

The Interpreter



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No. 1

Education and the Humanities

By John Walker Powell

(Special Lecturer in English)

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EVER since the Revival of Learning in the Fifteenth Century, certain branches of study which have to do with the broader interests of the human mind have been known as the Humanities. These included particularly the study of the classics, theology and philosophy. In modern universities the scope has been broadened to include history and literature, both in English and in the other modern languages. Broadly speaking, they may be said to differentiate the cultural needs of the student from the technical study of science, and from essentially vocational studies.

The world today is confronted with a number of practical problems. The economic situation has put a heavy strain on the financial resources of the community, and there is a demand that the cost of education be greatly reduced. Modern commerce and industry present an increasing demand for trained workers, and it is becoming difficult for those who have no specific training to obtain employment, with the result that schools are turning more and more to vocational education. Add to this the pragmatic character of the modern mind, the indifference of many people to intellectual pursuits, and particularly the growing intensity of class spirit in modern civilization, and it is easy to understand the demand for the elimination of "frills" and the concentration of effort on "practical" education.

There is also a growing feeling on the part of school authorities that the public schools, and particularly the high schools, have been too much "dominated" by the universities. It is pointed out that the majority of young people never will go to college, and that their education ought to be directed to their specific needs, instead of being regarded largely as a preparation for the university.

That there is much truth in all this, any thoughtful person must realize. But we must not forget the serious dangers that are involved in any attempt to restrict education, or to limit it to the needs of any particular "class." If the high schools, as some agitators advocate, should become nothing but vocational schools, we should be deliberately depriving America of the services of its ablest youth, who would be cut off from the intellectual training and development out of which alone the largest leadership can come. Higher education would be limited to the sons

(Continued on page three)

Mental Ossification

By Curtis E. Avery

(Editor *The Interpreter*)

FRANKLY, this is going to be a sermon in the guise of a book review. If, heretofore, you have avoided both sermons and book reviews, you are just the reader for whom this review *cum* sermon is designed. To quote from the book I am about to review: "We should so order our lives that we will find ourselves constantly in new situations, confronted by novel problems. The necessity for adjustment to such situations will prevent mental ossification. . ."

The book is *Adult Abilities*, by Herbert Sorenson. (†) The title, for all its alliteration, is not alluring; and at first glance the book itself appears to be one of those "reports of studies" that engross the scientists—especially the psychologists. That is, although it is at once apparent that Mr. Sorenson's writing is, unlike some other writing on educational psychology, clear, and capable of being understood by the unanointed, the book does seem (at first glance) to be of interest chiefly to the professional educator.

First glances have seldom been so misleading. We assume (as we must in view of Mr. Sorenson's reputation) that the scientific and statistical value is above reproach. But the book is, in an entirely different field, much better than most of the "success books," even though its author will probably shrink from the suggested comparison. Its excellence is threefold. First, it is scientifically sound. Second, it is better than the ordinary "success book" because, (to quote Mr. Sorenson again) "We should

(†) **ADULT ABILITIES.** By Herbert Sorenson, University of Minnesota Press, 1938

Mr. Sorenson is President of the State Teachers College, Duluth. He was formerly Associate Professor of Education in the University of Minnesota, and a member of the Extension staff. The present book is the result of a thorough and scientific investigation of the extension divisions of the state universities of Virginia, California, Kentucky, Colorado, Utah, Indiana, and Minnesota, as well as of other schools which offer courses for adults. It carries a foreword by Richard R. Price, Director of University Extension, University of Minnesota.

profit more, culturally and intellectually, from books requiring careful and, in some instances, painstaking study and concentration than we do from those over which we can skim readily." (This is not to say that this book is difficult reading; it is not.) Third, Mr. Sorenson is not only a lucid educational psychologist; he is also a salty critic. And any person, however tenuously connected with education as student or teacher, will find this salt of excellent value both as a seasoning and as a tonic.

Most of this tonic value is found when the author steps back and views his tables and charts from a distance which lends perspective. I should like to append a collection of these Sorensonian asides, but I shall confine myself to those which furnish the text for the sermon which is now (as I warned) to be combined with the book review.

I quote from widely separated sections of the book:

"Some adults [students] have the hunger for knowledge and understanding; others are impelled only by a desire for university credits. The latter incentive is not often conducive to learning."

"Credit-hunting is a practice that affects the interest and vitality of both campus and extension classes."

"Extension students who are not working for degrees or certificates tend to have slightly higher abilities than those who are, a fact that is inconsistent with the tendency of adults having nonvocational purposes to be more able."

"The group without degree and vocational motives should be increased, for it is composed of persons who tend to have more capacity and whose interests are not stunted by over-specialization."

Now the text of the sermon is at least adumbrated. Do not make the mistake of assuming that this is an attack on the credit system, or an indictment of the desire to earn a college degree. That is not the point at all. This is the real point: when a student is dominated by the credit-hunting motive, the credits become an end in themselves; and the student suffers, the morale of the classes he attends suffers, and the whole educational scheme is shaken.

This applies, obviously, to the motivation of students in the extension classes which do carry university credit, and is merely saying that such students may be wise to accept such credits as by-products of their education rather than as the principal value. But, as Mr. Sorenson says again, "we should not overlook a more impor-

(Continued on page three)

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SEPTEMBER, 1938

Calendar

- September 12—Registrations begin.
 September 19-23—How to Study Institute.
 September 22—English Placement Tests.
 September 26—Classes begin.
 September 29—Last chance to take English Placement Tests, for those who did not take the tests September 22.
 October 1—Last day for registering without extra fee.
 December 17—Christmas recess begins.
 January 3 (1939)—Classes resumed.
 January 30 to February 3—Final examinations.
 February 4—First semester ends.

Some New Classes For 1938-39

- American Constitution
- American Country Dance
- Art of the Twin Cities
- Astronomy
- Biography
- Ear Training and Sight Singing
- Business Statistics
- Essay Writing
- Evolution
- Farm Management
- Genetics and Eugenics
- Glacial Geology
- Introduction to the Theater
- Latin-American History
- Literature and Life
- Management for the Small Business
- Modern Philosophies of Social Reform
- Recent Social Legislation
- Remedial Reading
- Russian Language
- Speech and Personality
- Writing Laboratory

Certificates Awarded

Ninety-credit certificates were awarded in June to Lloyd J. Britt, Earl J. Johnson, Eva P. Taylor, John J. Schlenk, and Robert Richard Girk. Preliminary certificates in business were given to Meyer Schneider, Nathan Gottesman, and Albert Gutsche.

How to Register

Students may register for extension classes by mail or by personal application, from September 12 to October 1. 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 19 to October 1, 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

How to Study

The General Extension Division cordially invites all students and all prospective students to attend a special institute on how to study. The institute is open to all, without tuition charge, and is offered in the belief that experienced and inexperienced students alike may profit by expert advice and training in effective study habits.

Kenneth H. Baker, Assistant Professor of Psychology, will be in charge of the institute. Mr. Baker regularly teaches a course in How to Study, both in the Extension Division and in the daytime.

The institute will be held on five consecutive nights preceding the opening of regular classes, from Monday, September 19, to Friday, September 23. Meetings will be from 7:00 to 9:00 p.m. in the auditorium of Burton Hall on the campus. Mr. Baker will lecture for one hour each evening. The remainder of the time will be devoted to discussion and the answering of questions.

New Staff Members

Two new members of the staff of the extension division are Watson Dickerman and James S. Lombard. Mr. Dickerman comes as Program Director and will devote most of his time to administration, although he will also teach certain classes in English. He has taught at the American University, Beirut, Syria, was a member of the President's Committee on Vocational Education, and has been Field Representative for the American Association for Adult Education.

Mr. Lombard comes to succeed Nels A. Anderson, Field Representative, who died in November, 1937.

English Composition

(Composition 4, 5, and 6)

All students who plan to register for Composition 4, 5, or 6 should note the following regulations, which are somewhat different from those in effect formerly:

1. All students registering for Composition 4 must take the Placement Test prescribed by the University.

2. If the student took this test within the last four years, in high school or at the University, he must ask for assignment to the proper composition class **a week before the first meeting of the class.** (He need not take the test again.) Telephone, write, or call in person.

3. Normally no student will be admitted to a class in Composition 4, 5, or 6 unless he has attended the first or second meeting of the class.

4. Composition 4, 5, and 6 must be taken in sequence.

5. If the student who plans to register for Composition 4 has not taken the test within the last four years he should report for the test at the first scheduled date, as given below. **The test will be given only as scheduled. There will be no other opportunity to take the test.**

Placement Test Schedule

- 7:30 Thursday, September 22, Room 110, Folwell Hall, Campus
 7:30 Thursday, September 29, Room 110, Folwell Hall, Campus
 7:30 Thursday, September 22, St. Paul Extension Center, 200

N. U. E. A. News

The twenty-third annual convention of the N. U. E. A. at Hot Springs, Arkansas, May 18-21 was attended by one hundred and forty-seven delegates from nearly all the fifty institutional members of the Association. The central theme, Trends in University Extension, unified the program consistently throughout the meetings and the discussions emphasized the growing necessity for a thoroughly stable and efficient extension of college and university activities in the fields of adult education and public welfare service. Specific plans for cooperative educational work were developed in radio, visual aids, public discussion, prison education, and research in university extension.

A proposed research project, in cooperation with the American Association for Adult Education, was formally approved. The study is to include a thorough investigation into the scope and character of the clientele of the University Extension Association and its component institutions.

New officers elected at the convention for the year 1938-39 were as follows: President, Bruce E. Mahan, State University of Iowa; Vice President, George B. Zehmer, University of Virginia; Secretary-Treasurer, W. S. Bittner, Indiana University. The Executive Committee: D. W. Morton, Syracuse University; R. E. Tidwell, University of Alabama, to succeed George B. Zehmer (1938-39); H. G. Ingham, University of Kansas (1937-40); I. Owen Horsfall, University of Utah (1938-41).

Mental Ossification

(Continued from page one)

tant phase of extension instruction, the non-credit work." And here is a typical salty statement in that connection: "As a matter of fact, it is educationally desirable to divorce ourselves from overemphasis on credit work and set out to do some real adult education."

Now some experiments in non-credit classes have discovered this reaction: students may assume, emotionally at least, that the fact that the class carries no credit predicates an inferiority of content or of standard. Actually it does no such thing. It only predicates a *difference in kind, not in quality*, between the campus program and the extension program. And, since Mr. Sorenson again speaks to the point, I shall again quote him. "Our purpose should not be to impose campus methods and content on extension students but rather to give the best education the university can offer." Fundamentally, that is the purpose of the non-credit extension class.

A fig for credits, then, as a dominant factor in education by university extension, either through classes that carry no credit or through classes that do, incidentally, carry such credit. A subordination of the credit motive should result, as Mr. Sorenson again points out, in a broadening of the educational influence of university extension; ". . . the university should reach people of all educational, occupational, and age levels." As long as the credit motive predominates, persons who, because of previous education or of age, have little interest in degrees, will assume that extension work has little to offer them. If not credits, then what does it offer? Many values, of course, but one especially which Mr. Sorenson finds particularly interesting. This is the prevention of the "decline of mental abilities after maturity." Writes

Mr. Sorenson in the conclusion of his book:

"Adult experiences should be diversified. Instead of playing always the same chords and tunes, we should use all the keys of our intellectual keyboard. If we confine ourselves within a small world, our intellectual development will shape itself accordingly. It is the nature of adults to become routinized within small areas. We continually exercise the same skills and use the same knowledge, and we congeal intellectually in consequence. The refreshing and illuminating effect of varied experiences is lacking; twenty years' experience is merely one year's experience repeated twenty times. . . ."

"If we wish to maintain our adult abilities—in so far as they can be maintained by practice and activity—we must discipline ourselves with intensive and penetrating study and application to new problems. The maintenance of our intellectual powers during adulthood must be bought with mental effort. . . ."

"The decline of mental abilities with advancing age suggests the general barrenness of adult intellectual life. It indicates that use of the mind is very limited in post-school days. Adults fall into routine habits or are regimented to such an extent that their need or desire for rigorous mental activity is destroyed. *The research on adult abilities indicates above all else the need of adults for continuous and sustained learning.* [Editor's italics]

"The mind must be exercised both extensively and intensively to develop or maintain its intellectual powers. . . . Adults should therefore build for themselves an intellectual life that will keep their abilities at the level of their capacities. The measured decline in abilities represents a great loss that ought to be prevented."

Such prevention is a function of university extension.

Concerning Bridges

By Charles H. Dow

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

A great bridge having a long clear span over deep water is one of the most spectacular works of the engineer and calls for his greatest skill in design and daring in construction. Shore spans and approaches, generally a series of smaller, simpler bridges, while costly, are of easy routine design. Laymen may be impressed by the total length of a bridge, as for instance by the San Francisco-Oakland Bridge of many spans, which has an over-all length of seven and one-half miles. But to the engineer and the thoughtful layman, it is the distance from pier to pier, over the greatest span of clear water, that excites the greatest interest. In this respect the Golden Gate Bridge, completed in 1937, within sight of the Oakland Bridge finished the

year before, carries off the palm with a single clear leap over 4200 feet of water.

