the methods must be adapted to his abilities and disabilities. However, I am confident that sooner or later the immense value of speech hygiene will be recognized by all those who have anything to do with the education of human beings.

Calendar

- January 3—Classes resumed.
- February 3—English Placement Tests.
- February 5—First semester ends.
- February 7—Second semester begins.

New Extension Classes

The following classes will be tentatively offered in the second semester and continued subject to the registrations reaching a satisfactory number.

Geography of Asia (120) 3 credits, taught by Mr. D. H. Davis. Considerable interest is manifested in this particular offering because of the political situation in the Orient. The class will meet on the campus in 103 Burton Hall on Wednesday evenings at 6:20.

Principles of Public Health Nursing (62) 3 credits, taught by Miss Mellie Palmer. This class, which has not been taught for some time, is asked for by a limited number of public health nurses and will be offered subject to registration by them. The class will meet Mondays at 6:20 in Millard Hall on the campus.

Securities Market (B.A. 148), 3 credits, taught by Mr. A. R. Upgren. The analysis and evaluation of investments, as it must be done by those responsible for investing funds of banks, trust and insurance companies, and investment trusts. Class meets Tuesday at 6:20 in Room 6, Business Administration.

Group Discussion, no credit, taught by Mr. A. M. Fulton. Designed to give practice in analyzing current controversial questions and then discussing them rationally and convincingly. Class meets Friday at 6:20 in Room 5, Folwell Hall.

How To Develop Confidence and Improve Your Speaking, no credit, taught by Mr. Fulton. Lectures and discussion on important points about the practice of speaking, leading up to better confidence in one's competency or effectiveness. Class meets Wednesday, 8:05, for one hour, in Room 3, Folwell Hall.

Writing Is Hard

By Mary C. McGrath

(Written in the extension course in Advanced Writing)

It seems almost paradoxical, but the more I learn about writing, the more courses I take, and the more I write, the greater is my conviction that writing is an extremely difficult task. I find myself now, on this composition, working harder to express my thoughts than I did on my first. And I find the task far more enjoyable.

In the beginning, I was quite content, if not actually proud, to cover my paper with a lot of words—especially if they were high sounding. I thought then that a writer's greatest asset was his ability to substitute long, difficult words for the homely terms characteristic of his usual vocabulary. Of course grammatical constructions, too, were important, because a writer, above everything else, must impress his readers with his superior knowledge of rhetoric. The more closely my composition resembled a politician's address, the better it satisfied me.

It was comparatively easy to write papers of this type. All one needed was a dictionary which listed synonyms and someone nearby with a gift for remembering rules in grammar. An ignorance of facts concerning the subject, or

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What Are You Reading?

(Continued from page two)

only have been written by a man caring greatly for what he wrote. In them was remembered beauty and friendship. The humor came later. It is impossible to give examples of the former, for they pervade the whole, but one incident serves to illustrate the latter. The vessel on which the Bishop Expedition sailed from Honolulu was a small one, the seas were rough, and the group was thoroughly sea-sick. Hoping that he could tolerate a little beef tea, one man instructed the new cook to prepare some with beef cubes. Presently the cook hurried back with a cup of brownish liquid. The convalescent took one swallow and the effect was cataclysmic. Gessler's curiosity led him to ask the cook how he had prepared the beef tea. Answer: "Just like he told me. I made tea and then put the cubes inside."

Casson, in *Progress and Catastrophe*, has written one of the most stimulating books I know. I read it first early in the spring and have talked and thought about it ever since. My "betters" have explained the danger of arguing too definitely from archaeological remains to culture patterns. I confess to having been a little daunted by the argument that the small family developed because primitive people had not learned to roof-over buildings large enough to hold the undivided family. Nevertheless, it is a fascinating book. Almost every page hurls some fact or theory at the reader. It is not new information which makes this book arresting, but the arrangement and interpretation of the material. Tucked in the notes are delicious bits which might sully the pages of the text but which you will find yourself repeating to your friends. The chapter on the Saxon invasion of England (called the Second Collapse of Civilization) is written with honest fire. Unmistakably pacing these early Saxon warriors, Casson sees another Teutonic invading force. He fears that they, too, will destroy the fabric of British culture.

A new historical novel is *Young Henry of Navarre* by Heinrich Mann, older brother of the better known Thomas. Each year I read a great many historical novels. This is a superlatively good one. The only possible drawback is its length; it stops short on page 585! This is the story of Henry, the first Bourbon, from birth until he becomes king of France. It is a novel of people. This statement is not as simple as it sounds. In general, there are three types of historical fiction: the one mainly concerned with events, the second which gives the atmosphere of a period, and the third which makes an honest effort to interpret characters so that the reader can see what may have impelled them to action. Part of the much discussed *Northwest Passage* is an example of the first type; Esther Forbes' excellent book, *Paradise*, illustrates the second; *Young Henry* belongs to the third group. When you have finished, you will feel a familiarity with Catherine de Medici and her three sons and one daughter which will make them, for the time at least, as real as the persons about you. Henry himself will forever be more than just a better-than-the-average king of France. You may re-

sent Mann's interpretation of some episodes in Henry's history. Your resentment may take you, as it did me, to a re-examination of some phases of his life. You may reach wholly different conclusions as to why he acted or failed to act. Whatever the result, you will have lived for a time in one of the most significant and exciting periods in French history.

Writing Is Hard

(Continued from page three)

the failure to give my readers any mental or emotional stimulus were the least of my worries.

What brought about a change for the better I cannot definitely say, but there must have been an unconscious approach toward reformation prior to the time I wrote a composition in a college Shakespeare class. For some unknown reason—perhaps because I had a fair knowledge of the subject and knew the instructor expected accurate answers to certain questions—I centered my attention on thought instead of diction.

To accomplish my purpose, of course, I used only words with which I was familiar, and it was something of a surprise when the instructor praised my paper as a good composition in English, as well as a good essay on *Hamlet*. He even made flattering comparisons between my composition and those of students who had more or less stolen phrases from the text.

Since that day I have found that the better the instructor in writing, the more he encourages his students to be natural. But to be natural and still be interesting is exactly what makes writing a difficult task for me.

To be natural and interesting I must have a store of information from which to draw; to interest readers I must have an accurate sense of observation and an understanding of human nature; to make my readers feel and think as I do, I must myself be able to feel and think; and to help them know my feelings and thoughts, I must have at my command a stock of words with which I am intimately familiar.

So much depends upon my own mental, emotional, spiritual, and physical make-up, on my whole life, that I find I must consciously and continuously improve if I am to possess the qualities of a really good writer. The progress seems slow much of the time, but, as in all things worth the striving for, there is abundance of pleasure in each bit of encouragement.

Diesel Engine Course

The General Extension Division of the University of Minnesota announces a three-week short course on the operation, servicing, care, and maintenance of Diesel engines of the high speed automotive type, to be conducted in the Experimental Engineering Building of the University at Minneapolis from February 1 to February 20, 1937. This course is one of several being conducted at the University of Minnesota, University of Wisconsin, Iowa State College, University of Nebraska, University of Illinois, Purdue University, Michigan State College, and Ohio State University, as a co-operative educational project under the joint sponsorship of these educational institutions and a number of manufacturers of Diesel engines.

General English Literature

Students in the extension class, General English Literature, themselves choose the books which they will read during the course. Each student buys one book, and exchanges with the other students in the course. The following books are being read and discussed by members of the class this semester:

Adamic, Louis, THE NATIVE'S RETURN
Aiken, Conrad (Editor), AN ANTHOLOGY OF MODERN AMERICAN VERSE
Boswell, James, THE LIFE OF SAMUEL JOHNSON
Brailsford, H. Noel, VOLTAIRE
Brontë, Charlotte, JANE EYRE
Butler, Samuel, THE WAY OF ALL FLESH
Cellini, Benvenuto, THE LIFE OF BENVENUTO CELLINI
Clendening, Logan, THE HUMAN BODY
Conrad, Joseph, VICTORY
Fielding, Henry, TOM JONES
Flaubert, Gustave, MADAME BOVARY
Galsworthy, John, THE MAN OF PROPERTY
Gibbon, Edward, THE DECLINE AND FALL OF THE ROMAN EMPIRE
Hudson, W. H., GREEN MANSIONS
Kent, Rockwell, WILDERNESS
Lawrence, D. H., SONS AND LOVERS
Lewis, Sinclair, ARROWSMITH
Maugham, W. Somerset, CAKES AND ALE
Maugham, W. Somerset, OF HUMAN BONDAGE
Newton, A. Edward, THE AMENITIES OF BOOK-COLLECTING AND KINDRED AFFECTIONS
Werfel, Franz, THE FORTY DAYS OF MUSA DAGH
Wharton, Edith, ETHAN FROME
Wolfe, Thomas, LOOK HOMEWARD, ANGEL

Employ your time in improving yourself by other men's writings; so you shall come easily by what others have labored hard for.—*Socrates*.

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EDUCATION A LIFELONG PROCESS

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ADULT RE-EDUCATION

By Julius M. Nolte

Director of Center for Continuation Study

WHETHER or not life begins at forty, many persons of what (until we ourselves get there) we call middle age find it to their advantage to go back to school. They go back for various reasons—social, cultural, professional, vocational, even pathological. Whatever the reasons, the fact is inescapable that this desire to continue or to resume study is one of the distinguishing mass movements of our time. Institutions of learning, especially those largely supported by taxation, cannot ignore their duty as agencies of the people to minister to this popular demand for adult education.

The school system of the country, conceived as a whole, has assumed its obligation with a heartiness and an enthusiasm that are encouraging. Adult education, more or less formally and competently organized, is being undertaken not only in colleges and universities, but also in rural meetings, in urban conferences and conventions, in evening classes under many auspices; it is being brought to its beneficiaries by mail, by itinerant speakers, by established teachers, by printed word, by radio, by motion picture.

Hunger for knowledge on the part of those whose traditional "schooling" has been completed is probably not a new thing. In all decades of the history of western civilization, no doubt, men and women as they have advanced in age have longed wistfully for a chance to widen continually the horizon that tends to become fixed by the daily round of petty concerns and irritating duties. When Tennyson, who was in most respects a conventional poet in a conventional age, epitomized in his "Ulysses" the eternal further-seeking of the human consciousness and sang it beautifully in the lines,

"And this gray spirit, yearning in desire
To follow knowledge like a sinking star
Beyond the utmost bounds of human thought,"

he was not uttering a new aspiration of the race, but merely rephrasing a very old one. But the conception of this process of horizon-widening as a possible and even a necessary concomitant of advancing age is certainly new. It is not new, to be sure, as applied to a few indomitable minds in each age, to the Brownings and the Hardys, to the Edisons and Bacons; but it is new as applied to the great mass of humanity. "Life Begins at Forty" was an influential book because it put into print what millions of men and women were already determined to believe; it was, indeed, as to its appeal, in a sense more a result than a cause. Hunger for knowledge is as old as civilization;

the belief that such hunger may and even must be satisfied in spite of age, although shared throughout the centuries by a few, became only yesterday the creed of the many.

THIS is not the place to speculate upon the underlying motivation of this new mass-craving. It may be, in America, at least, a sort of defense reaction of democratic habitudes against the circumscribing effect of a perplexingly complicated technology. The movement may be also a very human protest against the socially degenerating results of an economic policy of early superannuation. It may be a sort of new religion for those whom the depression by the severity of its incidence has brought to the verge of desperate unfaith. Through it our age may be saying, like the pirate in Milne's play, "What I don't understand, I don't like." Unable to stay alive in an environment it does not understand, democracy has determined to reduce the environment to terms it does understand. Hence the demand for a perpetually "open door" in education. Whatever its causes, the adult education movement is a modern force of incalculable magnitude.

For many years the universities of the United States have recognized the growing importance of this force. In many ways they have sought to bring within the ambit of their services considerable portions of it. They have sought to give the growing force purpose and direction.

At Minnesota, for example, in addition to the Graduate School ministering to the ancient learned professions, graduate departments have been established to carry to the professional level education in many vocational or technological lines. In consequence, in almost any skill the aspiring student may increase his proficiency by continued application under the guiding hand of his alma mater. Such continuation courses, available to those in residence, have long been provided for the gifted and fortunate few. Graduate schools of this traditional sort, however, have not been enough. The University has therefore expanded its service to those of adult age by offering an opportunity for continued education to those who cannot afford to attend

the regular terms of campus classes. Through the General Extension Division, the University has brought the campus to the student. The adult compelled to support himself or his family has thereby been given a chance to devote himself to study in his leisure hours. This road to proficiency is longer and harder, no doubt, but it leads to the same destination. The Extension Division aims to do for him who cannot become a resident at the University what the undergraduate and graduate courses do for the regularly matriculated student.

A FEW years ago, however, it became apparent to several far-seeing educators—President Coffman among them—that the adult education movement is far bigger than the facilities thus made available by the traditional colleges of the universities and by their supplementary extension courses. In a sense, all such efforts have been primary, that is, they have been designed to lead to proficiency in a given field, but it is a first proficiency, an original proficiency. By means of the existing traditional facilities, a man might become almost anything, from a clergyman or an attorney to a janitor or an embalmer. But the plan almost left out of account the effect of rapid changes in technology, in craft knowledge, upon thousands of those who had attained proficiency in their professions or vocations years ago. If we may borrow an analogy from the old guild system, we can say that the University took care of the apprentices and the journeymen but neglected the masters. And the masters had become, as a class, quite as eager for more education as those who aspired to acquire a new proficiency. To President Coffman, particularly, came the insistent question: What is your University doing for the physician, for the clergyman, for the attorney, for the engineer, for the businessman who learned his technical lessons years ago and today finds himself lost in an environment of craft-knowledge which has developed since he left school? Other questions arose out of the first: Are not such men as badly in need of help as those who wish in their adulthood to learn a new skill? Will not the gain to society from re-teaching adults the skills they have once learned but which have become obsolete at least be equal to the gain from teaching adults skills which to them are entirely new? Does not the University owe a duty to its graduates to refresh and recondition them, to keep them always proficient in their chosen vocations?

A program of Extension Classes
available each day will be found
on page four.

(Continued on page two)

The Interpreter

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Advisory Committee

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

Curtis E. Avery - - - - - Editor

FEBRUARY, 1938

English Placement Tests

All students who plan to register in the second semester for Freshman English (Composition 4) must take the placement test prescribed by the University. Students who took this test in high school within recent years need not take the test again, but such students should apply to the office of the General Extension Division at once for placement in Composition 4.

The schedule for the English Placement Tests is as follows:

7:30 Thursday February 3, Room 113, Folwell Hall, Campus

7:30 Thursday February 10, Room 113, Folwell Hall, Campus

7:30 Thursday February 3, St. Paul Extension Center 200

Why, the Idea!

Editor's note: The following moral story appeared mysteriously, and anonymously on the editorial desk. It was, however, accompanied by incontestable proof of its veracity, together with a warning that it might lead to "unusual habits" if it reached the eyes of traditional "day class" students.

It happened in an extension class. There are thirty-two members, all good workers doing rather advanced work. At the last meeting before the Christmas holidays it was proposed that an extra meeting be held at the regular time and place the following week. Class and instructor all agreed—and at this extra meeting, two or three days before Christmas, mind you, thirty-two students greeted the instructor. And they stayed all the evening, and worked.

At the opening of this meeting the instructor advised the class that on the following week the room would be closed for necessary vacation repairs, and hence the class could not meet. He didn't know his class, apparently. After a short intermission, customary in long evening sessions, one member reported that inasmuch as the classroom was not available, the class was invited to meet at his home, the guests of himself and his wife. The motion passed without an opposing vote—even from the instructor.

And so, on the following week—yes, it is about what you are expecting. The class met, did some work, enjoyed the hospitality of Mr. and Mrs. Student, and had a lovely time. But we must relate (shall we say regretfully or sadly?) that only thirty members of the class were present.