Next comes the George Washington Bridge over the Hudson River from Fort Lee to Manhattan Island with a single span of 3500 feet. These are both suspension bridges whose floors hang from cables stretched over the tops of high towers. Between 1924 and 1930 four other long highway bridges were built. They are the Bear Mountain Bridge (1632 feet) near West Point, the Delaware River bridge (1750 feet) between Philadelphia and Camden, the Ambassador Bridge (1850 feet) at Detroit, and the new bridge (1097 feet) at Montreal.

None of these suspension bridges just mentioned carries standard railway traffic. There are, however, a few short railway suspension bridges, the first and longest of which is the one at Niagara (825 feet) designed by John A. Roebling. He was also the designer of the

(Continued on page four)

Appendectomy and Tonsillectomy

By Ruth McMillan

(Written for the class, Composition 4)

Appendectomy and tonsillectomy are both very common surgical procedures. The former is considered a major operation; the latter a minor one. This division was not made by a patient who has had both, I am sure.

When a patient has appendicitis, he is rushed to the hospital. Often he is taken there with care and comfort in an ambulance. After he has been properly gowned, he is taken to the operating room on a stretcher, all wrapped up in blankets. Or he is wheeled to the operating room, and helped off the stretcher and onto the operating table by a number of nurses. He is made comfortable. Then a nurse puts the gas mask over his face and tells him to take two or three deep breaths; he is then off for a short nap. When he wakes up the operation is over. During his convalescence he has a nurse in constant attendance. If he is nauseated he is given liquids. If he complains of pain he is given a hypo. His friends and family turn his room into a bower of roses, and shower him with all

(Continued on page four)

Education and the Humanities

Continued from page one

and daughters of the "privileged" class, and we should be cultivating an ironbound caste system which would be the most tragic thing that could happen to this country.

More than this, there are two things that must be kept in mind. The first is that the intensive technical training demanded by chemical, electrical and other departments of engineering, as well as by the advanced study of economics and practical psychology, require extensive preliminary preparation which must be begun at the high school age. The knowledge of modern languages, and even to some extent of the classics, is necessary. To eliminate these studies from the high school can only mean that the same opportunities must be provided through some other agency.

But the second consideration is even more important. Unless we intend to adopt the Fascist philosophy, which devolves all responsibility upon the leaders, and deliberately keeps the populace in ignorance that they may be more amenable to such leadership, we must see to it that our young people are given a knowledge of history, of literature, of the great cultural and spiritual treasures of the world's past, in order that their minds and personalities may be developed to the height of their capacity. Citizenship itself in these days is a technical career. There is nothing gained by trying to push limited minds beyond their native capacity, but even the simplest mind is capable of learning something beyond the earning of daily bread. The supreme demand of life today is for trained intelligence.

Concerning Bridges

(Continued from page three)

celebrated Brooklyn Bridge (1595 feet) finished in 1883, having been thirteen years in building, the pioneer of all long suspension bridges. It is still very much in use.

In order to carry the heavy concentrated loads of steam engines, a rigid type of truss or arch of steel is necessary. Longest of these trusses is the Quebec span of 1800 feet built in 1917. This is ninety feet longer than the famous Firth of Forth Bridge completed in Scotland in 1890. The Huey Long Bridge over the Mississippi at New Orleans is a truss bridge of several spans (about 500 feet each), 3524 feet in total length, and is a bridge literally founded on sand. Its midstream piers were built in the swift current by the novel "sand island" method, the invention of an engineer with the St. Paul contractor who built the substructure. A willow mattress, small tree trunks laced together with steel wire, was sunk eighty-seven feet to the muddy bottom, amply covering the pier site. A ring of 130-foot piles was driven; the tops framed into a circular platform. From this a steel tank was let down, a ring section at a time, to the stream bed, and then pumped full to its top with sand. The steel-shod caisson, foundation for the pier itself, was sunk 170 feet through this sand island until it rested in a predetermined stratum of firm sand, embedded eighty-three feet in the soft stream bed. The stone-faced pier was then built and most of the steel tank salvaged by divers. The steel superstructure was then built by cantilever methods.

Some large steel arches are: the old Eads Bridge (520 feet) at St. Louis, built in 1874 (its apparently too long ends shrunk to fit by cooling with ice); Hell Gate, N. Y. (1017 feet); Bayonne, N. J. (1676 feet); and Sydney, Australia (1650 feet).

Stand on end a thin wire a foot long. Lacking rigidity, it will bend and fail under the compression of a ten-pound weight; but it will lift, in tension, several hundred pounds. A two-foot wire on end might bear only two or three pounds, but be as strong in tension as the shorter one. Rigid steel bridges, lattice-like structures, consist of horizontal members called chords, the upper in compression and the lower in tension, verticals and diagonals, some in tension and some in compression. The wire experiment suggests that members in compression may easily be over-long, and this fact in turn definitely limits the length of bridges built on this design. In the case of wide deep water we encounter the difficulty connected with the necessity of building such spans on temporary false work on piles in the stream bed. Cantilever construction, (pushing a narrow shelf out from each shore, overhanging space until meeting over midstream), is the common method of construction in such situations.

Quebec Bridge was designed to cantilever 580 feet out from each shore over the water, leaving 640 feet space unfilled over mid-stream. For the center gap of 640 feet a separate bridge section was provided, built on posts in shallow water, floated off on the scows at high tide to its place beneath the gap; then it was hoisted into

place, a link at a time, by enormous chains which were suspended from hydraulic jacks perched at the overhanging cantilever ends. Two failures in erection, one the most tragic in bridge history, costing fifty lives, marred this construction. First, one nearly completed cantilever fell. Presumably some member, in tension after completion but called upon to bear compression during the reach-out over the stream, failed, letting down the whole structure. However, with new attention to design, the fallen section was rebuilt. Later the central span, while being lifted off the scows, slipped from its universal joint supports and disappeared forever into 150 feet of water. It was also successfully replaced and the whole structure completed. Trains thundering across have proved its final worth these many years.

The length of bridges suspended from cables does not yet seem to have reached a limit. In engineering circles 10,000 feet is mentioned as a possibility. Contrast this with the cantilevers of less than 2000 feet. The designed droop or sag of the cables is important in easing their stress. The housewife who demands a flat-taut clothesline most often has her clothes on the ground. Adequate sag calls for high towers: 746 feet at Golden Gate and 588 feet at Fort Lee. As a yardstick, University Farm chimney is 200 feet high. High towers swaying with temperature changes necessitate foundations to deep bedrock. Floorways must be braced for rigidity. A recent 75-mile breeze bowed the Golden Gate floor twelve feet out of line at the middle, and no harm was done.

Cable spinning in place, spider-like, a wire thread at a time, savors of unreality. A single wire is first stretched, mathematically accurate for temperature and stress. Guided by men on a flimsy swaying foot bridge the other wires are laid accurately beside it, a pair at a time, payed out from a wheel traveling back and forth. Each steel strand at Golden Gate is one-fifth of an inch in diameter, the size of a thin pencil. In each of the four cables 27,572 of these strands are compressed into a smooth rope thirty-six and one-half inches in diameter, wound watertight with wire. The bridge floor 240 to 260 feet above water, varying with tide and temperature, is suspended from the main cables by a multitude of other smaller vertical cables.

Such an engineering monument, stretching over clear water higher than the tallest mast, outlined thread-like against the sky, like nothing in nature, unless it be a spider's web, is a marvel to any eye.

New Films

(16 mm. Sound)

Here are a few of the most recent additions to the sound-film library of the Bureau of Visual Instruction. For further information concerning these and other films in the library, write to the Bureau, in care of the General Extension Division, University of Minnesota.

Title	No. of reels	Rental fee
Territorial Expansion of the U. S. from 1783 to 1853.....	2	\$2.00
Air for G String—Brahms.....	1	1.00

Appendectomy and Tonsillectomy

(Continued from page three)

manner of gifts. He does not have to lift his hand for a thing. He is the whole show, and for many months his main topic of conversation is "my operation."

But, the poor patient who has the tonsillectomy gets an entirely different kind of treatment. The doctor sets him down in the operating room in the office. The nurse puts a gown on him. Next, the surgeon paints some cocaine onto the tonsils, and later, injects some novocaine directly into the tonsillar tissue. By this time the patient is unable to do any talking because his throat is too numb. Now the operation starts. The patient is alternately told to hold up his head, open his mouth, and spit. One by one his tonsils are taken out and laid on the table. Maybe the victim is allowed to lie down for an hour or two; after this, he is put into a cab, and sent home. He is given orders to eat as usual and to do everything else in the regular manner. When his throat, ears, teeth, and head ache so that he thinks he will go mad, there are no nurses to care for him. There is no one to give him his fluids by intravenous injection or otherwise so that his poor throat may get some rest. Nobody bothers to send him flowers. If he happens to receive anything it will be very likely a box of salted nuts. After two or three weeks of misery every time he eats, laughs, or yawns, he begins to feel like a human being. When the siege is over, and he tries to talk about "his operation" no one listens. They just say, "Oh, you just had a tonsillectomy—but I—I had a real operation. I had my appendix out. I was in the hospital for two weeks. I even had to have three special nurses. That was a real operation."

Desert Demons	1	1.00
Freaks of the Deep	1	1.00
Thrushes and Relatives	1	1.00
Canals of England	2	2.00
Navajo Children	1	1.00

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No. 2

The Class of 1942

By H. E. Briggs

DURING the past two months I have read well over a thousand impromptu papers written by high school seniors who expect to enter the University this fall. The papers were English placement themes; my job was to grade them.

Those who have never read impromptu themes have no idea how revealing they are. When one has little time in which to gather his thoughts, those which are most characteristic emerge. If there is nothing in the mind, nothing emerges, for the writer cannot read up on his subject, paraphrase, and in other ways give a false appearance of learning. Moreover, the topics given to the students encouraged revelation. Although the titles are not promising, in practice they served well to get the writers started—such titles as “A Recent Improvement in Some Machine,” “Bringing up Father,” “Budgeting Time,” and “Why I Want to Study . . . (any particular subject).” The seniors were given a list of five subjects, told to choose one, asked to write not less than 250 words, allowed one hour for the work, and instructed to read their themes before handing them in. They did their best, with results which have a degree of interest.

Their best is decidedly pleasant, sometimes just because it is clear and thoughtful, sometimes because it shows a lively personality. Here is a sample: “There is no joy in reading unless it is done clandestinely. Reading at three o'clock in the morning when you know you must get up at seven is more interesting than a practical half hour at midday set aside for Improvement of the Mind. . . . Sitting down to play the piano for thirty minutes after Doing the Dishes would be misery as compared to the joy of a dash to the piano while waiting for the water to heat; then another one while waiting for the water to cool so that it won't break the dishes.”

Here is another sample, this time only a short descriptive passage: “I have cast aside the pettinesses of urban existence in watching the great unfolding of winter into spring, the glorious summer march into autumn, and the heady brilliance of autumn fade into winter's still peace under the stately pines.” No doubt this passage lacks simplicity. It could be improved by substituting the simple words “city life” for the pompous “urban existence,” by changing “march” and “fade” into nouns parallel with “unfolding,” by leaving out the trite last phrase, “under the stately pines,” and by other changes. “Heady brilliance” is also trite, but it is at least

Mr. H. E. Briggs teaches the extension class, Short-Story Writing I and II.

* * *

Miss Lorraine Kranhold teaches the extension class, Books.

literate triteness, and the work as a whole is surely sensitive and promising.

When the writing of these high school seniors is good, it is very, very good; but when it is bad—! In fact, it is unbelievably bad. Again I quote part of a theme (I quote exactly as it was written):

“Upon further acquaintance with her, all that is necessary is to listen for the intonation in the voice to recognize there a subdued mirth one which the lips seldom now can show having met to much sorrow and suffering in this world. Though unobtrusive and non-dictorial she rules peoples lives with a finesse never acquired by the majority of people. No bickering, angry words, nor tempest. All is held beneath the smooth quite surface. A mild word of reproof cut to the very core makes a persons disgusted with himself for having failed and resolving with every ounce of desire to succeed in life do something for others.”

One should remember that this student was asked to read his work over before handing it in. The errors in it include not only misspelling of common words (too, dictatorial, bickering, angry, quiet, person) but also the omission of the apostrophe as a sign of possession, the omission of other marks of punctuation, and a general confusion which makes the whole somewhat worse than nonsense. The writer of this passage was a student of composition in one of the best Twin City high schools. It seems to me necessary to make this point so that the reader may not attribute the difficulty to poor training in some secluded country school.

This theme is so bad that one may almost refuse to believe one's eyes. I quote a few more passages, each taken from a different theme: “I saw the U. S. Navel Fleet going to Portland Oregon. The next day I arrived in San Francisco and saw the gigantic bridge.” . . . “Mostpeople would beleive that it was the company that this boy kept, or it was the enviorment he was in. I beleive it was th parents fault that he stole the care.” . . . “I enjoyed hearing a radio presentation of ‘The Birds’ by Aristotle.” . . . “Edward Bok had is very hard in the younger years of his life. While at school the boys would pick on his because he could not talk American very good.” One last

(Continued on page two)

Book Collecting

By Lorraine Kranhold

I WATCHED her slip the little folder of matches into her purse. She must have seen me looking at her, for she said suddenly, “I collect 'em.”

“Oh,” I said. “I know a little boy who collects marbles and a not-so-little girl who collects china dogs.”

She looked at me suspiciously.

“Don't you collect anything?”

“Yes,” I said. “Books.”

“Books!”

She snorted.

“Books!” she repeated. “You must be crazy.”

Yes, I collect books. I like to collect things that I can use, and I have noticed that match collectors almost never use their matches. They just keep them. Now, of course, match collecting has one advantage over book collecting, and that is that it is less expensive. Match folders are usually free—you find them on your table at the restaurant—but I have never heard of any place where books are given away free. Although books are free at the library, you have to take them back . . . eventually . . . or pay a fine, and borrowing books from the library gives you none of the joys of owning them.

I admit that you have to spend money for books, but you *can* build up a very satisfying little library of your own without parting with a great deal of your hard earned pay check. Give up that occasional bag of popcorn or candy bar *or* cut down on your daily consumption of cigarettes, and you will soon have book money in your pocket. Now, in my mind's ear, I can hear some of you objecting that no matter how many pleasures of the palate you were to deny yourself, you would never be able to buy enough books so that you might justifiably dub yourself a collector. Why, a book usually costs three dollars, sometimes four or even five. Some books do cost that much, but there are a great many others which may be purchased for a dollar or less.

It seems to me that the answer to all the problems of the impecunious book collector is to be found in reprints. Publishers have given us in reprint form several different inexpensive editions which are well printed and attractively bound, editions which include the very best of both modern and older literature. Some of these are pocket size; others, the standard size of the ordinary first edition.

Do you like to read on streetcars or at the office during your lunch hour? Are you, like one person I know, unable to eat without a book in your hand? The books for you are

(Continued on page three)

The Interpreter

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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, 1938

Notice!

First semester classes in the Extension Division begin Monday evening, September 26. Saturday, October 1, is the last day to register without extra fee. Not even the best possible reasons for late registration will exempt you from that fee. Register now! You may do this by mail, or in person. Until October 1 all offices of the General Extension Division will be open from 8:30 a.m. to 8:30 p.m., including Saturday.

English Composition (Composition 4, 5, and 6)

All students who plan to register for Composition 4, 5, or 6 should read with care the notice of the new regulations concerning these classes as printed in the Announcement of Extension Classes, page 20-21.

Placement Test Schedule

7:30 Thursday, September 22, Room 110,
Folwell Hall, Campus

7:30 Thursday, September 29, Room 110,
Folwell Hall, Campus

7:30 Thursday, September 22, St. Paul
Extension Center, 200

The test will be given only as scheduled. There will be no other opportunity to take the test.

Cancellation

The extension class, Administration of a Small Business, scheduled to meet on Tuesday evenings during the first semester, has been cancelled. The cancellation has been made because Mr. J. K. Wexman, the instructor, has moved to Chicago.

Classes in Vincent Hall

Several extension classes, notably those in Business, will meet on the campus this year in the new home of the School of Business Administration, Vincent Hall. This new building is on the Mall, opposite the Chemistry Building and the Library, approximately on the corner of Washington Avenue and Church Street.

Change in Instructors

Mr. S. Chatwood Burton has been granted a year's leave of absence from the University. His extension class in Advanced Freehand Drawing will be taught by Mr. LeRoy Turner, instructor in Architecture, well known in St. Paul and Minneapolis as a teacher of art before he came to the University.

The Class of 1942

(Continued from page one)

example: "A fue years ago a verry good frend of mine died. She was not a mear person I knew & liked but she ment a lot more to me then that, no it wesen't my mother, becaus she is still living & in good health, but it was a teacher off mine." Of these five passages, three were written by students of composition in Twin City high schools.

How many students write as badly as this? Not many, but it is shocking that there should be even one. Actually, almost 14 per cent of the entering Freshmen write very badly, for 14 per cent (approximately) are put into Sub-freshman composition each year. (See p. 9 of the University Bulletin, Vol. XXXIX, No. 53; Oct. 21, 1936; "The Placement System used by the Department of English." This bulletin was prepared by the Freshman English staff. Any teacher may get a copy.) About 37 per cent more of the entering Freshmen write so carelessly or ignorantly that they are assigned to classes where they must spend all their time on the elements of composition. If we may suppose that in general the better high school students enter college (though we know that many of the best, who ought to have scholarships, lack money and cannot come), then we must suppose that even larger percentages than those given above apply to high school seniors. I should guess that 60 per cent of the high school seniors write carelessly and badly, judged by any standard. This is a matter of concern for the University, but it is even more a matter of concern for the business world, which suffers more than the University. After all, most of the 60 per cent never even attempt to come to college.

But it is not primarily my purpose to show how badly some of the seniors in high school write, for as I read the themes, many ideas of quite a different nature were forced upon me. I was surprised, for instance, at the number of students who chose to write on "Bringing up Father," and who spoke of adolescent unhappiness. They complain that they are treated like babies and that they are restrained much too strictly. The chief points of dispute seem silly; they concern use of the family car, the matter of late hours, and the use of make-up. But it would be clear to anyone who read these themes that, though the trouble seems trivial to us, the students are genuinely distressed and that they need more sympathy than they get. I quote from one theme: "Have parents forgotten what a puzzle it was to figure out just where and why they fitted into the world? . . . I shall try to keep this New Year's Resolution above all things: I will not forget what I did nor the things I wanted to do when I was young, and I shall not forget the way I felt then."

Something significant is revealed by the "favorite subjects" which the seniors choose since most frequently the favorites are mathematics and chemistry. Perhaps the explanation is that only the more unimaginative would

choose these topics, but I believe that students like what are usually considered to be the "hard" subjects. Over and over again they express contempt for snap courses. A similar point is this: the seniors say that high school has not forced them to work and that it has not taught them to study. I quote from three themes: "Haven't you often heard people say that college is difficult because they haven't learned to study in high school?" . . . "I can get A's or B's without trying or studying at all. That is where I think the flaw in a high school education comes" . . . "The dogmatic and traditional system of education and teaching as used in this country does not permit real study . . ."

Another thought which occurred to me is that the students have learned a great deal from their hobbies. Here is an example, marred by errors in spelling and construction, but impressive in its knowledge:

"It is a fact that any noise at audio frequency which lasts for about one tenth of a second coming from a loud speaker is created by an electrical impulse which lasted for less than one one-hundredth [*sic*] of a second at radio frequency. This principle is employed in the new noise silencer for radios. The silencer is attached in the circuit at the stage before the radio frequency current, which was picked up by the antenna, is changed to audio frequency by a power tube. . . . The current is fed into the device and proceeds as a split current. The smooth impulses of the program following one side and the more irregular noise impulses nearly always taking the other course. This, however, is not always absolutely true. When a noise above a certain level enters the circuit, it is rectified, which cuts off the negative side of its cycle, it is then fed as a positive bias to the auxiliary grid of a 6H7 tube which is the last tube in the noise silencer's circuit. The positive bias forms a momentary short circuit and cuts the program out for the duration of the noise. It seems that soundless periods should result. This does not occur [*sic*], because by the time the current, minus the noise impulse, has progressed through the rest of the stages in the receiver, it has been smoothed out sufficiently to be unnoticeable to the human ear."

Such, then, is the class of 1942, so far as I was able to understand the minds of its individual members by reading their English placement themes. Their English is bad, and this is discouraging if we take President Coffman's view, expressed in the Foreword to the bulletin referred to above: "Nothing reveals the mental incompetence of an individual more quickly and more surely than poor English." These seniors are in a painful state of adolescent adjustment, with many personal problems to worry them. In few respects can their training be regarded as sound and thorough. On the other hand, they have learned much from their hobbies, and they seem to have an abundance of energy and native intelligence. It will be interesting to watch them as they go on through the University.

Book Collecting

(Continued from page one)

to be found in The Modern Library, Everyman's Library, or the new paper bound Modern Age editions. Modern Library books cost ninety-five cents; books in Everyman's Library are only ninety cents; and the Modern Age books range in price from twenty-five cents to ninety-five cents (most of them are twenty-five and thirty-five). All of the books in these editions may be slipped into your pocket or balanced against your water glass with the greatest of ease.

But, perhaps, you want your books, like your dogs, to be big enough so that there is no question as to their genus. If so, there are various editions, just a little more expensive than the pocket size ones, which will furnish you with more than enough volumes for your collection. In addition to the 220 pocket size books which comprise the Modern Library the publishers of that library have brought out forty-two full-sized editions which they call Giants. These sell for a dollar and a quarter. Harcourt, Brace and Company have reprinted a number of deservedly popular modern books which cost \$1.29, \$1.49, \$1.69, and \$1.89. The Garden City Publishing Company has published a so-called De Luxe Edition of books priced from one dollar to \$2.39, and Grosset & Dunlap have made a nice selection from the great literature of the world for The Universal Library, which is made up of dollar books.

Inexpensive—all of these as well as a few other editions which I have not mentioned—and, what is more, the titles are so varied that you are sure to find the books you like among them. Of course, you will not find this year's best sellers, but be patient; if it is worth reading, you may find it next year. Did you know that John Steinbeck's *Of Mice and Men* has been added to The Modern Library? Not so many months ago *Of Mice and Men* was heading best seller lists. If you did not buy it then, you may get it now for only ninety-five cents.

I must confess that although Everyman's Library runs a close second, The Modern Library is my favorite of all the reprint editions. Perhaps it is a favorite because I became acquainted with it before I knew of any of the others. Someone gave me my first Modern Library books some twelve years ago, and I don't think that The Modern Library itself is much more than twelve years old. That first book was a volume of the prose and poetry of Beaudelaire. It may be that I liked it because I was at an age when the somewhat emotional effusions of a French poet could not fail to be impressive, or it may be that I liked it because I found attractive the limp green leather in which it was bound and the simple gold design stamped on the cover. At any rate, from that time on The Modern Library meant something special to me. The very name seemed to lend the books which bore it on the cover a kind of enchantment. And even today, although The Modern Library has changed its dress, when-

ever I enter a bookstore, I am drawn irresistibly to that neat row of colorful little volumes above which are the words Modern Library.

Of course, there are other, somewhat more legitimate reasons why I like The Modern Library. I like it because it contains all the different types of literature of all countries and of all ages; in the words of the editors, "the classics that have stayed modern and the moderns that have become classics." Novels, short stories, biographies, poems, plays, essays, and philosophical treatises, they are all there—from the works of Confucius and Plato and Homer to those of Aldous Huxley and Virginia Woolf and Dos Passos. The titles represent so much variety that if someone were to ask me that favorite question of magazine editors, what 100 books I should take with me to a desert island, I should unhesitatingly name half The Modern Library, hoping that if I really were shipwrecked on a desert island, I might take the other half as well. Another reason why I like The Modern Library books is that they are, with a few exceptions, complete and unabridged. I am glad to know that nothing has been deleted, for example, from my copy of *The Decameron*. If any censoring is to be done, I should prefer to do it myself. And still another reason for my having a preference for The Modern Library is that its books are well edited, and that they often have interesting and scholarly introductions. The brief analysis of Dostoyevsky's inner problems as reflected in his novels which constitutes the introduction to *Crime and Punishment* was written by Miss Dorothy Brewster, who is Assistant Professor of English at Columbia University; and the brilliant introduction to the Modern Library Giant, *Twelve Famous Plays of the Restoration and Eighteenth Century*, is by Professor Cecil A. Moore of the University of Minnesota.

It will be a long time before I shall be able to own the entire Modern Library. Even though reprints are inexpensive, most of us cannot buy them all at once. If you should undertake to build up a library of reprints, do not be concerned over the slowness with which it grows. The match collector may not consider himself successful unless he has a very large collection of matches, but the size of a private library is no index to its value. There is a limit to the number of books which any human being is able to read within a given period of time. Better that you should have a small, carefully chosen collection of books which you have read and re-read than a large number of hastily selected books which you have merely scanned or—worse—never read at all. I sometimes think a little enviously of Eugene Gant, the main character in Thomas Wolfe's *Of Time and the River*, who read 20,000 books in ten years, but when I remember that "this terrific orgy of books brought him no comfort, peace, or wisdom of the mind and heart," and that he read with watch in hand, timing himself at the end of each page, I am strengthened in my conviction that it is not how much one reads but how one reads that counts. Fortunately or unfortunately—and I am inclined to think *fortunately*—we cannot all be Eugene Gants.