Why, the idea!

Adult Re-Education

(Continued from page one)

The result of long cogitation upon these and similar questions is the new Center for Continuation Study at Minnesota. Primarily it is designed to answer such questions. Primarily it is an unofficial graduate school, devoted to the needs of those who feel it necessary to bring up to date their own craft knowledge. Recognizing the fact that many vocations today require knowledge on a professional level, the Center does not restrict its services to the ancient professions as such. Whenever it is apparent that practitioners in a vocation are in need of a refresher training, and that the University can administer such training, the duty of the Center for Continuation Study is plain. The ancient professions are in some instances badly in need of continuation study facilities. The doctor of medicine who was graduated in 1912, for instance, may know very little about important diagnostic devices of recent development, such as the electrocardiograph. But there are other vocations, formerly classed merely as "trades," which have become overnight quite as exacting in their technical requirements as the learned professions. The builder of yesterday, for example, needed mainly to know how to use traditional materials in traditional ways. Today the builder needs to know a thousand new things, many of them highly technical, such as the effect of insulation upon air-conditioning, the possibilities of indirect illumination, the advantages and disadvantages of new substitutes for wood and stone. The simple bookkeeping of yesterday has become the intricate cost accounting of today. Chemistry has made incredible advances, with ramifications that touch the province of the metallurgist, the agronomer, the stationary engineer, the dietitian. The miracles of radio transmission have widened beyond belief the intellectual reach of the electrician. The list of examples is nearly endless. Continuation study has a rôle in making practically useful the new developments in every department of knowledge.

To the discerning reader it will be at once apparent that, for any institution of learning, such a rôle must be restricted to those subjects for which the institution can provide a competent faculty. Our acting President, Dean Ford, once well said that the work done by a university should be university work. As applied to the Center for Continuation Study, this may be taken to mean that the subjects taught must have genuine significance in a practical sense for those who come back to learn, and that the instruction offered must be of the dignity of graduate school instruction. The sweep of technological and social change makes it impossible to confine the efforts of the Center to the ancient learned professions, but the University's own high conception of its duty should make it equally impossible for the Center to undertake instruction which is not on a quasi-professional level. In other words, the Center, in order to justify itself completely, should limit its curriculum to subjects of a

technical nature for which there is an urgent demand. The demand is not necessarily to be measured by the numbers who seek instruction; it is rather to be gauged by its practical importance. First things should come first.

What has been said should reveal the Center for Continuation Study as an integral part of the University's instructional scheme, and as a new and, it is hoped, a vitally important part of the movement towards educating Americans and keeping them educated. The Center does not supplant any hitherto existing services; it supplements them. It resharpenes the sword of knowledge and trims the wick of the lamp of truth.

For adults out of school there thus exists an enlarged opportunity. The Center for Continuation Study now provides a place to which they can come back periodically for short, intensive refresher courses. Many working men and women who wish to continue their studies can do so most profitably by devoting to the task a small portion of their leisure time periodically. For them the Extension Division offers its regular classes, year by year increasing in number and in scope. Many subjects, furthermore, such as languages, can best be taught by means of small doses, often repeated—time often plays an important part in the learning process. But other workers, already trained in the principles of their vocations, find it more feasible to devote their time for a few days or a few weeks exclusively to study and research in their chosen field. For them the Center is a place of retreat in which they may re-educate themselves or attain deeper and more certain mastery, a place where they may live unmolested, surrounded by others of like purpose and with all the technical resources of a great university at their command.

Correspondence Study Courses

Mr. C. Lowell Lees, Director of the University Theatre, is preparing a correspondence study course in *Playwriting 115*. This course will fill a distinct need. Mr. Lees has received many calls for assistance in writing and criticizing plays. This course will be available March 1, 1938. *Logic* is another new correspondence study course, now being prepared by Mr. Alburey Castell of the Philosophy Department. With the preparation of *Technique of High School Instruction*, Ed. 51B, by Mr. H. T. Morse of the College of Education, there will be completed the full sequence 51 A, B, C, *Introduction to Secondary School Teaching*. Each of the three courses, *Playwriting*, *Logic*, and *Technique of High School Instruction* will be a sixteen lesson, three-quarter credit course.

Diesel Engine Course

The Diesel Engine Short Course, announced in the January issue of *The Interpreter* has been postponed. Further announcement will be made as soon as the definite date for the course has been determined.

❖ New Classes for the Second Semester ❖

Here are some of the classes arranged especially for the second semester; they are not listed in the bulletin.

Advanced Writing, English 29

This class, given during the first semester, will be repeated during the second semester. It is designed for those who have completed English 27-28, and who wish further instruction without specific limitation to the technique of the short story. It will meet Wednesdays at 8:05, in Folwell 203, and will be taught by Mr. Avery.

Radio Speaking

Two sections of this class will be offered during the second semester. One, which is listed in the bulletin, will meet on the campus. The other has been asked for by teachers and students of the Miller Vocational High School. It will meet in that school on Tuesdays at 6:20. It carries no credit, but the fee is the same as for a three-credit course, namely, \$10.

Public School Administration (Ed.Ad. 24)

This is one of two new classes offered in the second semester for teachers in the St. Paul public schools. It deals with the organization and administration of public schools in relationship to the teacher and other staff members. It may be substituted in the Advanced Elementary Curriculum for Ed.Ad.124, which is presented and very commonly taken in that curriculum. It will be taught by Mr. Fred von Borgersrode, who is rather well known in Minnesota educational circles, in St. Paul at a time and place which has yet to be announced. Teachers who wish this course should consult the superintendent's bulletin in St. Paul for the final decision as to location.

The Teaching of Reading (Ed.C.I. 143)

This is the second of two classes offered especially for St. Paul teachers. It will deal with the objectives, materials, and teaching procedures in all grades; and with current practices in curricula. It will be taught by Mr. Guy L. Bond, of the College of Education, in Room 115, St. Paul Central High School on Wednesdays at 5 o'clock. This is a three-credit course, with the usual fee of \$10.

Photography

The class in this subject, which started in the fall semester, will continue with more advanced work for those who have completed the first semester. However, a special section will be offered in the second semester for beginners. It will meet Thursdays at 6:20 in Room 3 of Wesbrook Hall on the campus, and will be taught by Mr. Nasvik. The membership is necessarily limited and students wanting this work in Photography should make their application at the earliest possible moment.

Administrative Law

In recent years the Law School has included in its curriculum a course in this subject, al-

though formerly none was ever offered. It deals with the problems and practices that are involved in the passing and administering of laws that deal with public matters and is offered particularly for attorneys who finished law school before this type of work had become the problem that it is today. It is, therefore, open only to attorneys who have been admitted to the Bar, and carries no credit. The fee is \$10. It will meet on Tuesdays at 8:05 in Room 102 of the Law School on the campus and will be taught by Mr. Jennings.

Biography

This is a short course, running for ten weeks, and dealing with the biographies of interesting and famous people. Miss Helen Acker, who will teach the classes, will review one biography or autobiography at each meeting. There will be two classes. One will meet Mondays at 6:20 in Room 105, Folwell Hall on the campus; the other will meet Wednesdays at 6:20 in Room 208, St. Paul Extension Center. The fee for the ten meetings will be \$5.

Petroleum Products (106ex)

This is a practical course for those interested in petroleum. It was offered during the first semester, and will be repeated during the second semester. The class will meet Fridays at 7:30 in Room 215 Experimental Engineering Building. Mr. M. A. Peterson is the instructor. The class is open to all without credit.

What Are You Reading?

THE CROCK OF GOLD, By James Stephens, The Macmillan Co., 1912.

Reviewed by Mary Nagle

James Stephens has written many other books, but it is as the author of *The Crock of Gold* that he will be remembered. It is a rebuke to the reading public that such a book, published in 1912, needs to be reviewed in 1938. Many people tell me that they haven't heard of it. It is for those persons that this review is intended.

"What is *The Crock of Gold*?" you may ask. It is not a novel, it is not a fairy tale, and it is not an allegory—although it is a little of each of these. It is too fantastic for a novel, too philosophic for a fairy tale, and although it undoubtedly is allegorical, we are never quite sure what it is that is being allegorized.

Two philosophers, their two wives and their two children, live in some yet unknown part of Ireland in some time that is not of the past nor yet of the present. They consort with washerwomen and policemen, with Pan (the god of the Greeks), and with Angus Og (the ancient god of the Gaels). But mostly they have to do with the Leprechauns, fairies who live in the trees, and whose timeless task has been the accumulation of a crock of gold. The theft of this crock of gold is the catalytic agent

Players and Chanters

All extension students interested in the Evening Student Players, or in the Chanters are invited to apply for membership. The Players meet at 8:15 p.m. each second and fourth Friday in Room 4, Music Building; the Chanters rehearse each Wednesday at the same hour and place.

Club Study Programs

The Correspondence Study Department announces the revision of a club study program entitled "Famous Women." This program has been recently revised by its author, Mrs. Mildred Mudgett. There are thirteen such club study programs. Others are: "Russia," "Minnesota History," "Romance of Chemistry," "Recent English Novels," "The Middle West in American Literature," "Prehistoric America," "New China and Her Problem," "Modern Plays," "A Tour through Norway," "A Tour through Sweden," "Modern India," and "The Newer Tendencies in Psychology."

in this fantastic little world so perilously poised between reality and illusion.

The fascination of the book is partly due to the strange subject matter, but to a greater extent is due to the beautiful, rhythmic prose in which it is written. Although isolated quotations cannot do the book justice, one will serve better than words of mine to suggest its charm. There are such sentences as this: "A Leprechaun without a pot of gold is like a rose without perfume, a bird without a wing, or an inside without an outside."

THE STREET OF THE FISHING CAT.

By Jolan Földes. Translated from the Hungarian by Elizabeth Jacobi. Farrar & Rinehart. 1937.

Reviewed by Hazel B. Brown

Elizabeth Jacobi has prepared a translation of Jolan Földes' novel, doing it with such skill that we are not aware that it is a translation. It is impossible for one who has not read *The Street of the Fishing Cat* in the original Hungarian to determine whether its charm is due to the art of the author, or to theadroitness of the translator.

The story deals with the fortunes of a simple Hungarian family which emigrates to Paris in search of a better living. They expect to stay only until they acquire sufficient money to return home and live in comfort. They find it increasingly difficult, as the years pass, to leave the country of their adoption, and at length give up their original plan of returning to Hungary. Yet they remain essentially foreigners, seeking out the people of their own nationality for companions. They alternately prosper and starve, suffer and rejoice, but never acknowledge defeat. They change in nonessential ways, but at heart they are always the same hard-working, substantial Hungarians. Földes emphasizes this unchanging nature of his characters to such an extent that one can almost accept the book as a treatise on the power of heredity over environment.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Still Life and Pose

6:00 p.m.
Vocabulary Building I
Elementary Tennis—Women

6:20 p.m.
Minnesota Plant Life
Short Story 70
General English Literature
Biography
Beginning German 2
Intermediate German 4
German for Graduate Students
European Civilization 2
Photography
American Government and Politics.
Part II
General Psychology 2
Beginning Spanish 2
Intermediate Spanish 4
Introduction to Sociology
Social Interaction
Rural Organization
Business Speaking (Began December 27)
Verse Speaking Choir
General Zoology 2
Interior Decorating 3
Principles of Public Health Nursing 62
Health of School Child
Principles of Accounting 25
Accounting 26L (Principles and Laboratory B)
Auditing B
Radio Script Writing I
Corporation Finance
Business Correspondence
Casualty Insurance B.A.61

6:30 p.m.
Swimming—Women
Intermediate Golf—Women
Elements and Principles of Accounting (AIB) (N. W. Natl. Bank)

7:00 p.m.
Introduction to Literature 23
Vocabulary Building II
Golf—Men

7:30 p.m.
Bacteriology 114—Yeasts and Molds
Elements of Mechanics 3
Swimming—Women
Badminton and Archery
Aeronautics and Airplane Construction II
Commercial Drawing
Junior Electrical Engineering
Strength of Materials
Metallography and Heat Treatment of Iron and Steel 2ex

8:05 p.m.
Seminar in Writing 92
Abnormal Psychology
French Commercial Correspondence
Fundamentals of Speech 1
Swimming—Men
Elements of Accounting 20
Personnel Administration
Business English
Elementary Algebra 8ex

CLASSES IN ST. PAUL

4:30 p.m.
Survey of Accounting—(AIB) (First Natl. Bank)

6:20 p.m.
American History 8
Psychiatric Aspects of Social Case Work (Wilder Disp.)
Fundamentals of Speech 2, 3
Cost Accounting 132
Income Tax Accounting
Accounting Practice and Procedure B
Business Law D

8:05 p.m.
Child Training 40
Fundamentals of Speech 1
Cost Accounting 181A
Accounting Practice and Procedure B
Business Law B

TUESDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Bible as Literature 41 (N. W. Natl. Bank)

6:20 p.m.
Subfreshman Composition
Freshman Composition 4, 5, 6
Shakespeare 56
Geography of North America 71
Geology of Minnesota 4
American History 8
Harmony 5

Functions of Government 3
Intermediate French 4
French for Graduate Students
Seventeenth Century French Readings
Spanish Composition 20b
Advanced Swedish 11
Science and Civilization 2
Elements of Criminology
Fundamentals of Speech 2, 3 (N. W. Natl. Bank)
Radio Speaking (Miller Voc. H. S.)
Speech Hygiene II
Advanced Interior Decorating 22
Supervision of Public Health Nursing 71
Cost Accounting 132
Securities Market
Business Law B
Production Management—Time and Motion Studies

6:30 p.m.
Elementary Golf—Women

7:00 p.m.
Use of Engineer's Slide Rule
Analytical Geometry
Integral Calculus

7:30 p.m.
Bacteriology 102, Special
Child Psychology 80
Orchestra
Elementary Golf—Women
Badminton Club—Men and Women
Freehand Drawing, Beginning
Chemistry, Qualitative Analysis 12ex
Chemistry, Quantitative Analysis—Volumetric 2ex
Chemistry, Quantitative Analysis—Pre-medical 7ex
Chemistry, Advanced Quantitative Analysis 124-125
Curves and Earthwork
Direct Current Machinery 2
Testing of Petroleum Products

8:05 p.m.
Europe Since 1871
Administrative Law
Science and Religion
Birds of Minnesota
Principles of Teaching and Supervision in Schools of Nursing
Accounting Practice and Procedure B
Business Law A
Cost Estimating

CLASSES IN ST. PAUL

4:00 p.m.
Introduction to Educational Statistics 60

6:20 p.m.
Freshman Literature 2
General Psychology 2 (Pub. Lib. Aud.)
Psychology Applied to Daily Life
Beginning French 2
Beginning Spanish 2
Accounting 25L-26L (Combined course)
Retail Advertising 87ex
Cooperative Movement 140

8:05 p.m.
Advanced Writing 27
Social Interaction
Principles of Economics 7

WEDNESDAY

CLASSES IN MINNEAPOLIS

2:00 to 3:30 p.m.
Interior Decorating I (Pub. Lib.)