We can all be book collectors, however, if

Interesting Classes

AMERICAN CONSTITUTION

What it means, how it came into being, and how it evolved.

ART OF THE TWIN CITIES

A class in the Orientation department, in which Twin City art, especially when on exhibition, will be used as illustrative material.

ASTRONOMY

Professor Luyten, just returned from a year in Holland, again offers his class in descriptive astronomy.

BIOGRAPHY

Miss Acker will lecture on the great and the near-great as revealed in biographies and autobiographies.

EAR TRAINING AND SIGHT SINGING

For the musician who wants to know more of the fundamentals of his calling that come by both sight and sound.

ESSAY WRITING

An advanced course in the art of the essay, together with some study of its history and literature.

FARM MANAGEMENT

Especially designed for business executives who find themselves responsible for the management of agricultural properties.

GENETICS AND EUGENICS

Two ideas once very much out of harmony, now working together for the improvement of society in the future.

GLACIAL GEOLOGY

The geological results of glaciers that did their work thousands of years ago.

INTRODUCTION TO THE THEATER

Students in Acting and Theatrical Production here start the learning process from scratch.

LATIN AMERICAN HISTORY

An introduction to the history of all the countries bordering on the Caribbean Sea, Central America and South America.

SPEECH AND PERSONALITY

Answers the question "How can I develop the confidence needed for effective speaking?"

we can be satisfied without fine leather bindings and first editions. It is all a matter of taste . . . or, perhaps, of education. When I was eight or nine, I decided, as a result of a mixed diet of fairy tales and romantic novels, that when I grew up, I would build a large and beautiful house, turreted like a castle and surrounded by a moat. In that house there was to be a library, and my idea of a library was a huge, dimly lit, thickly carpeted room completely lined with sets of books bound in Morocco leather and embossed with gold. Now that I am grown up, I prefer flat roofs to Gothic spires. I no longer have any desire for a moat. And the library of my dreams? Well, I am content with a few shelves of readable, well-printed books, very few of which cost more than two dollars. It is easy to keep them dusted, and when I read *The Old Wives' Tale* or Montaigne's *Essays*, I enjoy them not one whit the less because they are wearing the modest garb of a reprint edition.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

6:00 p.m.
Vocabulary Building I
6:20 p.m.
General Botany 1
Ancient Sources of the Modern World
Writing Laboratory
Short Story Writing 69
Books
Introduction to Literature 22
Book Reviews
Beginning German 1
Beginning German 3
German for Graduate Students
European Civilization (Modern World 1)
Harmony 6
General Physics 7
American Government and Politics 1
General Psychology 1
French Commercial Correspondence
Beginning Spanish 1
Rural Sociology 14
Practical Speech Making 1
General Zoology 1
Histology 21
Interior Decorating 3
Principles of Public Health Nursing 62
Accounting, Principles and Laboratory
Auditing
Direct Mail Advertising
Elements of Money and Banking
Business English
Fire and Marine Insurance
Textiles
Solid Geometry
6:30 p.m.
Intermediate and Advanced Swimming
American Country Dancing—for Women
6:40 p.m.
Accounting, Elements and Principles
7:00 p.m.
Vocabulary Building I
Technical Mechanics M.&M. 26
Reading Drawings 38
7:30 p.m.
General Human Anatomy
Immunity
Elementary Russian
Beginning Swimming—for Women
Badminton and Archery
Commercial Drawing 1
Junior Electrical Engineering 111-116
Metallography and Heat Treatment
8:05 p.m.
Seminar in Writing
Abnormal Psychology 144
Speech 1, Fundamentals of
Practical Speech Making II
Fundamental Experiences in Design
Ward Administration
Swimming—for Men
Salesmanship
Labor Problems and Trade Unionism
Elementary Algebra

CLASSES IN ST. PAUL

4:00 p.m.
Supervision and Improvement of In-
struction
4:30 p.m.
Cost Accounting 152
5:00 p.m.
Construction and Use of Group Apti-
tude Tests
6:20 p.m.
American History 7
Farm Management
Human Behavior Mechanisms
Speech 1, Fundamentals of
Special Fields in Public Health Nurs-
ing 63
Accounting Practice and Procedure 150
Cost Accounting 152
Income Tax Accounting
Business Law
Comparative Economic Systems
8:05 p.m.
Later Childhood and Adolescence
English for Every Day
Speech 2, Fundamentals of
Speech 3, Fundamentals of
Accounting Practice and Procedure
Constructive Accounting
Business Law
Economics 6, Principles of

TUESDAY

CLASSES IN MINNEAPOLIS

4:00 p.m.
Supervision and Improvement of In-
struction
4:20 p.m.
Still Life and Pose
4:30 p.m.
Browning and Tennyson
6:20 p.m.
Freshman Composition 4
Freshman Composition 5
Advanced Writing 27

Shakespeare 55
Human Geography
General Geology
History 7, American
How to Study
Harmony 4
Man in Nature and Society 1
Optics
American Constitutional Development
Psychology of Advertising
Intermediate French 3
Seventeenth Century French Readings 60
Intermediate Spanish 3
Spanish Composition 20a
Ancient and Medieval Scand. Hist.
Introduction to Sociology 1
Legal Aspects of Social Work
Speech 1, Fundamentals of
Speech Hygiene 1
Comparative Anatomy 22
Genetics and Eugenics
Principles of Accounting and Laboratory
Cost Accounting
Fashion Merchandising
Production Management B.A. 89
Business Law
General Insurance
Textiles
Production Control (M.E. 171)
7:00 p.m.
Interior Decorating 3
Use of Engineer's Slide Rule
Trigonometry
Differential Calculus
7:30 p.m.
Bacteriology 41, General
Behavior Problems
Allergy and Allergic Diseases
Elementary Aeronautics and Airplane
Construction
Beginning Freehand Drawing
Chemistry, Quantitative Analysis
Chemistry, General Inorganic
Chemistry, Adv. Quant. Anal.
Plane Surveying
Elementary Structural Design
Direct Current Machinery 1ex
Petroleum and Petroleum Products
8:05 p.m.
Garden Design and Materials
Essay Writing 81-82
General Geology Laboratory
Europe Since 1871
Judging Modern Books and Plays
Problems of Philosophy
Social Protection of the Child
Speech Hygiene III
Methods of Rating Nursing Efficiency
Survey of Conditions and Trends in
Nursing
Accounting Practice and Procedure
Income Tax Accounting
Business Law
Cost Estimating G.E. 81

CLASSES IN ST. PAUL

4:15 p.m.
Biography
6:20 p.m.
Subfreshman Composition
European Civilization (Modern World 1)
General Psychology 1
Beginning French 1
Beginning Spanish 1
Art Metal Work (University Farm)
Accounting, Principles and Laboratory
Business English
6:30 p.m.
Recreational Gymnastics and Plunge
7:00 p.m.
Browning and Tennyson
Book Reviews
7:30 p.m.
Swimming—for Women
8:05 p.m.
Parliamentary Law
Introduction to Sociology 1
Radio Script Writing 1

WEDNESDAY

CLASSES IN MINNEAPOLIS

2:00 p.m.
Interior Decorating I
4:00 p.m.
Elementary School Curriculum 119
4:20 p.m.
Psychology 1, General
6:20 p.m.
Descriptive Astronomy
General Morphology of Plants
Child Training 40
Freshman Composition 4
English for Every Day
American Literature 73
Biography
Recent American History 9
Survey of Latin-American History
Bach, Beethoven, Wagner and Brahms
Art of the Twin Cities
General Physics 7
Recent Social Legislation

French 1, Beginning
Swedish 7, Beginning
Social Pathology 49
Speech 1, Fundamentals of
Practical Speech Making I
Zoology I, General
Histology 21
Orientation in Simple Handicrafts
Gymnastics for Body Building
Intermediate Accounting
Investments B.A. 146
Business Law A
Elements of Statistics
International Economic Problems
Mathematics Review
6:30 p.m.
Beginning Swimming—for Women
7:00 p.m.
Music for Every Day
7:30 p.m.
Human Anatomy 5
Immunity 116
Swimming (Intermediate and Advanced)
Aircraft Engines 1
Freehand Drawing, Advanced
Hydraulics M.&M. 129
Reinforced Concrete
Engineering Properties of Soils
Junior Electrical Engineering
Advanced Mechanical Drawing 29
Air Conditioning, M.E. 65ex
Internal Combustion Engines 50a
Foundry Practice
Machine Design M.E. 27
8:05 p.m.
Home Gardening II
Freshman Composition 4
Introduction to Reporting
Psychology 1, General
The Family
Speech 2, Fundamentals of
Speech 3, Fundamentals of
Speech and Personality
Advanced Public Speaking 51

CLASSES IN ST. PAUL

4:30 p.m.
Bible as Literature 40
Auditing 135 (AIB)
5:00 p.m.
Remedial Reading, Ed. C.I. 154
6:00 p.m.
Vocabulary Building I
6:20 p.m.
Introduction to Literature 22
Literature and Life
Geography of South America
Beginning German 3
Problems of Philosophy
Rural Organization
Auditing 135
Elements of Money and Banking
7:00 p.m.
Vocabulary Building I
7:30 p.m.
Architectural Drawing
Engineering Drawing
Advanced Mechanical Drawing 29
8:05 p.m.
Interior Decorating 3
Business Law
Elements of Statistics
Textiles

THURSDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Bible as Literature 40
5:00 p.m.
Construction and Use of
Educational Tests and
Examinations
6:20 p.m.
Subfreshman Composition
Freshman Composition 4
Freshman Composition 6
Advanced Writing 28
Writing for Every Day
Literature and Life
Glacial Geology 20
Elements of Rock Study 25
German Composition and
Conversation
Early Modern European
History 56-57
Economic History 80-81,
Introduction to
Ear Training and Sight
Singing
History of Music 34-35
Modern Philosophies of
Social Reform
World Politics 25
Psychology 1, General
Norwegian 1, Beginning
Sociology, Introduction to
Principles of Case Work 84
Radio Speech 65
Introduction to the Theater

Comparative Anatomy
Principles of Accounting and Laboratory
Elementary Advertising
Retail Credits and Collections 76
Business English
Advanced Economics 103
Transportation Services and Charges 1
6:30 p.m.
Modern Dance—for Men and Women
Accounting Practice and Procedure
7:00 p.m.
Portraiture
Advanced Reinforced Concrete Design
Higher Algebra
7:30 p.m.
Bacteriology 41, General
Chemistry, General Inorganic (Non-
Metals)
Chemistry, Quantitative Analysis (Gravi-
metric)
Chemistry, Adv. Quant. Anal.
Direct Current Machinery 1ex
Engineering Drawing 1
Structural Drafting 22
Air Conditioning M.E. 67
Diesel Engines
8:05 p.m.
Advanced Writing 29
Tuberculosis and Other Diseases
Parliamentary Law
Modern Norwegian Literature 51
Acting
Salesmanship
Economics 6, Principles of

CLASSES IN ST. PAUL

6:20 p.m.
Freshman Composition 4
German 1, Beginning
Man in Nature and Society 1
Accounting, Principles and Laboratory
Elementary Advertising
6:30 p.m.
Swimming—for Women
7:00 p.m.
Trigonometry
8:05 p.m.
Freshman Composition 5
Practical Speech Making 1
Labor Legislation and Social Insurance

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Psychology Applied to Daily Life
Radio Script Writing 1
Advanced Traffic and Transportation
6:40 p.m.
Accounting, Elements and Principles
7:00 p.m.
Consultation Period
8:05 p.m.
Group Discussion

CLASSES IN ST. PAUL

10:00 a.m.
Recreational Gymnastics and Plunge—
for Women
6:20 p.m.
Accounting, Principles and Laboratory

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EDUCATION A LIFELONG PROCESS

Vol. XIII

NOVEMBER, 1938

No. 13

Radio Script: The Spoken Word

By Luther Weaver

RADIO script is the spoken word; never is it anything else. If that were plain, there would be little need for the words that follow.

Radio script is speech, the speech of you and me and the man next door; it may pause for a moment on the page, but that is not its final repository. Its final repository is the listening ears of the family group in the living room of your home. And these words which make this auditory impression must be selected with infinite care, or the impression, the image created through the listening ear in the more or less indifferent brain will not be clear.

As work-a-day writers we are not accustomed to writing for the ear alone; but that is what we do in writing radio script; we write for the ear alone. The moment we sit down before a typewriter we assume, unconsciously, or through long training, a definitely formal attitude; we use words we are quite unlikely to use in normal speech. We become remote from the persons we are talking with; we begin talking at them, just as I find myself prone to do in writing this paper. We draw apart, and shout across a valley; and that is what makes all the difference between conversation and harangue.

Politicians in general seem quite unable to understand the use of radio. They blithely (while studio walls cringe and sensitive microphones shatter themselves to bits) take the technique of the public auditorium into the living room, and then wonder why they do not influence people. They could learn much from the President of the United States, for the chief executive is a singularly competent radio user.

BROWNING would have made a good script writer. So would many another great man of literature—Shakespeare, for instance, or Chaucer. These men wrote the spoken word. Moreover, they were poets. Does that mean that only poets can write radio script? No, indeed not; but the poets' approach, their sensitivity for words, and their ability to choose just the right word, and no other, points the way to good script writing. And they have the ability to create images—thought-provoking, interest-impelling images. That is important—the creating of images in the mind of the listener in the living room. And that is the reason the dull monotone of abstract discussion is dialed out so quickly. There must

Luther Weaver, Instructor in Radio Script Writing for the General Extension Division, is himself both a poet and a writer of radio script—a fact which gives his article special cogency. The article is an excerpt from the manuscript of a book on the art of radio script writing which Mr. Weaver is preparing for publication.

be liveliness and buoyancy and radiance in radio script; and it may, to an extent almost unbelievable, contain the intangible qualities of wonder and beauty—for those acquainted with these permanent, though unchartable, values.

I said Browning would have made a good script writer. Here is the opening stanza of "Bishop Blougram's Apology":

No more wine? then we'll push back chairs
and talk,

A final glass for me, though: cool, i' faith!

We ought to have our Abbey back, you see

It's different, preaching in basilicas,

And doing duty in some masterpiece

Like this of brother Pugin's, bless his heart!

I doubt if they're half baked, these chalk
rosettes,

Ciphers and stucco-twiddlings everywhere;

It's just like breathing in a lime kiln: eh?

These hot long ceremonies of our church

Cost us a little—oh, they pay the price,

You take me—amply pay it! Now, we'll talk.

So, you despise me, Mr. Gigadibs.....

That is conversation, if I know the meaning of the word.

Now flick the pages back three hundred years to Shakespeare and you will find Mercutio explaining to Romeo the extent of the wound he received in the sword play with Tybalt, in this wise:

No, 'tis not so deep as a well, nor so wide

as a church-door; but 'tis enough, 'twill

serve; ask for me tomorrow, and you shall

find me a grave man. I am peppered; I

warrant, for this world. . . . A plague o'

both your houses!

Why the devil came you between us? I

was hurt under your arm.

And the conversation of Banquo and Fleance, opening the second act of *Macbeth*:

Ban: How goes the night, boy?

Fle: The moon is down; I have not heard
the clock.

Ban: And she goes down at twelve.

Fle: I take't, 'tis later, sir.

Ban: Hold, take my sword.—There's husbandry in heaven;—

And finally Cleopatra's exclamation to her attendants after Octavius Caesar, with imperial Roman flourishes, had left: "He words me, girls, he words me"

BUT we should go back farther than Shakespeare, particularly that we may enter the treasure house of rich, racy Anglo-Saxon words which Chaucer revels in, some of them so earthy that they would not do at all for ethereal radio. Open any page of the *Canterbury Tales* and they pour out like bright gold coins.

Here:

Fair was this youthful wife and therewithal
As weasel's was her body slim and small

* * * * *

She was a far more pleasant thing to see
Than is the newly budded young pear-tree;
And softer than the wool is on a wether.

That's from "The Miller's Tale"; the following is from "The Reeve's Prologue":

I only pray to God his neck may break,
For in my eye he well can see the mote,
But sees not in his own the beam, you'll note.

Writers who have difficulty in creating a "place where" may find help in the following description, startling in its simplicity:

At Trumpington, not far from Cambridge town,

There is a bridge where through a brook runs down,

Upon the side of which brook stands a mill.

No mill by a brookside ever stood forth more clearly. There may, of course, be a more perfect image in the language, but I shall not look for it. You'll find it at the beginning of "The Reeve's Tale."

And now, because of space limitations we must stop this exploration with just one shovelful more from the past. Again it is a poet speaking; it's Horace, who died eight years before the Nazarene was born. He was speaking to poets, passing along to them suggestions on the art of poetry. He knew nothing about

(Continued on page three)

The Interpreter

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NOVEMBER, 1938

University President

Guy Stanton Ford has been appointed by the Board of Regents as the sixth president of the University of Minnesota, to succeed Lotus Delta Coffman, who died suddenly at his home September 22. Twice Dr. Ford has been acting president of the University: first when President Coffman was on leave in 1931-32, and again last year after President Coffman had been stricken with heart trouble. President Ford has been at the University of Minnesota for twenty-five years, as Professor of History and as Dean of the Graduate School. His appointment has been enthusiastically approved by leading educators throughout the country, and by the University faculties over which he will preside.

Success Story

In June of 1937 the Lincoln Electric Company of Cleveland announced a prize essay contest in the field of industrial machinery. The purpose of the contest was to promote advancement in the science of arc welding. To this end, 446 prizes were announced, with awards totaling \$200,000.

For the purposes of the contest, those aspects of industry in which the process of arc welding plays an important role were broken down into forty-four classifications, such as auto chassis, office furniture, electric motors, etc. Contestants were asked to select one of these classifications and submit a written description of (a) a redesign of some existing machine, structure, building, etc., or (b) a new design of some machine, structure, building, etc. not previously manufactured, or (c) the organization and conduct of a welding service.

News of the contest came to the attention of Mr. John Mikulak, a mechanical engineer at the Electric Machinery Manufacturing Company of Minneapolis. Mr. Mikulak was also enrolled in the class in Junior Electrical Engineering in the General Extension Division of the University of Minnesota. In fact, he had been an extension student for some time. It was twelve years ago that a friend told him about the advantages of university extension. Half-curious and half-pessimistic, like many extension "first nighters," he registered in a course in Elementary Applied Mechanics. Since then he has attended extension classes at the University continuously, taking sometimes one and sometimes as many as three courses a semester. Altogether he has taken some thirty courses, all in the general field of engineering.

(Continued on page four)

What Are You Reading?

EDITOR'S NOTE: We are pleased by the number of extension students who ask for advice on what to read. Furnishing this advice has come to be one of our hobbies. But we prefer to pursue the hobby by presenting accounts of reading experience rather than by printing lists. To this end we have asked Mrs. Helen P. Mudgett, Instructor in History, and one of the most omnivorous readers we have ever met, to set down for this issue of *The Interpreter* her informal comments on books which have recently impressed her. In subsequent issues we shall print other such informal accounts of reading experience. And we very much hope that *Interpreter* readers will contribute to the column. 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 enjoy.

By Helen P. Mudgett

Among the more recent novels, I think particularly of three. The memory of *Hearken Unto the Voice* is still vivid. In this book Werfel (to be remembered for the *Forty Days of Musa Dagh*) retells the story of Jeremiah, the most angry of the Hebrew prophets. His prose style is an amazement and a delight, for he manages to write a narrative into which he can interpolate the words assigned to Jeremiah in the Bible with never a break in tempo or rhythm. How much another reader might like this book would depend, I suppose, upon his previous interest in Jeremiah. Note that I do not say "sympathy" with Jeremiah, for originally I had no friendly feeling for this particular prophet. He was always much too angry, much too given to dark forebodings and prophecies of disaster. He remains angry and full of fear in the Werfel book, but he arouses our sympathy. One begins to understand how deeply Jeremiah regretted the rôle Jehovah had assigned him. One thinks again that the Jehovah God of the Hebrews was a very difficult deity to serve, and one marvels that the kings did not seal up the prophets in tombs from which there was no escape, and where the sounds of their lamentations could not be heard.

Evan John's *Crippled Splendour* is very much in the news; it is being pushed along by a flood of advertising and an extravagant press. I find myself being very impatient with the reviews, for they seem to be pointing the wrong type of reader toward the book. This is no rapid-moving, slap-dash, swashbuckling tale. It is a thoughtful, honest job of fiction-writing to which the author has brought a certain amount of knowledge, an earnest effort to interpret James I, King of Scotland, and a genuine absorption in his task. Its quality is very like that of Hough's *Renown*, a story of Benedict Arnold, in which the author forgot that he was writing a novel and simply put down all the things which he had discovered by his research. If you are interested in historical figures, if you are concerned about why things happen, if you are ready to be led at a leisurely pace through eighteen years of imprisonment on English soil, you will be with James when he returns to Scotland for a few brief years of kingship, before he is struck down in "terrible death." And you will shiver a little at the harm one man can do.

The third novel is Joan Grant's *The Winged Pharoah*. I find myself simply looking at the typewriter, instead of spelling out the words which will attempt to convey my impression of this book. It is too good to be written about or talked about; it should be read, and reread, and read again. As the title indicates, the scene is laid in ancient Egypt. I suppose it comes under the general category of historical novels, but it is much more than this. It is a story of beauty and tenderness and wisdom. There are pages so exquisite one wishes that all the figures of gold had not been used, so one could bring them, new and shining, to pour out before this book.

Of the many books written by Germans, I think of five. The first two are *The Savage Hits Back* by Jules Lips and *Savage Symphony* by Eva Lips. Jules Lips was a German anthropologist who had spent many years collecting material for a volume on the white man as seen and expressed in native arts. His carefully prepared plates were almost ready for assembling when the Nazi régime began. It soon became apparent that a book on "How the Black Man Looks at the White Man" was displeasing to Herr Hitler, who is definitely opposed to the old saw that a "cat may look at a king." Professor Lips was requested to hand over his plates and interest himself in some purely Aryan research. *Savage Symphony* is the report of what happened to the Lips family and their dog, Tapir, and the precious manuscript. From the opening sentence, "The little house was built of yellow sandstone," to the last page, the reader follows the account with growing horror. There is no putting the book down. While one sympathizes with their reluctance to leave "the little house," one hardly breathes until they are out of Germany, all safe except Tapir, whom the Nazis had butchered in their rage over the escape of Professor Lips. Subsequently, Professor Lips' book appeared in America. The opening chapter seems to me definitely wise. It is a thoughtful discussion of some of the problems which have arisen from the white man's domination of so large a part of the world. What he has to say with regard to the possibility of the return of Germany's colonies lies in the back of one's mind, as each day's news seems to indicate that the possibility may soon be an actuality.

The third book is Glaeser's *The Last Civilian*. This novel was published two or three years ago, but it remains, I think, the best one which has been done. Written with scrupulous care for the accuracy of the factual details, it tells of the first days of the Nazi régime. It concerns the return to Germany of a liberal who had hoped to spend his old age, and his American-earned money, in the Germany of the Weimar Constitution. He had returned unaware of the forces which were already at work, destroying every vestige of the German Republic. In the end, he flees from Germany.

(Continued on page four)

Radio Script: The Spoken Word

(Continued from page one)

radio script, but how fittingly what he said applies to this art:

He lays aside bombast and words a foot-and-a-half long, if his object is to move the heart of the by-stander with his own complaint.

Not only are the demands of the auditory impression always before you in writing radio script, but the time limit hangs always over your head. You don't keep on writing until you get through, or until your own peculiar artistic desire has been satisfied. You set up an action; through that action you give your characters motivation to a climax or denouement within a given time. A leeway of ten seconds, short or long, is just about all you have.

What I have been saying is as pertinent to commercial script as it is to entertainment or educational script. In fact, if you wish to get a keener appreciation of the value of words than you have ever had, try to write one of those little thirty-word announcements known as "station breaks," that are squeezed in, along with the station's call letters, between programs. The advertising cost for a "station break" may be one dollar a word, or more. That teaches word economy. You learn not to slosh words around on a page like water in a bucket.

In radio your conversation must come over with startling clarity, and the more simply the better. It will have no commas in it, no semicolons, no periods, no capital letters, no quotation marks, no italics. The subject may be missing, or the predicate. And your adjectives! Most of us never knew the beauty and color and power of adjectives until we began selecting them for radio script.

Fine typography has nothing to do with script. A word that looks good in type may be absurd on the air. The word *chic* (you'll find it in ninety-nine out of every one hundred fashion ads) is useless on the air, unless Anglicized. In type, it is a nice looking word—trim, and pert—even though the reader does not know its meaning—but have it come into the living room over the radio and you will understand how it differs from the same word in a full-page advertisement glorifying women's suits and coats and dresses.

In writing the spontaneous English of radio script, relative clauses, before admission to the easy-flowing, easily understandable, image-provoking line, undergo rigid inspection; many of them instinctively are weeded out. Correlatively, the script writer oftentimes may find good occasion to end a sentence with a preposition (or an adverb), thereby making these darts of English speech (e.g. *of, at, by, to, with, etc.*) brilliantly effective.

One learns likewise that there are certain juxtapositions of words that are very bad. *Is as is one. Are our is another.* They are perfectly understandable in type, but put them on the air in rapid speech and note what happens.

Other tricky combinations are *is not*, and *so as not*; and there are many others.

And now in finality, because there is not space for additional examples, I give a quotation from Archibald MacLeish's *The Fall of the City*, the first verse play ever written especially for radio. The voice is that of the Announcer:

They are milling around us like cattle that smell death.

The whole square is whirling and turning and shouting.

One of the ministers raises his arms on the platform.

No one is listening: now they are sounding drums:

Trying to quiet them likely: No! No!