6:20 p.m.
Taxonomy of Flowering Plants
Child Training 40 (N. W. Natl. Bank)
Classical Literary Tradition
Advanced Writing 28
Recent American Literature 79
Art for Every Day
Geography of Asia 120
Bach, Beethoven, Wagner, Brahms 57
European Dictatorships 148
Psychology Applied to Daily Life
Beginning French 2
Beginning Swedish 8
Fundamentals of Speech 2, 3
General Zoology 2
Orientation in Simple Handicrafts
Group Aptitude Tests
Principles of Accounting 26
Retail Advertising 87ex
Investments—Finance D
Business Law D
Principles of Economics 6
Business Cycles

6:30 p.m.
Swimming—Women

7:00 p.m.
Music for Every Day
College Algebra

7:30 p.m.
Bacteriology 114, Yeasts and Molds
Orchestra

Acoustics
Swimming—Women
Aircraft Engines 2bex
Freehand Drawing, Advanced
Reinforced Concrete and Concrete Design 142
Engineering Properties of Soils
Junior Electrical Engineering
Advanced Mechanical Drawing 29
Air Conditioning, Elementary
Internal Combustion Engines
Foundry Practice
Machine Design M.E.27

8:05 p.m.
Home Gardening I
Freshman Composition 4, 5
Advanced Writing 29
The Graphic Arts 59
Newspaper and Magazine Articles
Fundamentals of Speech 2, 3
How To Develop Confidence and Improve Speaking
Elements of Public Finance

CLASSES IN ST. PAUL

4:30 p.m.
Bible as Literature 41 (Pub. Lib. 6)
Cost Accounting—(AIB) (First Natl. Bank)

6:00 p.m.
Vocabulary Building II

6:20 p.m.
Introduction to Literature 23
Biography
Intermediate German 4
Introduction to Economic History (Pub. Lib. Aud.)
Rural Sociology 14 (Pub. Lib. 5)
Advanced Interior Decorating 22
Accounting Topics 182A
Business Correspondence

7:00 p.m.
Vocabulary Building I

7:30 p.m.
Architectural Drafting (Mechanic Arts High School)
Engineering Drawing (Mechanic Arts High School)
Advanced Mechanical Drawing 29 (Mechanic Arts High School)

8:05 p.m.
Salesmanship
Corporation Finance

THURSDAY

CLASSES IN MINNEAPOLIS

4:00 p.m.
Introduction to Educational Statistics 60 (N. W. Natl. Bank)

4:20 p.m.
General Psychology 2

6:20 p.m.
Physiography of the United States
Classic Drama 64
Early Modern European History 57
American Economic History
History of Music 35-36
Logic 2
Photography (Beginning)
Imperialism 198
Beginning Norwegian 2
Social Progress 120
Principles of Case Work 85
Elements of Play Production
Radio Speaking
Accounting 26L, Principles and Laboratory (N. W. Natl. Bank)
Advanced Advertising Procedure
Retail Credits 67ex
Advanced Economics 104
Transportation 72
Mathematics Review

6:30 p.m.
Modern Dance—Women
Accounting Practice and Procedure—(AIB) (N. W. Natl. Bank)

7:00 p.m.
Portraiture

7:30 p.m.
Bacteriology 102, Special
Tuberculosis and Its Control
Chemistry, Qualitative Analysis 12ex
Chemistry, Quantitative Analysis—Volumetric 2ex
Chemistry, Quantitative Analysis—Premedical 7ex

Chemistry, Advanced Quantitative Analysis 124-125
Direct Current Machinery 2
Engineering Drawing
Structural Drafting 22
Air Conditioning, Advanced
Diesel Engines

8:05 p.m.
General Psychology 2
Advanced Norwegian 5
Problems of Supervision in Group Work
Acting
Direct Mail Advertising
Principles of Economics 7
Business Statistics 112

CLASSES IN ST. PAUL

10:00 a.m.
Swimming—Women (Univ. Farm)

5:00 p.m.
Basic Principles of Measurement 120

6:20 p.m.
Freshman Composition 5
Beginning German 2 (Pub. Lib. 6)
Science and Civilization 2
Art Metal Work (Univ. Farm)
Accounting 26L (Principles and Laboratory B)
Investments, Finance D
Business Law A

7:00 p.m.
Advanced Public Speaking (Pub. Lib. Aud.)
Swimming—Women (Univ. Farm)
College Algebra

8:05 p.m.
Freshman Composition 4
Principles of Ethics
Business Speaking (Began December 30)
Economic Reform

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Group Discussion
Radio Script Writing II
Advanced Traffic and Transportation 74ex

6:30 p.m.
Elements and Principles of Accounting II—(AIB) (N. W. Natl. Bank)

7:00 p.m.
Consultation Period—Engineering Students

CLASSES IN ST. PAUL

6:20 p.m.
Accounting 26L (Principles B and Laboratory)
Accounting 25L-26L (Combined course)

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The Interpreter



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EDUCATION A LIFELONG PROCESS

VOL. XII

MARCH, 1938

No. 7

Leisure and Its Use

By Wendell White

LEISURE is time in excess of that required for making a living. In two ways it is essential to the attainment of the chief goods of life. First, it may be used to keep one fit for the task of making a living. Second, it may provide enjoyments aside from those included in one's regular occupation. The first of these uses of leisure has often been discussed; but there are points involved in the subject of leisure for enjoyment that have been insufficiently stressed.

People generally find more pleasure in recreation in which they play an active part than they do in that in which they are passive. Almost any able person would rather paddle a canoe than to sit idly by; would rather take the part of a character in a play than watch actors more capable than himself. This is largely because the doing of something often involves the exercise of skill or ingenuity and thus provides feelings of personal worth. The use of leisure for obtaining such satisfaction is especially important today. Our machine age makes little demand upon the intelligence of workers; and despite all our preachments about the dignity of labor, many people think their tasks degrading. No one whose self-respect is flickering can be happy, and happiness is essential to the maintenance of the social order. There are, of course, many persons whose occupations involve creative work or other forms of self-expression, who do not need leisure activity for maintaining self-respect. But there are millions of people whose tasks are very simple, and who need, and need greatly, recreational activity which calls for ingenuity or skill. If people in general pursued recreational activity requiring special ability, it would be asked not only, "Where do you work?" but also, "What do you do aside from your regular occupation?" Then the individual whose work is of a simple kind would be saved from feelings of humiliation by his proficiency in his leisure activity.

MANY forms of active recreation are enjoyed also because they involve physical activity. Sports of all kinds, the different manual arts, gardening, shoveling snow, or mowing a lawn may give pleasure because of the play of the body they afford. The more sedentary the occupation, the more enjoyable is recreation involving physical activity.

Active recreation, in addition to being pleasurable, makes the individual self-refreshing. Those who have no capability for anything are paupers in recreation; "they forever cry, 'Tickle and entertain me or I'll die.'" There is no more pathetic spectacle than that of a person unable

Shakespeare Through Bartlett

By Charles Washburn Nichols

I WAS given a copy of Christopher Morley's delightful new edition of Bartlett's *Familiar Quotations* last Christmas, and as I turned its pages I was once more impressed by the fact that my favorite author is still so far in the lead that no other writer of our English heritage is ever likely to overtake him in quotability. Pithy Pope gets fourteen pages, and mighty Milton fifteen and one half; they are Shakespeare's nearest competitors for elbow-room. But the immortal bard cannot be squeezed into fewer pages than seventy-seven!

My fingers paused on page fifty as my eye caught familiar words: "Do you know I am a woman? when I think, I must speak." I was no longer in the column devoted to the third act of *As You Like It*; I was in the Forest of Arden with Shakespeare's most irresistible heroine, Rosalind. Here she is again, in the next column, telling the love-sick Orlando that "men have died from time to time and worms have eaten them, but not for love." Bartlett doesn't give any clue to the speaker, mind you; one simply remembers the scene.

Then and there I decided to read all seventy-seven pages. It proved to be as fascinating an exercise as I have ever set for myself, and out of it came this idea, that there are three distinct appeals in Shakespearean quotations. The same person may be moved by all three, but it is also true that three different types of persons may be appealed to, each by a different thing.

I have in mind, first, the appeal to memory. This is for those who have read and enjoyed the plays for the stories which they unfold, and for the characters who play their parts in the action. When, for example, I came to the speeches of Rosalind, quoted above, I summed up "remembrance of things past." I heard the voices of Rosalinds I have seen, from Edith Wynne Matthison to Elizabeth Bergner. I also, as I said, found myself in the Forest of Arden, an actual spectator.

For some this may savor too much of the use made of "spot passages" in schoolroom tests: "What situations and/or characters do the following lines recall?" But I think not. There is no feverish necessity now to remember every passage, even if that were possible. Browsing through Bartlett one may pick and choose at will. As our eyes follow the *Twelfth Night* column we stumble on "Some are born great, some achieve greatness, and some have greatness thrust upon them." This instantly recalls the pompous Malvolio falling into a mirth-making trap in Olivia's garden. Such quotations appeal to the pictorial memory for those who

(Continued on page three)

Charles Washburn Nichols, Associate Professor of English, discusses in his informal essay three appeals in Shakespearean quotations, thus suggesting again the pleasures to be found in reading the works of the immortal bard.

Wendell White, author of The Psychology of Dealing with People, here studies certain psychological factors involved in the use of leisure.

to find amusements for himself—one so unresourceful that he can bear neither momentary silence nor occasional solitude. Such a condition does not exist when people are informed or skilled in recreations. Recreation that involves "trying the hand at things" has the further advantage of uncovering talent which with further development may contribute something of value. How much potential ability on the part of men and women has been wasted because of an unawareness of it, no one will ever know. A recreational program that opens the way for doing various things should bring out latent ability.

SHOULD one have a variety of diversions, or a single one developed as a hobby? Constantly reverting to the same interest may develop proficiency, which is one of the major factors making leisure activity enjoyable. Many a person's relish for his hobby is due primarily to his capability therein. Turning from work to a pet pursuit may provide, therefore, not only change of experience, but also feelings of personal worth. For this reason, he whose work does not sustain his self-respect has more to gain from a hobby than from engaging alternately in many different diversions. The longer such a person devotes himself to his hobby the more it becomes a representation of himself; and, consequently, the more he becomes interested in building it up as something with which he can proudly identify himself. A person

(Continued on page two)

A complete list of Correspondence Study Courses will be found on page four.

The Interpreter

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MARCH, 1938

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

—From *Lifelong Learning*, published by the University of California Extension Division.

Learning in Leisure

There has recently come to the editor's desk a booklet which supplements Mr. White's article in this issue of *The Interpreter*, and which we believe will interest all readers concerned with adult education either personally or professionally. The book is *Learning in Leisure*, by A. Stephen Stephan, formerly on the staff of the Department of Sociology, University of Minnesota.

The foreword to the book is by Herbert Sorenson, now President of the Duluth State Teachers College, and formerly a member of the extension staff in Education. In his foreword Mr. Sorenson says, (in part) "It is a long time since I have read an article, monograph, or book in adult education that has given me as much satisfaction as the present volume. . . . This book provides a progressive and liberal interpretation of the rôle that adult education should play at the present time. There is a good sweep to the author's point of view and the factual supports are adequate but not burdensome."

Learning in Leisure is issued by the Educational Materials Project, State Department of Education, St. Paul. It is Number 4 of the "Social Science Series."

"All our employment of constituted sounds, syllables, sentences, comes back to the way we say a thing, and it is very largely by saying, all the while, that we live and play our parts. I am asking you to take it from me . . . that the way we say a thing, or fail to say it, has an importance in life that it is impossible to overstate—a far-reaching importance, as the very hinge of the relation of man to man."—Henry James from an address to a graduating class at Bryn Mawr College.

Leisure and Its Use

(Continued from page one)

whose occupation, on the other hand, is of importance to mankind does not need a hobby to enhance his self-esteem. He may find a hobby very valuable as a diversion, but not necessarily more so than a number of different interests moderately pursued. Anyone may obtain values other than diversion and feelings of personal worth from a hobby, but those other values are also attainable through activities which are not constant pursuits in leisure time.

There is always danger of engaging in a hobby excessively. The person to whom a hobby affords strong feelings of personal worth may become so absorbed in it that he neglects his work. But prudence requires that a balance be maintained between an occupation and a hobby: "If your score is above 100, you are neglecting your golf; if it is below 90, you are neglecting your work." Engaging excessively in a hobby may also have a narrowing effect, whereas pursuing many different forms of leisure activity keeps the individual in touch with more phases of life, and so makes for broader adjustment. For some persons there are, however, only a few things of interest to do, and so they might well develop a single line of diversion as a hobby. A person with a hobby may be more interesting to others than one who is jack of all leisure pursuits and master of none; but if he talks his hobby, or about it, too much he destroys himself socially.

The enjoyment of leisure necessitates considerable freedom of choice in recreation. But most people are not free in the spending of their leisure; they may be dominated by various factors in the choice of diversions. Some find it necessary to devote their spare time to the furthering of their occupational interests. A man may on many a day spend all of his free time playing golf, not with a partner of his choosing, but with a business prospect or with a superior to whom he feels he must cater. Babbitt confessed that he never in his life did anything he wanted to do. Fashion and convention may also lead the individual into spending his leisure in one way when he prefers doing something else. Club membership is another factor that may involve the forfeiting of much freedom in leisure hours. When a member of a group sets a pace in entertaining that others follow because they feel they must, the social club becomes a chain-gang. A very significant hindrance to spending leisure as one chooses is lack of privacy. In the home it is often necessary to undergo conversation or to listen to a radio program when you prefer, for the time being, to read or think. No one can be said to have a home in the complete sense of the word who does not have a room of his own. Still another hindrance to freedom in leisure hours is the imposition of a standardized scheme of recreation. Whipping the individual into leisure activity defeats the purpose of leisure. Persons whose spare time is dominated in one way or another soon come to look upon work as a relief from leisure.

There are many things people like to do with

their leisure. Some like to use their leisure for self-improvement. In doing so they experience various satisfactions which afford them more enjoyment than anything else to which they might devote their spare time. In recognition of the desire for advancement in knowledge or skill, opportunity for systematic study of subjects of interest is now afforded many persons in all occupations. Educational institutions, through their correspondence study departments and evening schools, offer a large variety of courses to adults. There are also industrial organizations that provide such services for their employees, or encourage and financially support them in taking up correspondence study courses or evening classroom work in educational institutions. Many adults who take up study with instructors trained and experienced in the teaching of adults say with deep feeling that their study is real enjoyment to them. To afford leisure and facilities for learning is one of the highest social objectives.

The Cookie Jar

By Hector McDonald

(Written for the class, Composition 4)

"High on the mantle, safe from the hands of a hungry child, stood the cookie jar, smirking at the outstretched hands."

"That's good English," you say, "but cookie jars are not usually found on the mantle."

Well, dear reader, you may be well acquainted with the average American cookie jar, made of thick clay and painted on the outside, but the cookie jar I refer to is really a thing of beauty. It is a delicate piece of china about eight inches high by six inches in diameter, and shaped like a Delicious apple. The inside is glazed white, and the outside peach color. The cover is silver, set in a gold rim. Across the top is a gold handle.

My earliest recollection of this cookie jar is when we lived in St. Paul. The apartment in which we lived had a fireplace with a mantle that was just out of reach for a five-year-old boy. On this mantle, the cookie jar stood, full of delicious goodies for the children. It was always a pet desire of mine to get at the jar, and eat to my heart's content. This ambition, however, was never fulfilled, because shortly after we moved from the apartment to a house, Mother bought an American cookie jar that was assigned the conventional cookie-jar place on the top shelf in the pantry.

After the old jar had been removed from active duty, it became the family jewelry vault, file cabinet, and general catch-all for family valuables. Today it is standing on the buffet in the dining room, bereft of most of its glory. No one has used it for a long time, but if I should look at its contents, I should be able to recall many experiences of long ago by reading the old slips of paper and looking over the bits of jewelry that are still in it.

You say that cookie jars are not found on mantles. Well, this one was. Rather a special cookie jar—don't you think so?

❖ Shakespeare Through Bartlett ❖

(Continued from page one)

would bring back scenes and characters. Falstaff, "larding the lean earth" as he walks along, or fighting "a long hour by Shrewsbury clock"; Richard II, in a defeatist mood, wanting to sit upon the ground and "tell sad stories of the death of kings"; Henry V, urging on his men at Agincourt: "We few, we happy few, we band of brothers"; Richard III, shouting "A horse! a horse! my kingdom for a horse!" as the battle went against him at Bosworth Field; Mercutio, with his "plague o' both your houses," though his wound was "not so deep as a well, nor so wide as a church-door"; Cassius, with his "lean and hungry look"; Hamlet, facing the ghost of his father: "Angels and ministers of grace defend us"; Macbeth, with his back to the wall, crying "Lay on, Macduff"; these all flash before the eyes of the mind as we turn the pages of Bartlett. The quotations are "open sesames" to well-remembered scenes. And anyone may have this appeal to memory if he will first read the plays for their story value, and later recall the scenes with Bartlett's aid.

Secondly (and this point has no necessary connection with any memory of the plays), I discovered that one may read Shakespearean quotations and take delight merely in the point-ness of a thought, or in the felicitous phrasing of an idea. Let me become "a snapper-up of unconsidered trifles," to use the nice phrase of Autolycus, and cite a few examples of what I mean.

It is a wise father that knows his own child.

How bitter it is to look into happiness through another man's eyes.

Unquiet meals make ill digestions.

There's small choice in rotten apples.

The inaudible and noiseless foot of time.

One touch of nature makes the whole world kin.

**Our remedies oft in ourselves do lie,
Which we ascribe to Heaven.**

We may, or we may not, remember who said these things, or under what circumstances, but the thoughts themselves "give us pause."

Finally, remembering that Shakespeare was also a very great poet, we may revel in the sheer beauty and power revealed in line after line of the Bartlett quotations. All the famous passages are there, with their added appeal to memory. I welcomed them as I would welcome the faces of old friends. *Richard II* is full of them, and *Hamlet*, and *Macbeth*, and *Othello*. But memory need play no part in the appreciation of poetry. A love of exquisite words set to the high-sounding rhythm of blank verse will be enough. I, for one, brought no memory to

A peace above all earthly dignities,

A still and quiet conscience.

I can look the lines up, but it is not necessary to do so. One appreciates the poetry of them. Nor is it utterly essential to know that Prospero said

We are such stuff

**As dreams are made on, and our little life
Is rounded with a sleep.**

The words are unforgettable in themselves.

I think I shall read the Milton quotations next. My Bartlett just fell open at

Long is the way

And hard, that out of hell leads up to light.

In fact, I may be reading Bartlett until next Christmas; the way may be long, but it certainly will not be hard, nor will it lead out of hell.

I commend the Bartlett notion to you. And should you think it an ill-favored idea, I shall at least claim the merit of originality for it, and quote Shakespeare at you. "An ill-favored thing, sir, but mine own."

Diesel Engine Course

The General Extension Division announces a three-week short course in the operation and maintenance of Diesel engines, to be conducted in the Experimental Engineering Building on the Campus beginning some time between April 15 and May 15. This is a cooperative educational project sponsored by eight universities and a number of manufacturers of Diesel engines.

The Only Child

The only child has at least one advantage over children with brothers and sisters. He is quicker in learning how to use words. This is revealed in a study of 436 Minneapolis and St. Paul school children made by Edith A. Davis, former lecturer on parent education in the University of Minnesota's Institute of Child Welfare.

Just published by the University of Minnesota Press, her book is entitled *The Development of Linguistic Skill in Twins, Singletons with Siblings, and Only Children from Age Five to Ten Years*.

The investigation shows further that even children with brothers and sisters are superior to twins in speaking ability. Twins who are the children of "white collar" workers have practically overcome their language handicap by the time they are nine and a half years old, but twins whose fathers are manual laborers have made relatively little progress at that age.

To offset the many raw and bleeding books which seem to be more numerous than ever in this year 1937, do read *The Vicar of Wakefield* again—that book which Charles Dickens always kept on his bedside table. For a very human commentary on all that flesh is heir to, nothing ever surpassed *The Vicar*.

By Adella G. White

Vera Brittain's recent visit to St. Paul has recalled to the minds of many of us her book, *Testament of Youth*. Miss Brittain is an English novelist known for her opposition to war.

Testament of Youth is autobiographical, giving at first hand the experiences of the war generation in England. Miss Brittain herself lived through the tragedies of that time, both as a civilian with a brother and a fiancé in service, and later as a military nurse in the war zone.

The theme of the book is a passionate protest against war. It is interesting to learn that Miss Brittain is still protesting against the horrors of war. "I have become a passivist," she said, "in the conviction that the only way to prevent war is to persuade people not to participate in any that may occur."

The tone of the book is tense and tragic, as befits its theme. It has made for itself a place in twentieth century literature. To those who belong to a newer generation than that of the World War it will bring a grim, indelible picture of that time. To those who knew the war at first hand, it recreates a part of the past so poignantly that at times one can hardly bear to read.

❖ What Are You Reading? ❖

EDITOR'S NOTE: Readers of *The Interpreter* will help others, and get help themselves, if they will let us know about the books they are reading for pleasure, and with profit. You need not write a formal review; just send a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read.

By Cleora Stanforth

Because reading has been one of my deepest joys since first I mastered the art, I have read much and I have tried to keep my reading varied. In the same week I read *Of Mice and Men*, re-read my favorite poem *The Vision of Sir Launfal* and that best seller for children, *Ferdinand* (the story of the bull who liked to smell the flowers). I enjoyed them all.

A best seller, as such, interests me not at all, since I have read so many poor ones. I like

to read the things recommended by others with the "talent for reading" as someone ably expressed it.

About the time *Gone with the Wind* began its awful hurricane, there was published in France a book called *Benediction*. It was written by Claude Silvé with a foreword by the late Edith Wharton. This book won a French literature prize, but I do not think it received great notice in this country. It was recommended to me by a librarian friend of mine. I recently re-read it. It is a rare and lovely thing—like an old print, beautifully done. I recommend it.

I also read André Maurois, that Frenchman with the uncanny insight into English character. In addition to *The Miracle of England*, you will find his *Life of Dickens* and life of Shelley entitled *Ariel*, the best of reading.

University of Minnesota Correspondence Study Courses

ANTHROPOLOGY

Introduction to Anthropology..... 27

ART EDUCATION

Fundamental Experiences in Design 16
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ASTRONOMY

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Investments 16
Corporation Finance 16

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*The Older Child and Adolescent
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Child Training 16
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Caesar 27
Cicero I, II (Two courses) 27
Vergil's Aeneid I, II (Two courses) 27
Livy 27
Roman Comedy 24

ECONOMICS

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Principles of Economics I, II (Two courses) 27
Elements of Accounting 16
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School Sanitation 27
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History of Modern Secondary Education 16
History of Modern Elementary Education 16
Junior High School 16

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Slide Rule 6
*Shop Mathematics I, II (Two courses) 16
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Trigonometry 27
Analytical Geometry 27
Differential Calculus 27
Integral Calculus 27
*Elementary Mechanics 16
Technical Mechanics—Statics 27
*Technical Mechanics—Dynamics 27
Strength of Materials 27
*Elementary Aeronautics 16
Elementary Structural Steel Design 16
Steel Bridge Design 16
Steel Building Design 16
Plain Concrete 16
Advanced Reinforced Concrete Design 16
*Direct Current Machinery I 16
*Steam Power Plant I 16
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Refrigeration 16
Diesel Engines (Available July 1)..... 16

The figure following the name of the course indicates the number of lessons in that course.

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16 lessons—3 credits—\$10.00
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* Carries no credit.

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(Three courses) 27
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Later English Novel 16
Shakespeare I, II (Two courses) 16
American Literature I, II (Two courses) 16
*Subfreshman Composition (\$7.50) 12
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Advanced Writing I, II (Two courses) 16
Short Story Writing I, II (Two courses) 16
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*Advanced Esperanto 16

GEOLOGY

Introductory Geology 27

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Intermediate German IV 27
Intermediate German IVa 27
Chemical German 25, 26 (Two courses) 20
Medical German 30, 31, 32 (Three courses) 16
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Drama I, II (Two courses) 24

HISTORY

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Ancient History I, II, III (Three courses) 16
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Textiles 16

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Health Care of the Family 16

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Intermediate Spanish I, II (Two courses) 27
Elementary Composition 16
Advanced Composition 16

SCANDINAVIAN

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Beginning Norwegian I, II (Two courses) 27
Intermediate Norwegian 27
Advanced Norwegian 27
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Modern Norwegian Literature 27
Ibsen 16
Björnson 16

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Beginning Swedish I, II (Two courses) 27
Intermediate Swedish 27
Advanced Swedish I, II (Two courses) 27
Swedish Literature I, II, III (Three courses) 16

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Introduction to Sociology 27
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Social Protection of the Child 16
Social Organization 16
Rural Community Organization 16
The Family 16
Social Progress 16

SPEECH

Playwriting 16

HIGH SCHOOL COURSES

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English Composition A, B, C, D
(Four courses) 20
English Literature A, B, C, D
(Four courses) 20
American History A, B (Two courses) 20
World History A, B (Two courses) 20
Plane Geometry A, B (Two courses) 20
Solid Geometry 20
Higher Algebra 27
Beginning German I, II, III (Three courses) 27
Intermediate German IV 27
Beginning French I, II (Two courses) 27
Intermediate French I, II (Two courses) 27
Beginning Spanish I, II (Two courses) 27
Intermediate Spanish I, II (Two courses) 27
Beginning Norwegian I, II (Two courses) 27
Intermediate Norwegian 27
Advanced Norwegian 27
Beginning Swedish I, II (Two courses) 27
Intermediate Swedish 27
Social Sciences A, B (Two courses) 20

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The Problem of Stage Fright

By Franklin H. Knowler

*Department of Speech
University of Minnesota*

TEACHERS of Speech are frequently asked to answer such questions as: "Why do my knees shake so badly when I try to speak to an audience?" "Why is it that sometimes I can talk with utmost confidence and at other times I am completely upset?" "Why do I have so much difficulty in thinking on my feet?" "Why does my mouth become so dry?" "Why do I feel so out of breath?" "Why do I blush and perspire?" "And, why does my voice quiver in spite of all I can do to control it?" Moreover, teachers of speech are told: "I know it's all very foolish, but I just can't seem to do anything about it." It is the experience which is commonly called "stage fright," a source of much mental anguish to a great many people.

Without attempting in the limited space available to provide anything like a complete answer to the questions cited, I propose to treat the problem by asking and answering briefly three questions about stage fright. What is it? What causes it? What can be done about it?

Stage fright can be defined simply as a marked fear reaction in a speech situation. Fear is an emotional reaction. These emotional reactions of fear are really not different from fear reactions of equal intensity in other situations.

THE almost universal attributes of intense fear reactions are the involuntary and unpleasant physical responses previously suggested, and the disorganization if not the complete inhibition of normal mental processes. These characteristic responses of fear are aptly illustrated in the nervous reactions of the speaker. Stage fright, however, is to many a mystifying form of behavior. The mystery which surrounds the experience of stage fright is probably traceable for the most part to one or more of the factors in the situation. There is first, of course, a possibility of a lack of information about the nature of general emotional processes. A concomitant of this factor is the failure to apply what is known about general emotional behavior to its appearance in the speech situation. It is probable, however, that the mores of our culture have had much to do with the feeling of mystery in this special case. Many persons sense that it is not considered good masculine form to be afraid of what might appear to be a relatively unimportant situation; hence they prefer to search for some special explanation of what they want to believe is the unique condition of stage fright. If we recognize this experience for what it undoubtedly is, a simple condition of fear, we find in this ex-

planation the best basis for the study and analysis of the problem.

What causes stage fright? In the first place it should be noted that this experience may be the result of many causes. I am indeed skeptical of those explanations which attribute stage fright to single and simple causes. Different persons experience stage fright for different reasons. In some individuals the response functions as a part of a general pattern of nervous reactions; in others it is a specific fear reaction. Even these specific fear reactions appear as a result of different combinations of factors in the same individual at various times.

THERE are two broad categories of causes of nervousness in the speaker which we may refer to as the predisposing and precipitating causes. Among the predisposing causes we find such phenomena as a high degree of sensitivity to social stimulation, feelings of personal insecurity, and a tendency of the individual's mental processes to break down under strain. The individual's sensitivity may be general or specific in nature. The specific sensitivities are often the result of a negative conditioning of the emotions to specific persons or situations. The effects of these emotional conditionings may remain long after the specific incident in which the conditioning occurred has been forgotten. The specific causes of feelings of personal insecurity which may be consciously or unconsciously aroused are far too numerous to be even approximately enumerated. Suffice it to point out that they involve such matters as a recognized or felt deficiency, fear of consequences of one's behavior past or present, unfavorable comparisons, negative auto-suggestion and the like. Individual differences in reactions to test situations may reveal a predisposition to stage fright. Some individuals are challenged to do their best in test situations; others undergo a state of mental disorganization when only slightly frustrated. Stage fright occurs with much greater frequency in persons of the latter than of the former reaction patterns.

As to the precipitating causes of stage fright, we find at least two general causes. In the first place stage fright may occur as a result of any stimulus in a social situation which unduly heightens emotional reactions, and in the

second place it may be the result of any factor in the speech situation which interferes with the efficiency of the intellectual processes, and therefore tends to disintegrate these processes. Frequently these two causes operate together to bring on the reaction. Some general illustrations of the operation of the first causal principle are found in the cases of individuals who find themselves in new situations, or in situations where something unexpected happens; who are taken unaware and pleasantly or unpleasantly surprised; who find themselves in test situations where they want to appear favorably; or who merely find themselves in the presence of persons for whom they have deep emotional attachments. In such situations the emotional forces are apt to well up and get beyond control in persons who are otherwise calm. The second precipitating cause of stage fright explains why it is easiest to speak in situations and when discussing ideas with which one is thoroughly familiar; and why it is easier for most people to discuss their ideas informally and to lecture from notes than it is to try to make a formal speech and to trust entirely to memory or to spontaneous organization of ideas.

THE third question I have proposed to discuss is: What can be done about stage fright? The answer to this question is that the individual who is extremely nervous when he speaks, and who wants to develop confidence, must learn to adjust to, modify or remove the causes that operate to produce the reaction in himself. The predisposing causes can be best treated through the development of positive habits of mental hygiene. An understanding of the nature of emotional processes and the way they function in speech situations may serve to remove some of the mystery about them and to facilitate the maintenance of mental equilibrium. The sensitive individual must learn to make intellectual rather than emotional responses to his social environment. The development of a sense of personal security is achieved by many individuals through the nurture of an intellectual philosophy of life. And the tendency to break down under strain is lessened in the individual through learning the methods of objective self-evaluation and how to face reality rather than to follow one or more of the many paths of psychological retreat from reality.

Some of the techniques useful in reducing the

(Continued on page three)

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APRIL, 1938

New Correspondence Study Courses

Two new additions to the list of courses offered by the Correspondence Study Department are now being prepared. The first is in music, and is entitled "Form and Analysis." The course will deal with the analysis of the formal structure and content of well-known musical compositions. It will also present a review of musical literature by tracing musical development through the pre-classic, classic, romantic, and modern types. The course is being prepared by Mr. Abe Pepinsky.

The second course is in sociology, and is called "Social Interaction." It deals with the influences of location, sex, race, custom, and invention upon human society. The course is being prepared by Mr. Clifford Kirkpatrick. Both courses offer three credits.

New Films

The following films have recently been added to the University film library:

Sound:

- S504 Reproduction Among Mammals (1)
- S318 Light Waves and Their Uses (1)
- S319 Velocity of Chemical Reactions (1)
- S700 Keystone of Golf (3)
- S600 The Plow That Broke the Plains (3)

Silent:

- 7007 The Fourth Kingdom—Bakelite Products (4)

The first three are Erpi educational films. The one on golf is a sound film in which Bobby Jones conducts, as it were, a school of golf for about forty minutes, with such stars as Harry Cooper and others as demonstrators.