Something is happening: there in the far corner:

A runner: a messenger: staggering: people are helping him:

People are calling: he comes through the crowd: they are quieter.

Only those on the far edge are still shouting: Listen! He's here by the ministers now! He is speaking. . . .

Notice the motion. Notice the recurrence of the present participle—the flying participle, if you please—with its insistent *ing* ending: action, motion, motion, action. I wonder if Shakespeare, who knew so well how to get his characters on and off the stage, would not have liked this "build up" for the entrance of the conqueror, a fear in hollow armor that conquered a city.

Not only is *The Fall of the City* a praiseworthy achievement, but that a writer of MacLeish's standing wrote it for radio (he has been commissioned to write a second verse play) points the way for others. Radio is a medium that can make use of any talent, providing that talent contributes toward an auditory impression—, and that means dramatists and advertising copy writers, actors and sound effect men, new writers and librarians, teachers in every field, and poets, all workers in the spoken word for the listening ear.

Hill Reference Library

The Hill Reference Library of Saint Paul, which occupies the Market Street end of the general library building on Fourth Street, cordially invites the members of the faculty and the students of the University Extension Division to use its resources. It is open daily from nine a.m. to ten p.m. throughout the year and Sundays from two to six p.m. during the fall, winter and spring quarters.

Refunds

Applications for refund of fees because of cancellation must be made no later than December 3. Applications will not be considered if made later.

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.

New Films and Slides

A new catalogue of the films and slides in the library of the Bureau of Visual Instruction has just been published. The bulletin may be obtained by writing to the Bureau, in care of the General Extension Division, University of Minnesota. Following is a list of some of the recent additions to the library:

Title	No. of reels	Rental fee
(16 mm. sound)		
Adventures of Bunny Rabbit	1	\$1.00
Farm Animals	1	1.00
Animal Life	1	1.00
Beetles	1	1.00
Birds of Prey	1	1.00
Gray Squirrel	1	1.00
Shell Fishing	1	1.00
Trail of the Sea Horse	1	1.00
Sea Killers	2	2.00
Pond Insects	1	1.00
Reactions in Plants and Animals	1	1.00
Digestion of Foods	1	1.00
The Earth in Motion	1	1.00
Colloids	1	1.00
Catalysis	1	1.00
The Earth's Rocky Crust	1	1.00
The Wearing Away of the Land	1	1.00
The Work of Running Water	1	1.00
Shelter	1	1.00
Our Earth	1	1.00
Clothing	1	1.00
Water Power	1	1.00
A Backward Civilization: The Berbers	2	2.00
Conservation of Natural Resources	1	1.00
The Development of Transportation	1	1.00
The String Choir	1	1.00
The Woodwind Choir	1	1.00
The Brass Choir	1	1.00
The Percussion Group	1	1.00
The Symphony Orchestra	1	1.00
Dashes, Hurdles and Relays	2	2.00
Jumps and Pole Vault	1	1.00
Little Men	8	8.00
Oliver Twist	7	7.00
The Face of Britain	2	2.00
From Trees to Tribunes	3	.75
(16 mm. silent)		
Models in Motion—Men Shoveling Corn	1/4	.25
Models in Motion—Kitten and Duck Playing	1/4	.25
Models in Motion—Goose in Water	1/4	.25
Models in Motion—Gypsy Dancer	1/4	.25
Woolen Goods	1	.75
Washington—The Capital City	1	.75
Bacteria	3/4	.60
The Feet	1	.75
Good Foods—Fruits and Vegetables	1/2	.40
Good Foods—Milk	1/4	.25
Mold and Yeast	1/2	.40
The Muscles	1	.75
The Skin	1	.75
Teeth—How Teeth Grow	1	.75
Abraham Lincoln	2	1.50
Baby Beavers	1/2	.40
Some Friendly Birds	1	.75
Wild Flowers	1	.75
Some Larger Mammals	1	.75
Seals and Walruses	1/4	.25
Under-sea Life	1/2	.40
Making a Book	1	.75
The Carbon-Oxygen Cycle	1	.75
Hist. Introd. to Study of Chemistry	1	.75
Limestone and Marble	1	.75
The Nitrogen Cycle	1	.75
Sand and Clay	1	.75
Silver	1	.75
Overland to California	1	.75
The Dutch East Indies	1	.75
Electric Power in Southern Appalachians	1	.75
Transportation on Great Lakes	1	.75
Hungary	1	.75

(Continued on page four)

What Are You Reading?

(Continued from page two)

broken by personal tragedy and in danger of his life. The Germany which Herr Hitler was fashioning had no likeness to the one which he had hoped to serve.

Last year, Thomas Mann travelled through America, delivering lectures in which he presented the reason for his belief in the ultimate triumph of democracy. How successful this would have been as a lecture, I am uncertain, but as a book it is persuasive. *The Coming Victory of Democracy* needs careful reading. Here are none of the trick catch-phrases with which we are familiar. Here is the creed of a man who dares to posit his faith in democracy on his belief that man carries deep in his heart an idea. Mann writes: "Human nature . . . is dominated by the idea, and cannot exist without it, since human nature is what it is because of the idea. . . . The word 'justice' is only one name for the idea . . . there are other names which can be substituted for it . . . for example, freedom and truth. . . . It is a complex of an indivisible kind, freighted with spirituality and elementary dynamic force. . . . He (man) is pledged to it . . ." Before such faith one is reminded of the scene in Benet's *John Brown's Body*, where the two slaves lie wakefully in bed. Asked the reason for his restlessness, the man explains that he is wondering what it would feel like to be free. Startled and uncomprehending, the woman asks why he ever thought of such a thing: they have a good master; they have a warm cabin; their bellies are well filled. Yet the man answers:

" . . . I wants to be free. I wants to see my chillun

Growing up free, and all bust out of Egypt!
I wants to be free like an eagle in de air
Like an eagle in de air."

Far removed from these four is the *Nazi Primer*, which the blurb truly describes as a book over which one does not know "whether to laugh or weep." Following through the pages dealing with the origin of the race, the important facts in German history, the salient points in the Nazi program, the reader is often bogged down in a quagmire of half-truths, near-truths, and not-truths. Remembering that this *Primer* is required reading for seven million Germans between the ages of fourteen and eighteen, and recommended reading for all others, one feels no hope for a peaceful future. On the validity of Herr Hitler's recent promise that he had no further territorial demands in Europe, the following excerpts throw some light:

"By German territory we mean every region of central Europe which is inhabited by Germans in more or less permanent settlements and has received its cultural imprint from the German people."

"German cultural areas in the broadest sense also comprise the compact German settlements over seas."

"The German Reich will at all events never cease to demand the restoration of its colonies."

There is one other book which is peculiarly our own to which I must refer, though briefly; it is *Land of the Free* by Archibald MacLeish. Here is told in picture and in verse a story of America which is not good to hear, but which is perhaps the more necessary because painful. Here, in some forty photographs and perhaps two thousand words, is a chronicle of today's America. This should be "required reading" for us.

Success Story

(Continued from page two)

His instructors speak well of his academic progress. "Mik," agree Mr. Edwards and Mr. Teeter, was a hard worker. He didn't stop when he had completed the regular assignments but often went on to make an application of his newly-acquired theoretical knowledge to the problems which he was meeting daily in his job.

At the time Mr. Mikulak heard about the Lincoln contest he had two major interests. One was arc welding. The other was getting his house furniture paid for, he having been recently married. The prize contest looked good to him on both counts, so he decided to compete in it. Working under the contest classification "J3, Functional Machinery: Electrical," he drew up a proposed design for a vertical synchronous motor or A.C. generator. His company had for some time been manufacturing a motor of this general type but Mr. Mikulak suggested certain significant improvements in which the process of arc welding played an important part.

Regular employment and extension class activities left Mr. Mikulak little time to devote to his project. But he worked like a beaver during his spare hours (300 hours, to be exact!) and turned out a 145 page description of the construction features of both present and proposed designs, drawings and sketches showing constructional details, and a complete display of the actual design data, calculations for strength comparisons of both designs, the welding procedure to be used, and the theoretical advantages of the welded construction as developed in the paper. This he submitted to the contest secretary before the June 1, 1938 deadline.

Then things began to happen. Against heavy competition (there were some 8,000 contestants, from nearly every country in the world, and more of them wrote in the J3 classification than in any other), Mr. Mikulak's paper survived the initial elimination and took a first prize of \$700. The second elimination was likewise successfully surmounted, bringing another first prize—this time of \$3,000. The final decision placed Mr. Mikulak's paper fifth among all that had been submitted.

In a letter informing Mr. Mikulak's company of his achievement, the contest secretary said that he had submitted "a very complete detailed proposal for the redesign of a 350 HP machine To have his work judged worthy of award by a Jury composed of 31 engineering authorities from leading universities and colleges throughout the country is indeed a tribute to the ability of Mr. Mikulak."

Commenting on his success, Mr. Mikulak says, in part, "To write such a paper one needs

New Films and Slides

(Continued from page three)

Japan I	1	.75
Japan II	1	.75
Leather	1	.75
Manchukuo	1	.75
Meat Packing	1	.75
Yosemite National Park	1	.75
N. E. Fisheries, Part II	1/2	.40
Pacific Coast Salmon	1	.75
The Philippine Islands	1	.75
Railroad Safety	1	.75
Russia—Glimpses of Moscow	1	.75
Russia—Glimpses of Leningrad and Industry	1	.75
Russia—Development of Agriculture	1	.75
Common Salt	1	.75
Siberia I	1	.75
Siberia II	1	.75
The Old South	1	.75
Tableware	1	.75
The New Turkey	2	1.50

Glass Slides

Added to the library also has been a set of glass slides (standard size) on the human body, classified as follows:

Subject	Colored	Plain	Total
Posture	15	10	25
Skeletal System	7	25	25
Digestive System	7	16	23
Circulation and Respiration	7	14	21
Special Senses	4	12	16
Teeth	6	8	14
Safety on the Highway	10	20	30

There is also an interesting Burton Holmes series of colored film slides with music accompaniment: *Through Rural England*.

a background of study in many fields of knowledge, among them science, engineering, manufacturing management, cost accounting, and production control. Besides this, practical knowledge, such as can be gained only from actual manufacturing experience, is indispensable. The latter can be picked up by anyone from the particular field in which he is employed. But it is not enough. Familiarity with the theoretical background is also necessary. To my knowledge, the best source of the latter is a competent school. It is for this reason that I am grateful to the University of Minnesota Extension Division. For the last twelve years I have been enrolled in extension courses. They provided me with the training necessary to write my paper."

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Advertising Art and Layout

An Expert Tells How It Should Be Done

By Thurwin V. Drevescraft

IN spite of the art and layout extravaganzas on parade daily in the modern world of advertising, there is a fundamental purpose underlying all advertising which it is well for advertisers to keep in mind. Simply stated, it is this: The purpose of advertising art is to bring about an attention-getting, attractively printed presentation that will induce people to look at pictures and read copy, and will make it easy for them to do so.

Now what are the principles of good advertising art and layout? There are six simple principles which can be stated as follows: Advertisements should have: (1) Dramatic value, (2) Attractive appearance, (3) Selling power, (4) Informative value, (5) Distinctiveness, and (6) Simplicity.

First, layouts and art should be dramatic. What a good stage setting and a good stage director do for the lines in a play, a good layout and a good art director do for the lines in an advertisement.

The same ability that takes a story and makes a drama of it is required to take copy and set it forth in a dramatic presentation. It requires showmanship. It requires an understanding of the eye-mindedness of people—an understanding of what will attract interest, of what will hold it, and of how to get that on paper. It requires an ability to produce the unusual and still keep it within the confines of good business and good taste. It requires an ability to capitalize on human interest—interest of human beings in themselves—without slighting the product or idea.

Second, art and layouts must be pleasing. They must not only be attractive in the sense that they attract attention, but they must be attractive in the sense that they create a favorable impression.

Here, of course, enters the artistic—matters of balance, of proportion, of color, of "spotting" the important points. Every person concerned in any way with layouts should immediately put himself in one of two classes. Either he is a layman with only a layman's individual prejudice concerning what he likes or doesn't like, or he is an artist with an artist's knowledge of, and feeling for, composition, color, and design.

The layout of an advertising page is more or less architectural. The problem is to plan a harmonious, balanced, easily-grasped composition

(Continued on page three)

Editor's Note: *The development of the critical habit is one of the functions of modern education. A mark of the educated man is his ability to criticize intelligently the phenomena of his world. Criteria are essential to criticism. That is why we print in this issue of The Interpreter three articles dealing with the ubiquitous phenomenon of advertising. We are impressed, too, by the fact that so much of what our authors say is applicable to all the arts, and not merely to advertising. Mr. Drevescraft, Instructor in Business for the Extension Division, is a well-known Twin City advertising man. Mr. Longstaff, Assistant Professor of Psychology, is an authority on the psychology of advertising. Mr. Ford is Assistant Professor of Journalism.*

Fugitive Literature

Just for Fun, a Journalist Looks at Advertisements

By Edwin H. Ford

THE fall reading lists are out now, reading lists compiled by booksellers, critics, and earnest teachers of literature for the benefit of that increasing proportion of the public which feels that it must read with a purpose. Not the kind of purpose that sent us sneaking off to the attic with *The Redskin's Revenge* hidden under our jacket. There was no erudition weighing down that program. Our goal was delight, vibrant with a sense of guilt.