"The Plow That Broke the Plains" deals with soil erosion and the devastation wrought by sand storms, together with scientific treatment of the problem of soil conservation.

Preludes

The Advanced Writing classes of the Extension Division have recently published the first issue of a little magazine called *Preludes*. The magazine contains a collection of representative student writing, and is published in order that student writers may read, criticize, and be stimulated by the work of other students. Editors of the first issue are Mary C. Nagle and Maude K. Hayward.

What Are You Reading?

EDITOR'S NOTE: Readers of *The Interpreter* will help others, and get help themselves, if they will let us know about the books they are reading for pleasure, and with profit. You need not write a formal review; just send a letter to the editor, Room 410, Administration Building, University of Minnesota, and tell him what you are reading, or have read, which you think other people might also read.

By Isabel Goldberg

I am twenty-eight years old and have only begun to read—that is, *really* read. Of course, in high school I flitted through Shakespeare and Dickens and one or two other authors in the idle, absent way of most high school students. I'm ashamed to confess that I found their books, on the whole, rather dry and uninteresting; and I forgot them as quickly as I could.

It was only by chance that I was introduced to the delights of reading. I was visiting Mr. Avery's literature class when he suggested that the students read *The Romance of Leonardo da Vinci* by Dimitri Merejkowski. His enthusiasm for this book was so contagious that I lost no time in getting it and reading it. I had al-

ways disliked history—but here was history in a most entrancing disguise. I came to know as a person, not just as a vague historical figure, that great lonely genius, da Vinci, whose life seemed to him so empty of success, so filled with failures. At the same time I felt as if I were actually living through that superstitious and corrupt period that was dominated by the Borgias. I learned more of the history of the fifteenth and sixteenth centuries in the week that it took me to read this book than I had learned in my whole sophomore year in high school.

Casting about for something else to read, I saw *The Vicar of Wakefield* mentioned in *The Interpreter*. I already had the book in a popular edition of classics, but the very familiarity of the title had made me pass it by. That little review, however, was just enough to pique me into reading the book. I liked it for the character it portrays, although my own imperfect soul sometimes grew impatient at the Vicar's unflinching charity toward his persecutors. But in this book I found a sentence that I shall always remember for its significance: "That

(Continued on page four)

What Is Dramatic

A Lesson for Those Interested in Plays

Editor's note: The following article is part of lesson two of the new Correspondence Study course, *Playwriting*. The course has been prepared by Mr. Charles L. Lees, Director of the University Theater. The article should be of value, not only to those who may be interested in writing plays, but also to those interested in criticizing intelligently the plays and movies they see.

* * *

LIFE for most of us is a series of routines. We generally awaken about the same hour; grumble because we are tired; dress and make our toilet in a stereotyped way, hurrying because we never allow ourselves enough time; gulp down a breakfast; catch a car or bus crowded with the usual people. We arrive at the office or factory; do the same work that we have done for years and probably will do for years. Generally we eat with regularity at the usual places, always choosing approximately the same variety of food. We enjoy companionship; have joys and sorrows; but in our analysis of life we conclude that our own lives are rather even and commonplace. Many of us sigh and say nothing happens to us that happens in the movies. These patterns of life apply to most people, reducing much of life to a humdrum of monotony. This then is highly undramatic and can rarely be used for plot material, although many of these problems will furnish a background or set for a play.

The dramatist seeks to express truth through a simplification of life's complexities in terms of visual action. We can readily see that it would be very monotonous for us to see in visual

action our own routines, for it would be only adding one more routine image to our already systematic existence. The dramatist must express his truth in terms of visual dramatic action. Dramatic action is then the framework of all drama. It is the first test of any material to be used in a play. What is the dramatic? In the first paragraph we have seen the undramatic. At times, however, upsets occur in our routines. Such an upset may be in the nature of a great social or personal crisis which overwhelms us, attacking life at its very foundation; or it may be a very trivial incident or a series of events to which we react in such a way that it assumes in our minds so great a proportion that it upsets our ordered existence. But whether the event be great or small, the degree to which we react depends upon our degree of sensitivity at the moment. We vary so greatly in our sensitivity that an event which to one is merely an annoyance may be to another a catastrophe. Play material at one extreme may deal with commonplace people harassed into sensitivity by a series of trivial happenings which temporarily upset their peace and harmony as in Kreyborg's *Mannikin and Minnikin*; or it may deal with a highly sensitive character driven to tragic exaltation by a cataclysm of events as in Synge's *Riders to the Sea*. Both plays are dramatic but vary in degree.

The second aspect of the dramatic is its effect upon an audience: its ability to arouse an emotional response in the audience and to con-

(Continued on page four)

Stage Fright

(Continued from page one)

intensity of emotional reactions in speech situations are the devices for releasing negative emotional tensions. The psychoanalytical technique of emotional catharsis is an example in point. Release is commonly brought about through a reconditioning of emotional reactions in speech situations by the process known as experimental extinction. Through extensive practice under favorable conditions the effects of the original negative conditioning tend to die out. Another technique involves the counteracting of negative emotional tendencies through the use of contrary and positive emotional responses. The device is well illustrated by the boy who whistles to keep up courage when coming home in the dark, or the man who tells an amusing anecdote to cover up his embarrassment. It is nearly always easier to talk on a subject about which one is enthusiastic than on a subject for which one has no positive emotional attachments.

There are also the techniques for facilitating the function of mental processes in speaking. Perhaps most important among these are a knowledge of the nature of speech processes

and the development of efficient habits of speech. When a person's speech activities become deeply channeled habits, his speech processes are not so easily disturbed by the emotional elements in the situation as when he doesn't know what to do or knows that he can't depend upon himself to do what he would like to do. Other devices which facilitate the smooth operation of cortical activities in speech are the organization of ideas in a manner which makes them easiest to recall; thorough understanding of the relationships of the ideas which are to be discussed; and such matters as anticipation of needs for adjustment of the discussion to audience and situation.

Note should be made of the fact that one's speech activities are an integral part of one's total personality. If one finds oneself possessed of a tendency to emotional reactions in speech situations, the process of developing positive highly efficient speech habits may be as long and difficult as the changing of one's "human nature" itself. The safest guides to sound processes of self-development are those which draw upon the best which is available in the fields of psychology and education.

Read and Ponder

(The following editorial is reprinted from *Adult Life Enrichment*, published by the Massachusetts Department of Education, Division of University Extension).

* * *

SO you think it's all new—unemployment, the farm problem, crime waves, relief payments, emergency legislation? Nearly two thousand years ago a young Roman, Octavian by name, faced all of these issues which today seem so modern and without precedent. You have probably read about him in the ancient history course in high school, but the name may be more familiar if we call him Augustus. He was the first of the Roman emperors. During his reign the first census of the Roman world was taken. At that time in the province of Judea a certain man named Joseph, with Mary his spouse, went down to Bethlehem that he might register according to the emperor's decree. There, on a winter's night, Christ was born.

Peace pervaded the earth. But the peace of Augustus had been a hard-won peace, the fruit of many battles. The young Octavian was the nephew and adopted son of Julius Caesar. When Julius died in the Roman senate under the blows of his colleagues, Octavian was the natural inheritor of his mantle. He did inherit it eventually. He became the second and a greater Caesar, less mighty in war than his uncle and foster-father, but more powerful in peace. He became the hand which executed the unrealized dreams and divisions of Julius for a united and law-abiding empire. But Caesar's robe was not to be donned and worn simply

for the asking. There were mighty rivals in the field, Mark Antony among them.

Rome had been beset for over fifty years by civil wars. The old republicanism had been weakened by repeated dictatorships. With the murder of Julius, the city and the empire faced disintegration and chaos. Cicero still lived and there were many other men of ability in Rome, but politics was rife, intrigue was commonplace, and no party or prominent person trusted another. A triumvirate was declared. Antony, Lepidus, and Octavian were elected to share the seat of power. Divided rule and responsibility inevitably fail. Lepidus was never more than a nominal contender. The real rivalry reduced itself to a duel between Antony, brilliant but erratic, and the almost boyish Octavian, less scintillating, but possessed of that mental poise and purpose which is the true mark of genius in governing. Antony allied himself with Cleopatra, the Egyptian queen, and in so doing alienated the support of the Roman people. Failures, mistakes, and excesses deepened the grievances and at length aroused popular fury. Antony was deposed from his office and publicly declared an enemy of the state. Octavian gathered his legions against his erstwhile triumvir. The two met at Actium on land and on sea. Good fortune and better discipline brought victory to the poorer soldier and Octavian returned to Rome in sole possession of the Roman power.

That was the beginning. Power and wealth were not the real objects of Octavian's heart. Peace, law, the contentment of the people, and

a stable order of government which could resist the perplexities implicit in the traffic of time were his genuine goals. Problem after problem was taken in stride. Insistent veterans were paid bonuses from his private purse. Some were persuaded to colonize in Africa and Gaul. Others were given grants of the public land. Public works in the shape of roads, temples, and improved harbors were initiated to relieve unemployment. Tariffs and subsidies relieved the plight of Italian farmers. Free grain kept the needy from the dangerous temper aroused by starvation and want. The good will of the provinces was cultivated by wise legislation and careful appointment of officials. Piracy was wiped off the high seas and the brigands who infested every road out of Rome were exterminated by the Roman legions, developed by Octavian into the "G Men" of their day. At last, peace and prosperity came to the far-flung Roman empire.

Do we wonder why a grateful state bestowed upon this man the title of "Augustus"? Do we see in the conditions just outlined a parallel of our own times? No age before or since was so like our own in a multitude of ways. That is why there is so much of interest and of inspiration in the life of the second Caesar. A new and notable biography of him has recently been written by John Buchan, the distinguished Lord Tweedmuir, present Governor-general of Canada. Every University Extension student interested in the problems of the day should read it. Read and ponder!

Student Notice Certificates

If you have accumulated credits to the point where you think you may be eligible for an extension certificate, or where you need advice before you come to any conclusion, consult the Students' Work Committee. The committee will check your record, match your accomplishments against requirements, and then advise you what the next step may be. The committee is at your service; the office of the chairman is 409 Administration Building, on the Campus, and his telephone at the University is local 243. Negotiations may be started by telephone, and perhaps even completed in that manner.

IRVING W. JONES,
Chairman Students' Work Committee

Diesel Engine Course

The dates of the Diesel engine short course announced previously in *The Interpreter* have been definitely set. The course will be conducted from April 18 to May 7 in the new Experimental Engineering Laboratories of the University of Minnesota at Washington Avenue and Oak Street, S.E. This training school is one of several being conducted at various universities. Registrations for the course will be limited to fifty properly qualified students. Applications for admission should be made at once at the office of the General Extension Division.

What Is Dramatic

(Continued from page two)

vey a social implication. Conversely, material ceases to be dramatic when its treatment of situation becomes so slight and its character so devoid of sensitivity and conflict that it fails to arouse an audience emotionally. The dramatic concerns itself with the following: (1) the revealing of latent possibilities in personality through the interaction of personality upon situation and situation upon personality, (2) the making for an ever-shifting significance and interest, and (3) the causing of the audience to respond emotionally to resulting struggle and crisis.

The play revolves around a conflict or struggle. Man usually has a principle or wish that he hopes to attain. There are obstacles in the way which stand in the way of man's ultimate success; he struggles to overcome these in order to gain his wish. His obstacles appear in terms of ideas, man or men, and things. Also a drama may concern a struggle of two principles or ideals within the main character. This inner struggle, however, must be translated into terms of visual action. Thought, ideals, principles must be translated from the abstract into action. Many times this necessitates the personification of ideas in characters. In older plays using techniques that have been discarded in our modern theater there are many incidents in which the main character is at war with himself. Shakespeare's *Hamlet* is an interesting example. Hamlet debates the idea of killing the king. The action shows itself in his hesitation, his feigning, and in the accidental killing of Polonius. These actions are reinforced by the many soliloquies in the play. Most plays concern themselves with the struggle of two men over the love of a woman. There have been a great many plays based on man's struggle against his environment. A recent play, *Yellow Jack* by Sidney Howard, is the story of the struggle of men against disease; the main plot deals with Walter Reed's struggle in combating yellow fever. Our sympathies in the conflict are with the hero or protagonist; we wish him to obtain his desire and we are opposed to the antagonist. In some of the plays of the nineteenth century the antagonist was a villain whom the audience lustily hissed. Today we have destroyed the villain and we have in his place an antagonist who has reasons for his wishes and his opposition to the protagonist, although the playwright makes him a non-sympathetic character. In the event that the protagonist loses in the struggle or is so beaten that he cannot realize the benefits of his wish, the play is a tragedy. If on the other hand the main character wins the struggle or realizes his wish in some form or another, the play is a comedy. Of course there are many other ways of differentiating a comedy and tragedy; the struggle and its outcome are but aspects of the differences. The deciding factor in the struggle is the crisis or catastrophe.

The struggle produces a change in the characters undergoing the struggle. This change

also varies between comedy and tragedy. In tragedy the struggle seemingly burns away the dross of the main character, leaving a richness and nobility in his personality. There is something admirable and fine in a character who fights heroically although he goes down in inevitable defeat. Tragedy involves this splendor of man's courage to fight against tremendous odds. Comedy makes us laugh at our own ridiculousness. It involves the leading character in awkward situations which make him appear ludicrous. He loses dignity; his ego often proves his undoing. Comedy gives an audience a superior feeling because of the inferiority of the actors trapped in absurd situations; but at the same time the audience is kindly disposed toward the characters. The struggle in comedy then brings about a change in the character, adding to his bewilderment and awkwardness. The culmination of the struggle is a crisis which changes the fortunes of the main character.

Most plays on the modern stage, however, combine both tragedy and comedy and cannot be said to be purely one or the other. The dramatic struggle, however, is clearly defined. The main character does undergo change. The struggle usually indicates his inferiority until the crisis when he triumphs, showing a definite superiority over his opponents. The play closes with the usual happy ending.

From the above you may discern two types of writing possible in drama: the objective and the subjective. The objective type of writing is usually used on pure comedy. The playwright in this form holds the characters and situations far enough away from him to have an objective perspective. He never permits his sympathies to rest with his characters. The subjective writing permits the playwright to feel a rich sympathy for his characters in their struggle. This does not allow the playwright to enter into his characters or to push them aside in order that he may address his audience through them.

From this lesson you may see that the heart of the drama is dramatic action. This action is largely conditioned by the gravity of the situation and the sensitivity of the main character. The effectiveness of the dramatic is dependent upon the emotional responsiveness it creates in the audience and the degree of social ramification it implies. The dramatic presents a struggle or conflict between man and the forces of nature, man and man, or man and his nature. The struggle culminates in a crisis. The treatment of the struggle may be comic or tragic or a compromise, depending upon the objectivity or subjectivity the author employs in its creation, and upon its outcome.

What Are You Reading?

(Continued from page two)

virtue that requires to be ever guarded, is scarcely worth the sentinel." I resolved hereafter to limit myself to suggestions to my children instead of my sometimes frenzied efforts to perfect them.

I was by now beginning to have a great respect for the books I had casually bought to fill the empty shelves in my bookcases. From the same set I chose at random, *The Woman in White* by Wilkie Collins, a contemporary of Dickens. Collins has the ability to weave a complicated plot, dropping and picking up the threads at just the proper time and leaving them all neatly tied at the end. I can't imagine anyone putting down this book until a blinding headache drives him to it (as it did me); the suspense and mystery are unsurpassed by any of the modern fiction I have read.

Tomorrow I hope to begin to make atonement to Shakespeare, some of whose plays stand before me in silent accusation on the shelf. My newly-awakened literary conscience will not let me rest until I have read them as I should have read them long ago.

* * *

The editor recommends:
The Importance of Living. By Lin Yutang.
Progress and Catastrophe. By Stanley Casson.

May Mixer

The annual May Mixer for students in the evening classes of the General Extension Division will be held this year on Saturday, April 30, instead of on May 7 as originally planned. William H. Hendel, president of the executive council of the Evening Students Association urges all extension students to attend, and to try out for parts in the entertainment. Students wishing to try out for such parts may present themselves in the auditorium of the Main Engineering Building, April 8, at eight p.m. Miss Laura Orsborne is in charge.

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Notice

Applications for refund because of cancellation must be made not later than April 16. These applications will not be considered if made later.

The Interpreter



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No. 9

A Mexican Village Awakes

By Samuel N. Dicken

Assistant Professor of Geography

TO reach Galeana in the state of Nuevo Leon one leaves the Pan-American Highway at Linares, eighty miles south of Monterrey, two hundred and twenty-five miles south of the Rio Grande. The side road strikes a bee-line westward toward the mountains, across a broad mesa. For the first ten miles the slope is almost imperceptible, but on entering Santa Rosa Canyon the road degenerates into a narrow winding trail and begins to climb rapidly. Confined by the almost vertical canyon walls, a thousand feet high, the road must often follow the very bed of the stream, or if the fall be too great, it must perch momentarily on the steep side wall where someone has laboriously cut a notch. The canyon has little significance in itself; it is merely the shortest and on the whole, the easiest way to reach Galeana from the low country. In the lower reaches there are a few small settlements where the only activity is goat herding; in the middle section the slopes are not quite so steep and a few patches of corn appear; in the upper portion there is a noticeable widening, but the gradient is steeper and, but for a short stretch of graded road, it would be impossible to pass another automobile. Forty miles from Linares the road surmounts the canyon and leads across a broad basin to Galeana. The trip through the canyon now requires three hours, for a distance of twenty-five miles. Five years ago six or seven hours were needed and passage was possible only in times of low water.

SURROUNDED by mountains and having as yet no easy route to the outside world, Galeana is just emerging from three centuries of semi-isolation. Since settlement, the pattern of life has changed little and this community of nearly sixteen hundred persons has been almost self-sustaining. Corn, beans, goat milk, cheese, and meat have been the principal foods; more recently wheat, potatoes, apples, and tobacco have also been produced locally. Leather and wool have long been important for clothing, although cotton cloth has come in on the backs of burros for several generations. The crops are irrigated by a community owned system, each landowner contributing his share of labor toward the upkeep of the ditches. All the land is owned by a few families and the rest of the people are peons (share croppers or day laborers). Nearly all the people live in the compact little town and every morning the laborers go out to tend the adjoining fields.

Editor's Note: Samuel N. Dicken sends his article to *The Interpreter* directly from Monterrey, Mexico, where he is spending his sabbatical leave in research. Next year, Mr. Dicken will offer an extension class in *The Geography of North America*, which will stress in detail the geography of Mexico. Readers who are interested in Mexico should note Mr. Dicken's recommendations for further reading:

Mexican Maze. By Carleton Beals.
The Agrarian Reforms in Mexico.
By Frank Tannenbaum.
Renascent Mexico. By Hubert Herring.

INTO this peaceful and more or less static situation three new forces have been introduced in the last decade. The most obvious is the new kind of communication resulting from the improvement of the road. Another, less tangible, is the introduction of the ideology and organization of the agrarians, those who seek to divide the large land holdings and distribute small parcels to the peons. The third factor, the influence of which is just beginning to be felt, is the establishment of the Normal School in Galeana for the training of teachers for the rural schools. These three factors are not independent; rather they are all working together swiftly toward a new social and economic order for this community where the pattern of life has been fixed in a sleepy monotony.

The effects of the road are easiest to gauge. Five years ago the principal means of transportation was the burro. A limited amount of temperate fruit, wheat, and hides went down the canyon to Linares; and a similar quantity of tropical fruit, sugar and manufactured articles made the ascent. The trip required three days each way and after heavy rains could not be made at all. Exchange of ideas was even more restricted than that of goods. After all, the full impact of the outside world had not been felt even at Linares, which had just been reached by the Pan-American Highway. Today, in contrast, there are twelve trucks making the trip to Linares and Monterrey; there are two busses daily; most of the people have traveled as far as Monterrey; a few to the United States. Ready-made clothing, radios, canned goods, tools and implements are now available in the shops of Galeana, while on the other hand the expanded market has enabled the farmers in the vicinity to increase the production of wheat,

(Continued on page three)

The Successful Reader

By Curtis E. Avery

Editor of THE INTERPRETER

DO not be alarmed at the title. This will not be another essay on the "art," the "joys," or the "rewards" of reading. All I have in mind is a bit of informal and perhaps inconclusive speculation concerning that elusive creature, the Successful Reader. He is apparently almost extinct despite new records in mass education, and despite modern facilities for printing and disseminating more books than ever before in history.

There are, I suppose, more readers to the square mile in this country than there were ten years ago, or one year ago. That is what makes it difficult to identify the particular specimen about which I wish to speculate. In all the vast forest of public libraries, circulating libraries, and book shops, our bird, dressed in modest plumage, will be seldom seen and identified by any but the most skillful observer. Would you know him if you saw him?

He is not the person who manages, despite extreme busyness, to "keep up with the latest books." Such a person may lack (nay, almost certainly will lack) the most essential qualities of the Successful Reader. In truth, such an one may not merit the name of *reader* at all, since if he is genuinely busy he is apt to be the prey of that phrenetic monster, the new "digest" journalism; or to be enchanted by that wicked magician the "ghost reader" who reports at book review clubs. No, the Successful Reader cannot be identified by his song, warble he ever so sweetly about "the latest books."

I MAINTAIN also (in my frankly prejudiced and dogmatic way) that he is not necessarily the person who reads a great many books. Certainly, at least, the number of books read is no measure of successful reading. In fact, the creature we are seeking to identify may be a one-book man, like Mark Tidd's father of blessed childhood memory, whose literary diet consisted solely of *The Decline and Fall of the Roman Empire* served each day of the week. True, our bird is apt to be a wide reader, but his success is the cause, not the result, of that fact. One of the most successful readers I ever knew was a prospector in the Colorado mountains, who read nothing but the Bible and the *Poems of Robert Burns*; and one of the least successful readers I ever knew is a college professor, who has apparently read everything.

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Curtis E. Avery - - - - - Editor

MAY, 1938

Pages and Books

By Stanley J. Wenberg

Editor's Note: Mr. Wenberg works during the day in the University Library, and attends extension classes in the evening. He is registered for three extension classes.

* * *

When a patron of the University of Minnesota library wants a certain book, he presents his call slip to the attendant at, let us say for example, the circulation desk. The slip is then given to a page, who goes into the stacks to get the book. But just where in the stacks does he go to find it? A second thought is rarely ever given to this book-finding messenger, unless it is to condemn him for taking any length of time in finding the volumes requested.

There are more than 780,000 bound volumes in the library; and in addition the library receives over 7,000 serials and innumerable quantities of pamphlets annually. Almost all of these publications are in the book stacks, distributed over twelve stack levels. Yet, almost invariably, the page can go directly to the place where the book is on the shelf.

Why then does it sometimes take the page so long to return with the book? The whole process isn't quite as easy as it may sound. Only too often the patron makes a mistake in copying the call number, the means by which the books are identified, from the card catalogue, and the page is sent on a veritable wild-goose chase. First he checks the stacks; then he consults the charging trays, where record cards are kept of all the books in circulation; then he searches through the trays containing cards for books

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Classes in Camping

From May 2-7, the General Extension Division will offer two short courses in camping. One of the courses, Camp Craft, deals with the fundamentals of camping out and will offer training in such arts as fire building, outdoor cooking, and the use of the camp axe and knife. The other course, Camp Administration, is designed to train camp leaders, counsellors, and directors in the principles, administration, and activities of organized camping.

The courses are open to both men and women, and should appeal to all who are interested in camping, whether as managers or participants.

The Successful Reader

(Continued from page one)

Nor do I believe that he who reads only the "best" books is necessarily the man we seek to identify. He who will refuse all books not on some published list of the "Hundred Best" or recommended by some eminent critic is an over-thrifty soul—a miser if you will, with no love in his heart; and as William Dean Howells has said, "Art will still withhold herself from thrift, and she does well, for nothing but love has any right to her." And so it is also with him who reads only "useful" books. Such an one again is too thrifty. Like Prufrock, he measures out his life with coffee spoons.

But enough of what the Successful Reader is not; let us see, if we can, what he is. I shall define him (and remember my avowed dogmatism) as the reader who discovers the largest percentage of good books among those he reads. And I hasten to explain, in the words of Bronson Alcott, that a good book is one "which is opened with expectation and closed with profit." This profit will be, says Holbrook Jackson, "sometimes a pearl of wisdom, at others a golden vision; sometimes the silver of happiness, anon the bronze of information; and we must not despise that most fickle of all profits, entertainment, when

'words themselves

Move us with conscious pleasure.'"

"The reading that does one good," (gives one profit) says Howells again, "is the reading that one does for pleasure, and simply and unselfishly, as children do." There is a fine opulence in such profit that needs no further description. It is *expectation* that calls for more elaborate discussion.

In the first place, the expectation of the Successful Reader bears no relation to time. Past, present, and future are all one to the Successful Reader. The fact that he has read a certain book before may only heighten his expectation on reading it again. I myself, only a moderately successful reader, have read *The Compleat Angler* twice a year for ten years with no diminution of expectation or of profit. And I read this book not because it is old, any more than I read *The Importance of Living* because it is new, but rather because both are for me timeless. Thus expectation may come from past experience with a certain book. But whence comes the expectation in choosing a book to read for the first time?

The most potent of all developers of expectation has always been sheer curiosity—the lure of the unknown. The Successful Reader hears a word, a phrase, a casual allusion; he catches a glimpse of the strange, the curious, the eccentric, or the exciting; he is struck by the complete justice of an idea, or by the tantalizing turn of a speculation; and he is immediately curious about the book containing it or them. His expectation is established. Whence come these flashes of alluring color, these promises of the Mind's Peace? Sir, they fill the very air wherever two or more

books rub shoulders on a table or on a shelf; they are everywhere save in the company of niggardly dolts who try to read books with one eye on the calendar and the other on some "useful end."

The Successful Reader is a great individualist—rugged, if you will. In his best and most honest moments, he cares little for use; much less for instruction, except as it be purely selfish. He has none of the conscience of the teacher, and only a (perhaps deplorable) carelessness of the moral edification of the race. If he permits himself a thought about it at all, he remains gently skeptical of the good effects of his books upon any one save himself. If he reflects further, he becomes convinced that the "purposes" and the "rewards" of reading can never be defined without the glaring eye of fanaticism and the shaking finger of intolerance. As for him, he is an enthusiast, not a bigot. Reading for him is a voyage of discovery, directed only by the shifting winds of passion and the tide of pure curiosity. His only system is to steer West, or South, or North, like Columbus, until bits of driftwood or flying shore birds warn him that he is nearing a new land. Thus does the Successful Reader keep alive his expectation.

"But," say you, "I am *not* a Successful Reader, much as I should like to be one. Can you not be a little more specific as to what I may do in learning to be more successful?" I can. First, look at yourself. Are you a reading miser? Do you have a sneaking awe of new books because they are new? Do you distrust novels because they are not "factual?" Are you morbidly time conscious? Correct thyself! Then, and then only, you may begin to look for these "promises of the Mind's Peace."

To create them artificially is impossible. They come through the window of human experience, and are not dimmed by the shadow of the preceptor. But to possess a distillation of what other men have actually felt in reading a book; to overhear the unselfconscious account of their reading adventures; this is to multiply those felicitous chance encounters which would otherwise, in the course of one life-time, be perhaps few. In isolated passages in autobiographies, journals, and diaries, there lurk many

(Continued on page four)

Record Registration

The General Extension Divisions reports for the year 1937-38 a new all-time record in number of registrations. The table below includes registrations for classes held in Minneapolis, St. Paul, Duluth, and on the Iron Range, as of April 1, 1938.

First semester: 8,322 semester registrations, representing 7,331 individuals.

Second semester: 5,739 semester registrations, representing 3,628 individuals.

Total for the year 1937-38: 14,061 semester registrations, representing 9,871 individuals.

A Mexican Village Awakes

(Continued from page one)

tobacco, and temperate fruits. It is perhaps fair to say, in brief, that improved communication is tending to Americanize Galeana, to make it more and more like a town of the same size in the United States. Externally there are still many relics of the old order; but the goods, manners and customs of the outside world are bursting in on Galeana with almost violent suddenness.

The results of the agrarian reforms are more difficult to evaluate. Even on the large haciendas which have been expropriated and divided among the peons there is little external change as yet. The owner retains his house and a portion of the land and may continue to act as a sort of manager of the estate. In Galeana, before the new scheme of land holdings was introduced, the peons seemed satisfied. To be sure, the town and the broad irrigated valley below belonged to a privileged few and none of those who actually tilled the land owned as much as a square meter. But there was a benevolent and personal relationship between landlord and peon, the former usually active in management and marketing, the latter concerned only with the details of cultivation. The peons were industrious if not skillful; they loved the land intensely even though they did not understand its shortcomings. The landlords loved the land also and were eager to improve the yield and to introduce new crops. But the spirit of agrarian reform was stirring in Mexico and organizers, comparable to the itinerant union organizers of the United States, came to Galeana and began to preach the new order. Although the holdings in Galeana were scarcely large enough to be subject to expropriation, the organizers accomplished two things. A new political machine was set up and for the first time the "have-nots" voted for themselves and elected an entire slate of municipal officers, including the mayor. The other effect was the establishment of the right of the peon to live on the land, irrespective of the wishes of the landlord, so long as he performed his work satisfactorily. In other words, the tenant could not be evicted except for just cause, and then only on an order of a court controlled by the agrarians. The owning class was angry but helpless; they have made the best of what still appears to them to be a bad situation. Whatever the ultimate result, it is evident that the peon has moved up a peg, the landlord down, and the old social order is badly shaken.

The establishment of the Normal School in Galeana in 1933 coincided approximately with the opening of the road and the introduction of the agrarian reforms. A beautiful new building, with classrooms arranged around two large patios, provides facilities for instruction, sport and recreation. Not only were more than two hundred prospective teachers gathered here from all parts of the state of Nuevo Leon, but the children of Galeana were transferred from their small and inadequate school to the training

school. From the beginning the resemblance to the normal schools in the United States has been slight. Practical studies are emphasized and the most popular course for boys has been automobile mechanics. Courses in cooking, sewing and agricultural technique overshadow those in methods of teaching or the history of education. In addition, the school is, in intent at least, an instrument of propaganda as well as education. It is required to teach that "socialism" is the goal of society in Mexico. Careful questioning of the faculty, including the principal, failed to reveal any profound knowledge of the doctrines of socialism. The ideas of Marx, Shaw, or Engels mean nothing here. Socialism in the Normal School and throughout the schools of Mexico means government ownership and a classless society—nothing more; and the teachers are obviously unable to elaborate these ideas. Nevertheless the inferential criticism of the present social system and distribution of wealth is having an important effect on the younger generation. They are aware of the weakness of the old order, if only in a vague way; only experience can teach them the dangers of the new. More important, the school is turning out hundreds of teachers who, in their own communities, will make available to the children of a scarcely literate class the means of knowing the outside world. That they will be receptive to new ideas there can be little doubt.

The stresses and strains in the economic and social fabric of Galeana are those of all Mexico, in simple miniature. What the outcome will be none can predict; but it is obvious that the old order could not remain unchanged under the impact of improved communication, propaganda, and education. The changes which have already occurred have raised many new problems but have not solved the old ones. It is by no means certain that Galeana can produce and sell enough goods to pay for the articles that the new order demands. The agrarian reforms have undoubtedly reduced production in some localities where the peons, when given land, lack the profit motive of their former landlords. Much will depend on the success or failure of practical experiments in "socialism" by the government, following expropriation of the railroads, oil fields and the large estates. For better or worse a social revolution was inevitable. Galeana, and along with it—Mexico, is awakening from a dream of several centuries. The question whether the awakening will be better than the dream cannot long remain unanswered.