A good many of us would still like to steal away to the attic now and then, but the best we can do is hurriedly to scan *Racy Romances* or *Torrid Tales* at the corner drug store while the rest of the family is engaged in the prosaic and respectable business of buying milk shakes and powder puffs. Attics and haymows are no longer factors to be reckoned with in surveys of American reading habits. Literature has become more serious and reading more purposive.

There is little that can be done to arrest the progress of this movement which is so subversive of pleasurable living, for it indicates a Trend, and trends, like hurricanes must run their courses. But for those of us who had rather be civilized than socialized there are numerous ways in which the burden of serious reading may be lightened. Such diversions as comic strips and picture magazines are too banal to merit consideration. We all see them and at times appreciate them, but they are as much imposed upon us by a system as are reading lists, radio

(Continued on page four)

Testing the Effectiveness of Advertising

A Psychologist Checks the Artist and the Expert

By Howard P. Longstaff

MR. DREVEESCRAFT, in his article "Advertising Art and Layout," very ably discusses six principles of art and layout which, if followed, help in the construction of a good advertisement. The crucial question, however, is "How can the advertising man make sure his advertisement meets Mr. Drevescraft's six criteria of 'dramatic quality, attractiveness, selling power, informativeness, distinction and simplicity'?" One might suppose that the good advertising man can recognize these qualities when he sees them. To a certain extent this may be true, but when one studies the advertisements that are published in our current magazines one is left with the suspicion that many of the advertisements do not comply with the criteria listed above.

Specific proof of this suspicion was discovered by Carrol Rhynstrom, who asked one thousand professional advertising men and women to select the most effective advertisements from a list of twelve whose selling power had been previously determined. He discovered that these advertising professionals were correct only fifty-seven per cent of the time. This is rather a serious indictment of the advertising profession and it is natural to ask if there is anything that can be done to improve this situation. Happily, the answer is yes. Test the advertisements before they are used on a national scale. Few persons would buy an automobile before they had driven it and tried it out. Yet a large proportion of today's advertising is published without any kind of pre-testing whatsoever. One study showed that only three members out of ten of the national association of advertisers pre-tested their "ads" in any way.

In view of the above it seems that the time has come for advertising men to stop guessing and to begin testing. If there were no available means of testing an "ad's" effectiveness there would be some excuse for publishing untested advertisements; but since testing techniques are available, neglect in using them is nothing short of inexcusable negligence.

It is outside the province of such an article as this to go into a complete and detailed discussion of advertising research, but as an example of what can be done I shall discuss briefly one simple yet effective test of what Mr. Drevescraft calls the architectural feature of layout. Every advertising man, in laying out

(Continued on page three)

The Interpreter

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

Richard R. Price - - - - - Director

Advisory Committee

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

Curtis E. Avery - - - - - Editor

DECEMBER, 1938

LAST month an important event took place on the campus. It was neither heralded, nor accompanied, nor followed by fanfares. In fact, its success was dependent upon silence. And that in this year of our Lord Cacophony, is something new.

The event was the Northrop Auditorium presentation of the Clavilux color organ. By means of this organ, an artist paints abstract color compositions on a screen. Fascinating as was this initial experiencing of a new art, its effect upon the audience was of even greater interest. For it was, in a sense, a test of our cosmopolitanism, of our tolerance, of our imagination, of the completeness of our emotional equipment.

Many simply couldn't take it. The provincial and the intolerant among us missed concrete form, or action, or words, or music, or whatever other types of art we have grown accustomed to. The unimaginative and the shallow were defeated by their inadequate selves. All were baffled by the silence in which the presentation had to be given and received—evidenced in our restless fidgeting, our subdued whispering and giggling, our nervous and overdone applause. Many others enjoyed the spectacle as a new and interesting art form.

Some few felt a strange peace descend upon them during the recital. These "looked at each other with a wild surmise—silent, upon a peak in Darien." They sensed something of the healing that this new art could bring to men and women wearied and fluxed by the pace of modern life, something of the possibility of self-release latent in this art's unique solicitation of undesignated emotional responses. And they breathed a fervent amen to the artist's prediction that each of our tense and humming cities would some day house a kind of theater where darkness and peace and beauty will be ours for the ability to sit and dream in silence.

—Watson Dickerman

Holiday Frolic

The fifteenth annual Holiday Frolic of the Evening Students' Association will be held Saturday evening, December 10 in the Minnesota Union. As in former years, the entire building has been reserved for the affair. There will be dancing, and other entertainment until 12:30. Refreshments will be served. Tickets may be obtained from all class representatives, at 402 Administration Building, at the manager's office of the Minnesota Union, at 690 Northwestern Bank Building, and at 500 Robert Street, St. Paul.

What Are You Reading?

Editor's Note: Beginning this month, *The Interpreter's* reading column appears in a form slightly different from that of former issues. We shall continue to print accounts of reading experience, as in the past. But, in addition to this sort of stimulation to reading, we shall undertake to answer questions on the subject of books. Mrs. Helen P. Mudgett, who will be in charge of the column, will refer your questions to the proper authorities on the University campus. The questions for this month were actually asked by extension students; the ones you may want to ask need not resemble these in any particular. They may be any sort of question whatever concerning books and reading.

Send your questions to the editor, Room 410 Administration Building, University of Minnesota. A letter is not necessary; use a postcard if you wish. Names will not be signed to questions. Questions received by the eighth of each month will be answered in the next issue.

Question: "I am going on a trip to Mexico soon and should like to know some good books about Mexico. What do you suggest?"

Answer by Samuel N. Dicken, Assistant Professor of Geography:

Carleton Beals' *Mexican Maze* makes an excellent beginning. This book, based on a quarter century of keen observation in all parts of Mexico, will help the prospective traveler to lay aside Anglo-Saxon prejudices and to see the country from the Mexican viewpoint. Ernest Gruening's *Mexico and Its Heritage* is a solid factual book but very readable. It contains a carefully selected bibliography. Hubert Herring's *Renascent Mexico* and Frank Tannenbaum's *Peace by Revolution* are concerned with social and political problems. Among the numerous popular travel books published in recent years there is little choice. Many are entertaining accounts of personal experiences; few are more than slightly informative. Terry's *Guide to Mexico*, interesting and readable in itself, is also a welcome reference work, with numerous maps and excellent specific descriptions.

Question: "Where can I find something which will give many synonyms for a word? The ordinary dictionary does not help very much."

Answer by Curtis E. Avery, Instructor in English:

There are three standard books which attempt to supply this information. They are Roget's

Thesaurus of English Words and Phrases, Allen's *Synonyms and Antonyms*, and Crabb's *English Synonymes*. Personally, I have found Crabb more useful than the others, but other writers may not have the same experience. Webster's *Collegiate Dictionary* is useful. Perhaps this is not an "ordinary dictionary." The whole process of acquiring vocabulary mechanically is suspect. Growth through reading is the only really satisfactory way of getting "many synonyms for a word."

Question: "Do you approve of the current interest in travel books?"

Answer by Watson Dickerman, Program Director, General Extension Division:

That travel is educational few will deny. It is listed as a qualification in application forms for teaching positions. As the most popular form of the sabbatical leave, travel seems uniquely to combine rest, recreation and instruction. As a laboratory for anthropology, geography, history, and literature, it is unequalled.

But actual travel needs time and money. It seems, therefore, almost a divine dispensation that travel is peculiarly susceptible of vicarious enjoyment. For every real traveller, there are a thousand members of that wistful yet happy fellowship, the Society of Armchair Travellers. Their readings lamps are their masthead stars, their footstools are gangplanks, their books their swift and obedient ships. All of us have met people who are amazingly well informed about some foreign land, or custom, or art, but who have voyaged there only in the pages of books. Sir Walter Scott, in the preface of *The Talisman*, confesses that his knowledge of the Holy Land was gained only from reading, yet many of the descriptive passages which follow are almost entirely accurate. Nor is the setting the only thing that can be acquired from reading about a far away place. Surely, when you have read Lawrence's *Seven Pillars of Wisdom* or Munthe's *Villa of San Michele*, you have all but been there—nay have been there, more truly than a superficial traveller.

Correspondence Study Increase in Registration

During the first four months of 1938-39, the new registrations for Correspondence Study courses in the General Extension Division of the University of Minnesota have increased seventeen per cent over the same period in 1937-38. This increase continues a gain of thirty-three per cent from July 1, 1934, to July 1, 1938. It is expected that new registrations this year will eclipse the record set in 1931-32, the peak year in the history of the department.

Anthropology

The Correspondence Study course, *Anthropology*, is being rewritten by Mr. David Mandelbaum, who will stress the sociological aspects of the subject more than the physiological and racial aspects, in accordance with the modern trend. The course will be ready during the spring of 1937.

A Fine Is Not So Fine

Bulletin is the statement "They [extension student] a book from the library. By the following night she found that she owed the library a fine of \$2.60—because it was a reserve book.

No extension student can plead ignorance of the fact that he is subject to library regulations. On page 12 of the General Extension Division Bulletin is the statement "The [extension students] are subject to all library regulations including those in regard to return upon demand and to fines on overdue books." Furthermore, reserve books can be drawn only from a specially designated reserve book desk.

The system of fines is not designed to augment the library's resources but rather to provide better service for students. Books are placed on reserve because students have been instructed to read them. The absence of such a book may have prevented a dozen students from preparing their assigned lessons.

Advertising Art and Layout

(Continued from page one)

of the various necessary units, giving each its proportionate place in the whole. The balance may be symmetrical or asymmetrical. The parts of the advertisement should be placed so that the eye of the reader is unconsciously drawn from one section to the other. It should be unified, and pleasing.

It is well to avoid too much black in an advertisement, unless you want to cheapen it. Avoid too large areas of unbroken type—they look forbidding to the reader. Avoid too much white space—it looks wasteful, extravagant and often weakens the effect tremendously. Try to make a lively, interesting composition of the whole thing.

Third, art and layouts must carry selling power. Layouts must be dramatic to get attention; they must be artistic to create a favorable impression; and they must produce business. The layout should play up the most important feature of the article or idea it is trying to sell. It must direct attention to its various elements in proportion to their value in selling merchandise.

Fourth, the art work or illustration should be informative. This means that pictures should not be used merely to attract attention. They should show the article to be sold in the same spirit that the copy tells about it. They should be designed to bring out the most important selling points of that article. Frequently one sees advertisements where headline and illustration tell enough of the story so that even if the rest of the copy is not read, the idea has reached the reader. It is well to remember that one picture, if it is properly executed, is still worth ten thousand words.

Fifth, as far as possible, layouts and art work should be distinctive. They should have an individuality marking the product or firm for which they are made. If they are appearing in a series, this individuality should give immediately recognizable continuity to the whole series. Good examples of this in the national advertising field are furnished by Campbell Soups and Coca Cola. This distinction, however, is synonymous with *distinguished*. It is not bizarre, not wild, not crazy. It is distinguished, distinguishable and, therefore, distinctive.

And now we come to the sixth, and sometimes the most important quality of good art and good layout. That quality is *simplicity*. Simplicity is the cardinal virtue of advertising art and layout—as it is of all art.

The purpose of advertising is to transmit ideas from the advertiser's mind to the mind of the public. The simpler the terms to which the idea has been reduced, the more likely it is to achieve results. Witness the recent national advertising of White Rock sparkling water which reproduces merely the cap of the bottle, a bottle opener and the five-word admonition, "Stay on the alkaline side."

The fewer confusions, the fewer distractions, the better. The average mind accepts most

readily that which requires the least effort to accept. The more you simplify your art and layout, the less effort is required on the part of the other fellow to understand your idea.

It is not easy to be simple. "Hard writing makes easy reading." Hard work and intensive effort generally result in something easy to look at and to read. It seems simple, and the untutored lay critic is apt to say blithely, "Anybody could do that—it's so simple!" Nothing could be farther from the truth. Simplicity in art and writing is invariably the result of skillful elimination. In the case of the White Rock advertisements it undoubtedly took a great deal of concentration, effort and no little courage to eliminate an illustration of the article. The result was simplicity to a fine point and a series of advertisements which definitely "clicked" in the public mind.

With beginners the eliminating usually takes place after the work is "completed." Nearly every new copywriter could eliminate the first paragraph of any piece of his copy more than three paragraphs long, improve the copy and still leave the waiting world just as well informed about the product at hand and certainly just as well satisfied.