N. U. E. A. Meeting

The National University Extension Association will hold its twenty-third annual conference May 18-21 at Hot Springs, Arkansas. The host will be the University of Arkansas. Director Richard R. Price will represent the General Extension Division of the University of Minnesota.

Musical Form and Analysis

Editor's Note: The following article is the introduction to the new Correspondence Study course, *Musical Form and Analysis*. The course has been prepared by Mr. Abe Pepinsky, Associate Professor of Music Education.

* * *

Music must have form to be understood. If the stuff from which music is made is to have sense, the composer must necessarily consider the arrangement of the materials, endeavoring with unity of note-symbol-patterns to avoid chaos but at the same time offering sufficient variety to quicken the imagination and avoid monotony. Good form would therefore demand a sensible balance of these two essentials, unity and variety.

Even as the composer builds his work with a desirable architectural plan in mind, so must the listener be trained to appreciate it. He re-creates the composition for himself while hearing it, and if experienced in the art of listening, he is delighted in the realization of having anticipated to some extent the composer's wishes. Sometimes, too, the composer adroitly deviates from the stereotyped outline and again delights with the unaccustomed plan of procedure, assuming, of course, that the musical message has a meaning.

One can prepare oneself in the art of listening by knowledge of the elements of music and their driving forces. This implies an analysis of the musical composition, a searching for the relations of its individual elements, and an ability to sense those intangible forces assembled by the composer to make a unit art work. This analysis is by no means successfully accomplished through the mere dissection or "picking to pieces" of a composition, even though the operation is carried out to the minutest detail, but rather through perception of the developmental procedure. Through such understanding the purpose of analysis is nicely fulfilled.

We can tell but little of the geographical location of a river though we make the most painstaking chemical analysis of a drop of its water. One must trace the potential energies that develop the stream from insignificant little springs into a mighty rushing power. Likewise, we have a true picture of the exalted impulse of a musical art work only when we succeed in tracing those powers, originating in the tiny "springs" of musical figures and motives through to the mighty rushing "stream" of a multiple voiced tone-mass.

Considering the driving forces that co-operate in the building of a piece of music, we learn in our studies of applied music the supreme importance of the laws of melody together with the co-functional structures of harmony and rhythm. We observe that melody is a synthesis of tone and rhythm, and harmony a composite of tones simultaneously produced. Thus tone and rhythm represent the fundamental forces of a musical art-work.

Separation of tone and rhythm results in a decrease of vitality. Only in their mutual co-operation do tone and rhythm possess those signifi-

(Continued on page four)

Pages and Books*(Continued from page two)*

recently loaned, and which have not yet been filed; and if there is still no trace of the book, he checks through all of the books that have recently been turned in and discharged, but not yet returned to their proper places in the stacks. It is not uncommon for the page to have to check over several hundred volumes, more or less unsorted, in this stage of the search. Then, if he still cannot locate the book, the page will return the slip to the person who handed it in, and ask him to re-check the call number. In virtually every such case the number has been copied incorrectly. This delay not only causes unnecessary work for the page, but it keeps others, who are seeking service, waiting.

Because only a fraction of the books are on any one level, the call-boy is continually climbing and descending stairs; surprising, though, is the small extent to which most people can appreciate this fact. Unknown to the average person seeking two books, is the fact that one of the volumes may be on level eleven while the other one is on level four, an arrangement which compels the page to cover fourteen flights of stairs to obtain both books.

In addition to the already mentioned difficulties which a page encounters in the search for a book, there are numerous others. In the case of a series of old books, where the call number on the outside binding has been rubbed off, the page has to check the number on the inside of each volume to be sure that he has the right copy. This same thing applies to bound pamphlets, in which case there may not be room on the binding for the number. Again, the book may be on a high shelf and the page will have to use a ladder to get it down. This is often the case with books on at least two levels where the shelves are unusually high. Many times the patron will so abbreviate the author's name and the book's title that the page, unable to translate what has been written down, is forced to rely completely on what may be a rather complicated call number. This fault, however, is usually caught by the attendant.

So far we have placed emphasis on the part played by the page in the lending of books; but it must be remembered that every book taken out must eventually be returned to its proper place on the shelf. This is part of the page's work also. It is a much more exacting procedure, however; though less strenuous. A book placed in the wrong position in the shelf may not be relocated for some time; and in the meantime it must be considered lost.

Few people can appreciate the work of a page, simply because they cannot appreciate the huge quantity of material contained in the book stacks, closed off from the public view. It cannot be denied that much of that work is needlessly created, but until some of the more recent innovations in book paging, which have already been adopted by several other large university libraries, are introduced here, that work must continue as it is.

The Successful Reader*(Continued from page two)*

curiosity-provoking bits, waiting for the one right person to use them as keys to new experiences in reading. And in *The Interpreter* this year have appeared many such personal accounts of reading.

Finally, in an out-and-out surrender to the mechanical, I give you two lists. One is a list of books which may contain just the curiosity-provoking bits to set you on the path toward becoming a Successful Reader. The other is a partial list of the books mentioned in the autobiographical accounts of *Interpreter* readers themselves this year.

Books which may suggest further reading:

MY LITERARY PASSIONS. By William Dean Howells
THE JOURNAL OF GAMALIEL BRADFORD. Edited by Van Wyck Brooks
A PERSONAL RECORD. By Joseph Conrad
READING, WRITING, AND REMEMBERING. By E. V. Lucas
EARLY MEMORIES. By Henry Cabot Lodge
THE PUPPET SHOW OF MEMORY. By Maurice Baring

Books mentioned in the column, "What Are You Reading?" 1937-1938:

THE LIFE AND LETTERS OF MRS. HENRY ADAMS. By Marian Hooper Adams
KING EDWARD VIII. By Hector Bolitho
TESTAMENT OF YOUTH. By Vera Brittain
NORTHWEST PASSAGE. By Lawrence J. Burpee
PROGRESS AND CATASTROPHE. By Stanley Casson
THE WOMAN IN WHITE. By Wilkie Collins
PEOPLE ON THE EARTH. By Edwin Corle
LIFE WITH MOTHER. By Clarence Day
LIFE OF CHARLES STEWART PARSELL. By St. John Ervine
BEAM ENDS. By Errol Flynn
THE STREET OF THE FISHING CAT. By Jolan Foldes
PARADISE. By Esther Forbes
ROAD MY BODY GOES. By Clifford F. Gessler
THE VICAR OF WAKEFIELD. By Oliver Goldsmith
A CITY OF BELLS. By Elizabeth Goudge
THE HUNDRED YEARS. By Philip Guedalla
THE HAPPY FISHERMAN. By Stephen Gwynn
HIGH WIND IN JAMAICA. By Richard Hughes
FERDINAND. By Munro Leaf
HOW LIKE AN ANGEL. By Archibald G. Macdonell
LORDS AND MASTERS. By Archibald G. Macdonell
YOUNG HENRY OF NAVARRE. By Heinrich Mann

Musical Form and Analysis*(Continued from page three)*

cant powers exhibited in the musical art-work. These elements must be organized under the influence of significant form—determining factors to the benefit of the architectural whole. There can be no sharp line of demarcation between melodic, harmonic, rhythmic and form analysis. Form must be the total comprehension of melodic, metric, rhythmic and harmonic qualities of the figure, the motive, the phrase, the period and finally of the composition as a whole.

We must consider carefully the potentialities of these small elements. The method of procedure will necessarily be governed by the style peculiar to the composition under consideration, inasmuch as we sense a subtle differentiation between the urge of a motive toward a harmonic development or toward a contrapuntal one.

One may analyze a composition in two ways:

(1) Form analysis in which the technical construction of a composition, its melodic line, harmony, rhythm, accompaniment and instrumentation are discussed without consideration of the content or meaning.

(2) Content analysis which might be called musical hermeneutic as from that branch of theology which defines the laws whereby meaning is read into the Scriptures. In this branch of analysis, only the possible interpretation of the content is considered without regard to the technical construction of the composition.

We will endeavor to correlate these two principles of analysis, thereby avoiding the two extremes—on the one hand, hindering true appreciation of the art-work by merely considering a formal method of approach, and on the other hand avoid the possibility of falling into an often ridiculous tendency of emotional interpretation. Ours will be in the nature of a compromise, the excursions in the field of content analysis are naturally guided on the student's sensitivity in the perception of mood and expression, with its dependency on the architecture of the music itself.

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A QUARTER CENTURY

By Richard R. Price

(*Director of University Extension,
University of Minnesota*)

ON July 1, 1938, the Extension Division as a university organization will have completed its twenty-fifth year. Perhaps twenty-five years have no more significance than twenty-four or twenty-six. Nevertheless, by general consent, a quarter century is recognized as a noteworthy stage in the progress of a human life or institution. It is then, perhaps, a pardonable human weakness to pause and relax at that point for a brief period of reminiscence and evaluation before one girds up his loins to attack the next stage of the journey.

The world of July 1, 1913, both on and off the campus, was in many respects very different from that of today. The beginning of the great World War was still a year away, though even then there were mutterings of distant thunder on the horizon. The reins of university government had passed in 1911 from the aging hands of the beloved Cyrus Northrop into the masterful grasp of the imperious and dynamic George E. Vincent. The undergraduate enrollment of the University had not yet reached 4,000. Compared with today, it was a placid age. There was no radio, and the airplane was still a novelty. Hence world events did not impinge with such immediate force on the popular consciousness. The Federal Government was far off in Washington, where it attended to its own affairs. The term "adult education" did not come into general use until the third decade of the century. But great changes were impending.

ON the campus the harbinger of change was the new president, the forceful and energetic Dr. Vincent. He was the champion of renovation and innovation, both in organization and in personnel. Through the influence of his father, Bishop Vincent, the founder of the Chautauqua movement, he had been brought up from his early youth to believe in and to advocate continuing education as the privilege, the prerogative, and the solace of adults. In this mental attitude he had been confirmed during his service on the faculty of the University of Chicago under the leadership of the able and inspiring President Harper. In that university from its very founding in 1892 university extension was one of the constituent divisions.

It was natural, then, for the new president to desire an organization of university extension in the University of Minnesota. He therefore procured from the Legislature of 1913 an appropriation of \$40,000 a year for that purpose. The next thing was to secure a director for the new enterprise. This was accomplished when the present director, the writer of this article, was

appointed from a similar position at the University of Kansas. He arrived and took up his new duties at the beginning of the fiscal year, July 1, 1913.

THE first job was that of organization. The Agricultural Department of the University was already carrying on a vigorous program in its field. A few night classes and some correspondence courses were available on the main campus through the independent efforts of certain departments. But there was no unity, no coordination, no plan. Accordingly it was decided to set up all the extra-mural activities of the University under the inclusive head, "Extension Service." Under this was organized an Agricultural Extension Division for the Department of Agriculture and a General Extension Division for the main campus, each headed by its own director. The director of Agricultural Extension was Mr. A. D. Wilson. Mr. Wilson was afterwards for one term a regent of the University.

For the time being the General Extension Division consisted of the director and one secretary. Its offices were on the second floor of the building then called the Mechanic Arts Building, now occupied by the School of Business Administration. But there was present the nucleus of an organization. Two years before this Dr. John Gray, the head of the Department of Economics, had secured from the Legislature a fund of \$10,000 with which to conduct evening work in business. The new Extension Division absorbed both the fund and the activity, and in so doing took over Mr. C. H. Preston and Dr. Raymond Phelan as its first staff members. Meanwhile, in New York, President Vincent had engaged for the accounting work Mr. C. L. Rotzel, then recently returned from a teaching appointment in Japan. Before September the director made a flying trip to Wisconsin and there interviewed and engaged Mr. O. C. Edwards, then connected with the extension work of the university of that state.

With this teaching and administrative staff and an augmented clerical force, preparation of a program for the opening of the college year

in September proceeded apace. That summer was full of breathless days and nights—much work to do and little time in which to do it. No vacation for anybody. And yet what fun to see plans and dreams take shape and substance!

The organization finally effected was substantially that of today. There was a Department of Class Instruction, one of Correspondence Study and one devoted to university lectures and the lyceum. The name of this latter was changed after several years to the Department of Community Service. In addition there was a Municipal Reference Bureau. The original intention was to assign to each of these departments, in due time, a head. During the course of years this plan was actually carried out for Correspondence Study, for Community Service and for the Municipal Reference Bureau. Class instruction has remained under the nominal supervision of the director, with staff members assigned to collegiate courses, engineering courses and business courses. In the course of time and with the growth of the Division other administrative assistants were added, but for a considerable period the director was a factotum, spreading himself very thinly over numerous activities.

DURING that first summer the staff spent much time mulling over the matter of fees and credits. It must be confessed that there was little scientific basis for the scale of fees finally adopted. It was a case of trial and error. There was not a uniform scale, but rather there were set up differentials as between elementary and advanced courses. This scale lasted until after the war, when the present uniform scale based on credit hours was adopted.

The matter of granting to qualified extension students credit towards a college degree presented a more difficult problem, for here action by the several college faculties was requisite. On the faculty side there was in those days a considerable degree of indifference and some active hostility toward the newcomer in the university organization. Some faculty members, especially those of the Brahmin caste, felt that it would involve lowering university standards and injuring university prestige to admit to full student fellowship and privileges those part-time men and women who pursued education as a sideline of their normal employment. Indeed it has been said that the new director spent a fair share of his time in those first two or three

Also in this issue:
"The Necessity of Language Study"

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter

H. B. Gislason

I. W. Jones

A. H. Speer

Curtis E. Avery - - - - - Editor

JUNE, 1938

Anniversary

When the last class is dismissed on the evening of June 3, the General Extension Division of the University of Minnesota will have completed its twenty-fifth academic year. This issue of *The Interpreter* commemorates that fact.

The fact speaks for itself. We announce it modestly and with no fanfare. The mere announcement seems sufficient celebration. Director Price's article is a commentary on the history of those twenty-five years; and the tables on page four present in their own way another aspect of the history. History and commentary must suffice. What they cannot convey is inexpressible and is "Felt in the blood, and felt along the heart."

Adult Abilities

The University of Minnesota Press will publish, June 10, a book by Herbert Sorenson, entitled *Adult Abilities: A Study of University Extension Students*. This book is the result of several years of research by Mr. Sorenson. It began with the testing of students in the extension classes of the University of Minnesota, but in its final form it is based on tests of students in extension divisions in many other universities. Mr. Sorenson was, until January, 1938, a member of the Extension staff of the University of Minnesota; he is now president of the Duluth State Teachers College. His book carries an introduction by Director Richard R. Price.

Radio Station WLB

The radio station of the University of Minnesota, now part of the services administered by the General Extension Division, entered a new era May 2 under the direction of Burton Paulu. The station, which for years shared time and wave-length with WTCN and WCAL and was granted only eight and a half hours per week, now has a full daytime schedule of thirty to forty-eight hours a week on a wave-length of 760 kilocycles.

Success for Radio Student

Harold Carrier, formerly a student in Radio Script Writing I, won success Friday, May 13, when his play "A Wife for Philip Green" was presented over a coast-to-coast broadcast on the Red Network of the National Broadcasting Company as part of the weekly "First Nighter" program. Mr. Carrier studied radio script writing in 1937 under Mr. Luther Weaver.

The Necessity of Language Study

By Marbury B. Ogle

(Chairman of the Department of Classic Languages, University of Minnesota)

DURING periods of social unrest, such as the present, there are always those who believe that the way to better conditions is to change our educational practice. The change consists for the most part in the removal of certain time-honored subjects from the curriculum and the substitution of others, often untried, in which their sponsors are professionally interested. We have had several of these educational experiments during the last fifty years, apparently without appreciable effect, since the same social evils still abide. And now a new pressure group is advocating a new change, the establishment in our secondary schools of a core curriculum for all students, in which "social studies," such as geography, economics, government, etc., have the chief position, and all other subjects, including language, literature, mathematics, and science are to have a place only as they may aid in the acquirement of "social principles, attitudes, and ideals."

THIS time, fortunately, the issue is clearly defined. On the one side are the "social scientists," the proponents of the new philosophy, who believe that progress toward social betterment can be achieved by the presentation of abstruse social problems to immature boys and girls, possessing little factual knowledge and no linguistic equipment beyond a small vocabulary of concrete terms. On the other hand are those who believe that nothing but confused thinking can result from such a process and that the chief purpose of instruction in our secondary schools is to equip the young with the materials, factual and linguistic, necessary for clear and exact thought and expression. These materials are necessary also if education is to instil the habits and to strengthen the faculties necessary for the understanding and interpretation of "social principles, attitudes, and ideals."

The sad state of our social order, which has been made more evident during the depression, has given the advocates of the new curriculum the opportunity of establishing their system in many of our states. One result has been a further limitation upon the time devoted to the study of foreign languages, Latin in particular, until in a large number of our secondary schools such study is now confined to the first and second years. What can teachers of Latin do to show the world that they deserve a place in it?

Very little, I am afraid, acting alone; but a great deal, if we align ourselves with the teachers of modern languages, of mathematics, of science, with all those, indeed, who feel that the proposed change is subversive of sound educational policy. Our first duty, therefore, is a renunciation of our exclusiveness and a willingness to meet with others, especially our non-classical friends and our opponents, to point out what we think are the fallacies and the dangers in the new philosophy, and to set forth

what we believe to be the real purpose of the study of Latin.

THE little we can do by ourselves likewise involves a renunciation, one which I doubt very much that we are willing to make, since it comprises a confession that we have been following false gods. We must renounce the idea, which has prevailed among us for a generation, that the study of Latin is a mere adjunct to the study of the spelling and derivation of English words, and the equally futile position, which many are now taking as a defense against the new assault, that the study of Latin, even for the two years to which it is now largely limited, has a social value in that it enables children to read stories, in "made Latin," of Roman Family Life, Daily Life in the City, the Education of a Roman Boy, and so on. Surely it is much simpler to gain such "social values," if there are any, from a reading of these stories in English.

When we have made this twofold renunciation, we shall be ready to adopt as our creed the following principles: that language is, from the point of view of "social values," far more important than any of the subjects advocated by the social scientists themselves; that a knowledge of one's own language, of its words and their ways, of its grammar, meaning thereby the art of expression, is the indispensable foundation for intelligent instruction in any other subject; that a knowledge of English can be most easily and economically gained through a knowledge of the fundamentals of Latin, even if we go no further, a language so different in its vocabulary and structure from our English that even the elementary study of it requires constant analysis of English words and modes of speech and hence a clearer understanding of English as a means for the expression of thought; that only through such an understanding can young students gain clarity and exactness in their thinking and thus be able to take the first step toward development into those "thoughtful, independent, and creative participants in social reconstruction" which the core curriculum is supposed to produce.

Faculty Retirements

Among the eight faculty members who will retire from the University of Minnesota this year, four have taught classes for the General Extension Division. They are: Anthony Zeleny, Professor of Physics, who has been associated with the University as student and faculty member for fifty years; Albert E. Jenks, Professor of Anthropology and Chairman of the department, a member of the faculty for thirty-two years; James Davies, Assistant Professor of German, with the University for twenty-nine years; Jules I. Frelin, Assistant Professor of Romance Languages, with the University for thirty-four years; and Dr. J. C. Litzenberg, Professor of Obstetrics and Gynecology, who has taught short courses in medicine for the Extension Division.

A Quarter Century

(Continued from page one)

years going about the campus applying hot bricks to cold faculty feet. At any rate, in due time, support was won and the credit principle was established by faculty action under fairly liberal safeguards and limitations. In defense of the faculty it must be pointed out that university extension as an organized activity was at that time a relatively new thing in this country; there were few precedents, and caution was indicated. The conservative development of the Division finally disarmed criticism and allayed uneasiness. Under the leadership of the new president and his successors the faculty became more and more adventurous, more and more imbued with the spirit of scientific pioneering. The restrictions were gradually relaxed or liberally interpreted, until the time came in 1923, when the University Senate went so far as to declare that all extension classes in Minneapolis, St. Paul, and Duluth were to be considered as classes in residence. This means much to extension students in those three cities who are candidates for degrees and are expected to meet established residence requirements.

FACULTY compensation for teaching extension classes was also a subject of debate. The scale finally adopted discriminated between professors, associate professors, assistant professors and instructors. This followed the precedent established by the University itself. This scale was later changed to one that is uniform for all ranks, the differentials being set up on the basis of length of service.

One principle was set up firmly at the beginning, and the decision on this turned out later (as is often the case) to be of very great and lasting importance. The question was this: should a separate extension faculty be set up, on the model of the Wisconsin extension division, controlled and directed independently by the Division itself; or should chief reliance for teaching service be placed on the regular departmental members of the university faculty? After much discussion pro and con the decision was in favor of the latter plan. To be sure, this plan would not aggrandize the Division but it would (so its proponents believed) make for educational efficiency and solidarity. It was deemed essential that responsibility for the standards of teaching and achievement should reside in the departments whence the credits originate. The only permissible deviation from this principle has been this: when there are enough classes year after year in a given subject to sustain a full-time man, one has been appointed; with the understanding, however, that he shall be a liaison officer between the Division and the department concerned and shall be responsible for building up the offerings of that department. On that basis there are now about a dozen full-time teachers on the Extension Division staff. But the Division now avails itself every year of the services of more than 200 members of the regular university departments.

AFTER all these arduous preliminaries the classes finally started in the fall of 1913. It was evident at once that the times were ripe for the new venture and that public demand was present. In the two semesters of that first year 112 extension classes were conducted by 40 instructors, and the semester registrations totaled 2,015. The following year 161 classes were conducted by 61 instructors and the total semester registrations were 3,350. The annual increase was steady until 1917, when the war began. There were two years of recession and then a rebound in 1919, when 186 classes were conducted and the total of semester registrations was 5,216. Progress thereafter was uninterrupted until 1932, when economic conditions brought about another recession in enrollment, lasting three years. Present conditions are made clear by the figures for the current academic year, 1937-38. In this year the Division conducted 544 extension classes under 245 instructors, and more than 9,000 individuals made 14,061 semester registrations. Nearly all these classes were conducted in the evening hours.

Who were the teachers that shared in the perils and the glories of that first memorable year? There is not space for naming all of them, but the following are still on the scene: Professors Frelin, Burkhard, Savage, Zeleny, Rarig, Gislason, Rotzel, Brooke, Edwards, Martenis, Ryan, and Cutler.

ABRIEF word should be said about the Correspondence Study Department, whose chief function is teaching by mail. Here the matter of organization was relatively simple and the procedures were more or less standardized. The department did not attain its own head until after the war. In the year 1913-14 it offered 95 courses and had 83 registrations active during the year. In 1937-38 as of May 1 it offered 256 courses and had 3,206 active registrations. In the year 1931-32 it reached its peak with 4,132 active registrations.

During the entire 25 years extension classes have been conducted in Minneapolis, St. Paul, and Duluth. Thirty-three other towns have had classes for periods ranging from 17 years in Virginia to one year in Winona. The classes have been held in public buildings and on the university campus. In 1922 branch offices were opened in down-town Minneapolis, in St. Paul, and in Duluth. Each of these offices is in charge of a manager for organization and promotion.

Space does not permit of more extended mention of the activities of the Department of Community Service and the Municipal Reference Bureau. The former has won for itself statewide acceptance with its program of lectures, concerts and entertainments, its service of educational slides and films, and its drama service. The history of the Municipal Reference Bureau with its affiliate, the League of Minnesota Municipalities, deserves a whole chapter to itself. Mere mention must now suffice.

And so ends our story of twenty-five years.

Higher Mass Education

(Reprinted in part from *What the Colleges Are Doing*, published by Ginn and Company, Spring, 1938)

Among the significant utterances of contemporary educational discussion is that of President Robert Gordon Sproul of the University of California, who delivered the fourth annual William Henry Snyder Lecture at Los Angeles Junior College.

I can imagine a university, the lower division of which would offer a minimum of specialization. . . . All the students would, however, be in a general college with a limited number of curricula from which to choose, one set of curricula designed for the . . . students preparing for the professions, another for the larger number who simply desire training that will lead to better understanding of life. . . .

Within each of these two sets of curricula would be individual curricula designed to meet the needs of special groups. . . . In the liberal-art set, . . . an attempt would be made to give all students:

1. An understanding of man's place in the world historically and contemporaneously.
2. An understanding of the natural phenomena of the universe and of the methods by which man moves toward more complete control of nature.
3. An appreciation of the emotional satisfactions to be found in beauty, whether of painting, sculpture, music, or literature.
4. Knowledge of the tools which man needs in his thinking and acting, and some skill in their use—courses in languages and mathematics. No attempt would be made to force upon students in the liberal arts curricula the taking of laboratory courses, limited to the teaching of techniques, for it seems to me that students who are not specializing will be far better off to get a broad understanding of a science and of the exercise of the scientific method.

Only the high lights have been brought out. The little, homely incidents, the humorous episodes, the skirmishes and the battles have had to be omitted. It is a story of loyalty, of faithful performance of assigned tasks, of co-operation and comradeship on the part of members of the staff, members of the university faculty, and workers in other capacities. To them the credit, if any, belongs. To them the director extends his heartfelt thanks and appreciation.

And now we turn from contemplation of the past and face with confidence the tasks and accomplishments of the next quarter century.

A statistical record of the history of the General Extension Division will be found on page four.

"A watchful sincerity to our great conception of ourselves is the first and last condition of our creating that finest work of art—a personality . . ."—*Prose Fancies XIV*, Richard Le Gallienne.

Statistics on the General Extension Division Twenty-five Years, 1913 to 1938

Evening Extension Classes

Year	Total Classes	Total No. Instructors	Total Semester Registrations
1913-14	112	40	2,015
1914-15	161	61	3,350
1915-16	141	55	2,854
1916-17	163	60	3,830
1917-18	142	55	2,686
1918-19	111	50	2,461
1919-20	186	77	5,216
1920-21	234	108	6,541
1921-22	268	115	7,802
1922-23	370	134	7,269
1923-24	395	135	7,237
1924-25	449	139	8,315
1925-26	550	149	9,222
1926-27	561	158	9,683
1927-28	619	151	10,775
1928-29	609	175	11,037
1929-30	602	193	11,742
1930-31	625	200	11,849
1931-32	533	180	10,036
1932-33	473	171	7,721
1933-34	484	169	7,161
1934-35	533	200	9,798
1935-36	567	207	10,684
1936-37	586	214	12,271
1937-38	544	245	14,061

Note

During the twenty-five years of the organization of the General Extension Division, classes have been held in the following cities:

During the entire 25 years in Minneapolis, St. Paul, and Duluth

For 17 different years in Virginia

For 13 different years in Hibbing and Eveleth

For 10 different years in Chisholm

For 6 different years in Rochester

For 5 different years in Coleraine, Superior, Wisconsin

Correspondence Study Department

Year	No. of Registrations	No. of Courses Offered	No. of Instructors	Registrations Active during Year
1913-14	83	95	22	83
1914-15	102	113	31	183
1915-16	199	116	35	309
1916-17	239	125	41	477
1917-18	180	121	40	433
1918-19	256	146	39	467
1919-20	595	146	52	881
1920-21	809	150	51	1,445
1921-22	888	147	60	1,757
1922-23	1,149	187	49	1,992
1923-24	1,302	188	51	2,360
1924-25	1,386	192	52	2,488
1925-26	1,459	193	53	2,654
1926-27	1,697	206	58	2,930
1927-28	1,855	226	64	3,304
1928-29	1,944	229	74	3,579
1929-30	2,119	242	76	3,880
1930-31	2,164	247	79	4,081
1931-32	2,137	265	80	4,132
1932-33	1,678	272	82	3,685
1933-34	1,492	275	82	3,071
1934-35	1,589	282	83	2,968
1935-36	1,687	285	87	3,108
1936-37	1,909	251	85	3,392
1937-38	1,567	256	89	3,206

(As of May 1)

(As of May 1)

For 4 different years in St. Cloud, Cloquet, Two Harbors, Keewatin

For 3 different years in Red Wing, Brainerd

For 2 different years in Mankato, Northfield, Austin, Stillwater, Anoka, Faribault, Thief River Falls, South St. Paul

For 1 year in Winona, Albert Lea, Owatonna, Bemidji, Ely, Grand Rapids, Crosby, Proctor, Olivia, Staples, Hopkins.

School for Custodians

A short summer school course for custodians, janitors, and engineers will be offered by the General Extension Division from June 13-17. This annual course is designed to give the custodian a better understanding of his job and its relation to the community, and to teach him more about how to do his work efficiently. The course will offer intensive training in the principles of sanitation and housekeeping, heating and ventilating, maintenance and management. In addition to the purely professional and technical work, there will be lectures on education, human relationships, and everyday English.

Death of Mr. Gerald Burgess

Mr. Gerald Burgess, instructor in Stamp Collecting, an extension class in the University of Minnesota, died April 29, aged 47. Mr. Burgess organized the first class in stamp collecting to be given in the country.

Summer School in Mexico

The University of Mexico has attained unusual popularity with students from the United States. Students of Spanish have of course found attendance at this university essential, especially since Spain has been closed to tourists; but it is not generally realized that a wide variety of subjects, including all the usual college courses (such as Spanish, French, Economics, and Political Science) and such specialties as Latin-American History and New World Archeology are taught. The credits for these courses are accepted in any university in the United States.

The Dean of the Summer School, Dr. Pablo Martinez del Rio, is a product of both Spanish culture and Oxford. He is in a unique position to advise American students. The teachers of Spanish here at Minnesota also hold themselves ready to aid students with letters of introduction or to assist them in planning their trip and courses.

The Amenities of Book-Collecting

By Fanny Shapiro

(Miss Shapiro is a student in the class, General English Literature.)

A critic has remarked of book-collectors that some of them might as well collect cobble-stones as books. Mr. A. Edward Newton, whose *Amenities of Book Collecting* is the result of thirty-six years of collecting, is not one of these. His papers reveal not only a passion for his hobby but scholarly tastes as well.

Much of his book is informative, particularly the first few essays. One may learn something of what makes a book valuable, why some authors are collected and others are not, how to identify certain first editions, and what prices have been paid for rare items. But Mr. Newton's motive was not to be informative; he wrote the papers, he says, for the same reason that he collected—"for the fun of it," and they may be read, too, I think, for the fun of it.

On Mr. Newton's bookplate is inscribed the tag "Sir, the Biographical Part of Literature is What I Love Most." The greatest fascination that books have for him is their "human interest," or "whenceabouts," as he calls it. It is his feeling for books as human documents, I think, that accounts for the intimate manner in which, musing over a rare collection of letters in his library, he reconstructs the romance of Charles Lamb and the actress, Frances Maria Kelly; or reflects upon the conceits, the oddities, and the tribulations of William Godwin, "The Ridiculous Philosopher;" or James Boswell, inseparable from "his book;" or that lesser known associate of Samuel Johnson, Mrs. Thrale, humorously termed by Newton, "A Light-Blue Stocking."

An easy, informal style, apt literary allusions, shrewd comments, bits of not-too-serious philosophy, and irony of a genial sort contribute to the charm of the book. There are many illustrations from the author's own distinguished collection.

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