Nearly every artist can remake his early drawings, eliminating a line here, a distracting curlicue there, an unnecessary and confusing detail here—and have a more expressive drawing. Nearly every experienced layout person can eliminate a decorative furbelow here, a "smart-aleckism" there and an "arty artifice" over here—and have a more attractive, more easily-got-into layout. Yes, the simple things are the hard ones to do, the easy ones to look at.

Here, then, we have the qualities of good advertising art and layout:

- Dramatic quality
- Attractiveness
- Selling power
- Informativeness
- Distinction
- Simplicity

Advertising, contrary to the impression many a layman has of it, is not a mystic science. There are no rabbits to be pulled out of hats. Those who have made outstanding successes in this field have done so by the application of the same methods which lie behind success in any other field—learning the technique of the profession and then putting it into practice with a maximum amount of good common sense.

Except for natural depression fluctuations, the volume of advertising in America is steadily increasing. It is becoming increasingly difficult for an individual advertisement to catch the public eye. It is becoming increasingly difficult to produce advertising art and layout which stands out from the great mass which is waging a daily battle for public attention. In spite of this, a great many of today's outstanding successes in advertising campaigns are those which best meet the above six qualifications of advertising art and layout. Study a few of them and see.

Christmas Recess

Christmas recess for extension students will begin officially Saturday, December 17. Classes will be resumed Tuesday, January 3, 1939.

Testing the Effectiveness of Advertising

(Continued from page one)

the various units or features in his advertisement, tries to direct the reader's *flow of attention*. That is, a certain feature, such as an illustration, is used to catch attention; the illustration in turn contains some feature or features to direct the reader's attention to the headline, which in turn attempts to direct attention to the copy, and so on through the advertisement. How well this flow of attention is achieved can be determined by a method devised several years ago by H. K. Nixon of Columbia University. Nixon's method is known as the "direct observation" method and is based upon the fact that in reading the eye does not travel smoothly across the line of print but moves in a series of jerks. When we read, the eye fixes the first few words in the line, then jumps to the next few words and so on across the page. These jerks are of sufficient magnitude to be easily observed. If you doubt this, watch a reader's eyes and you will note the truth of our statement. Similarly, when one looks at an advertisement the eyes do not move rhythmically and smoothly over the page, but by jerks from one fixation point to another. Let us assume that in making a layout the layout man wishes to direct the reader's attention in the following sequence: From illustration to headline to sub-headline to copy and to the coupon. How can he be sure his advertisement is so constructed that the above sequence of attention will be secured? If the "ad" is presented to several different people and their eye movements are observed, one can soon determine how well the intended flow of attention has been achieved. If the eye movements of all the subjects follow the same pattern, i.e., in our example, from the upper left corner of the "ad" to the upper right, then to the middle, and finally to the bottom of the page, we know the layout is directing the attention in the way it was planned to go. However, if everyone or the majority of the subjects' eye movements follow different paths, the layout is failing to do what it was intended to do and its elements must be modified until the desired "flow of attention" is obtained. This is a very brief statement of the method of direct observation and this method measures only one of the criteria set forth by Mr. Drevescraft, but other methods exist which can be used to measure most of the other criteria. These can be found fully discussed in several standard texts on the psychology of advertising, such as those by Poffenberger, Starch, Strong, and Burr.

There is one danger that should be mentioned in connection with Mr. Drevescraft's six criteria of a good advertisement or any other set of rules or techniques. That is that one may become so engrossed in thinking about the advertisement itself that one overlooks the only real function of any advertisement, which is to bring about the simplest solution to the existing sales problem at the least expense and in the shortest period of time. All too many advertising men

(Continued on page four)

Fugitive Literature

(Continued from page one)

crooners and Eat-More-of-Everything weeks.

Truly pleasurable reading can never be achieved except through the pursuit of Fugitive Literature, which is literature you yourself can discover without benefit of pedagogy or criticism. Broadly defined, it is writing from which you derive pleasure, usually of a kind far different from that intended by the writer. The pursuit of this variety of Fugitive Literature is highly individualistic. No two devotees go at it in the same way. Your rarest discovery may bewilder your friends unless there is a kinship of humor or appreciation. You are therefore in danger of becoming a bore, but the game is worth the risk.

If you'd like to start playing the game at once, advertising, and particularly advertising directed at feminine buyers, offers splendid opportunities. Consider, for example, "dramatic self-covered buttons marching down those beautifully draped sleeves." Doesn't it make you think of the time the ants got into your grandmother's fruit cellar? That's only one point of view, of course. The possibilities are practically limitless. Or take "carefree stockings." The phrase might suggest a college undergraduate or the disarray of an irresponsible Hamlet.

Pleats which "ripple intriguingly with every step" were probably worn by Herrick's Julia, and "sheer enchantment in every gossamer thread" has a faint Shakespearean fragrance. We return again to the twentieth century when we read that "plaids are back again in swing-time," but the bagpipes seem faint and far away. perhaps plaids would do better in swingtime than "rhythm in velvet." A dress "scaloping in one long sweep from neck to hem" suggests an outrageous imposition on Robert Browning. "I scaloped, Dirck scaloped, we scaloped all three." And somehow, that famous ride provides, at this point, an entrée for the following description of an astonishing hat accessory: "up darts that gleaming lacquered feather, unafraid of wind and rain." To a mere male, untutored in the intricacies of feminine apparel, a hat so equipped seems not only valiant but positively unmanageable. Speaking of hats, we don't believe we'd trust an "off-the-face flatterer." Open flattery is sometimes acceptable, but this sort sounds almost brazen.

We haven't yet seen slacks "just man-tailored enough to glorify your femininity." We think we prefer "styles that whisper of the Tyrol." A dress with "rickrack around the military collar," for some absurd reason, brings memories of Hallowe'en. Probably if you wore such a dress you would "be a hostess your guests would remember." We remember quite a few hostesses for one reason or another. In contrast to the dresses with rickrack collars and "nailhead trimming" is "one of the loveliest casual dresses we've seen." Some of the loveliest dresses are casual ones, it seems to us.

When it comes to a bedspread "worked out in a flower-and-swirl design of breath-taking beauty," we object strenuously. Nothing is more necessary in a room dedicated to sleep than plenty of breath, properly controlled, of course. And that flower-and-swirl design doesn't

sound restful. A wallpaper design that creates "an airy bedroom effect" would be well enough in July but it wouldn't do at all for a Minnesota January. Going quite naturally from bed to the first meal of the day, a design for dishes is described as "as new and fresh as your morning breakfast." Any self-respecting breakfast is fresh if it doesn't take you too long to shave, but a "new" breakfast is positively Utopian. And while we're at breakfast, may we salute the coffee-maker which "meets the coffee problem face-to-face?" We're going to put that coffee-maker on a pedestal alongside of the lacquered fether.

Having raised this monument to the possibilities residing in examples of Fugitive Literature to be found in advertising for women, we should like to turn to another sort of advertising, likewise rich in allusion: that which is directed mainly at men. We are referring particularly to the alluring names given by obscure but inspired disciples of Isaak Walton to fishing flies and artificial baits. The Buck-tail Spinner may not be good for five yards through the Northwestern line, but it sounds tremendously aggressive and masculine, while the Flaptail, if it doesn't recall the futile but ceaseless activity of a camel's caudal appendage, brings up equally amusing recollections.

One brand of artificial bait uses "Oreno" with a descriptive word preceding it, Truck-Oreno, Coast-Oreno, Surf-Oreno. The combinations are excellent for chants such as accompany children's games. "Whirl-Oreno, Flash-Oreno, Plunk-Oreno, O;" "Swing-Oreno, Dart-Oreno, Ketch-Oreno, So" are made to order for ball-bouncing on the pavement or front steps. If you want something more intricate but equally rhythmic, something with which to cast spells or weave incantations, we suggest "Minno Rig-Oreno."

A tale worthy of Poe could be devised, using the following characters: The Black Prince, the Black Spider, the Cutthroat, the Golden Demon, the Gray Freak, the Night-Hawk, the Raven and the Twisting Killer. There are also vast resources within the Red Ibis, the White Miller, the Professor, the Silver Doctor, the Mormon Girl, the Grizzly King, Pale Evening Dun, the Artful Dodger, McGinty and Wickham's Fancy. If you are a music lover we suggest you use a "fluted spoon with feathered treble." If you suffer from repressions and inhibitions you might consider a Wicked Wiggler, a Darting Zara or The Tantalizer.

We have outlined only the barest possibilities inherent in Fugitive Literature. There are no rules, no lists. In fact, the motto of the players might very well be the familiar *De gustibus non est disputandum*.

Book Postage

President Roosevelt has signed an executive order which became effective on November 1, reducing the postage rate on books for an experimental period until June 30, 1939. An average two-pound book which formerly cost the purchaser from 10¢ to 26¢ postage, depending upon the mailing distance, may now be delivered anywhere in the United States for 3¢.

Testing Advertisements

(Continued from page three)

overlook the selling job and think of the advertisement as an end in itself. There is no such thing as a good advertisement. The advertisement is merely a means to an end, and not the end. If one gets to thinking too much about how an "ad" looks he is in danger of forgetting how it is going to do the work it is supposed to do. An advertisement can be structurally and artistically perfect, but if it lacks a real selling idea, an idea that moves its readers to want the commodity it is advertising, then it is a failure. Link and others have shown time and again that it is the central theme or advertising idea that is of major importance in an advertisement. A good theme poorly presented is far superior to a poor theme well presented. This does not mean that technique can or should be disregarded. It does mean, however, that the advertising man should keep his mind on the selling problem and not be carried away with his techniques. Here again the importance of research cannot be overstressed. Themes as well as illustrations, layout, and copy should be tested before they are run on a national scale. One of the best methods of testing themes is to run them in a sample area. If they prove effective there, they can then be used on a larger scale.

In conclusion, then, one of the most urgent needs in advertising today is that of pre-testing advertisements before they are used on a wide scale.

CHRISTMAS SEALS



★ ★ ★ ★ ★
 ★ ★ ★ ★ ★
 ★ ★ ★ ★ ★
 Help to Protect
 Your Home from
 Tuberculosis

Entered as second-class matter, October 2, 1926,
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 the Act of August 24, 1912.

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EDUCATION A LIFELONG PROCESS

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No. 75

Teacher vs. Educator

By Elizabeth Jackson

(Assistant Professor of English)

A YEAR ago, talking to a similar audience on the subject of grammar and style, I remarked that the greatest enemy of education today is the educator. I said, too, that it was a source of perpetual astonishment to me that teachers of English had submitted so long and so patiently to the encroachments of the educational theorist. I described myself then as a worm that had turned. I am talking this afternoon in the hope of finding a few kindred and sympathetic worms who will turn with me and join me in offering some kind of resistance to our common enemy, the educator.

When I speak of an "educator," I have in mind, of course, no single person, but an ideal entity like the Tired Business Man or the Man in the Street. I mean a person whose primary business is the theory of education rather than its practice. The educator theorizes; the teacher teaches. Individually, educators are often pleasant, intelligent, well-informed, and conscientious. Some of them even speak good English. But collectively, to my way of thinking, they have one thing in common: they are almost invariably *wrong*.

Harsh as the word may sound, it is far gentler than the ones which the educator uses to describe me—or, to this audience I should say *us*. In the language of the educator, I am a fossil, a survival, a relic, an obstacle in the way of progress, a residual organism like the vermiform appendix. My ideas are medieval—which I still pronounce with four syllables, though I notice the modernists prefer three—and prehistoric, which means antedating John Dewey. I am, in two words, an elderly dotard.

THE ordinary assumption is that those of us who believe in the subject matter and the discipline of an old-fashioned education simply do so because we don't know any better. We forget, we are told, that we live in the twentieth century, in the age of the airplane, the automobile, the movie, and the radio. How one can forget that he lives in the age of the radio, particularly in July with every window in the city wide open, remains a mystery, but there is a second question that is considerably more serious. What has all this got to do with the price of cheese? In other words, how do all these inventions, which even the most doddering pedagogue must have observed in his lighter moments, destroy the value of the old-fashioned education? Even in a wilderness of airplanes a plural subject will still take a plural verb; no amount of streamlining is going to change the date of *Paradise Lost*; the radio and the tele-

Editor's Note: We here present two essays on the omnipresent problem of education in high schools and universities. Both deserve careful reading. Mr. Darley's article is adapted from his speech before a meeting of personnel workers at the dedication of the new Municipal University of Omaha. Miss Jackson's essay is part of the speech which she gave on the campus of the University of Minnesota during the second term of the Summer Session, 1938.

phone have done nothing to spoil the sonnet that says that the world is too much with us. Facts are still facts, and useful ideas are still useful.

Of course there have been certain changes in the last few decades, and anyone over forty—even an old-fashioned teacher—must recognize them. The cultural significance of the airplane escapes me, but I can tell you about the automobile. With automobiles people ride more and read less. With movies they look more and read less. With radios they listen more and read less. Wherever I have said *read* I might have said also *think*. Here is the twentieth century world to which the educators ask us to adapt our educational system—a bookless thoughtlessness; an un-idea'd vacuity; an illiterate amnesia.

If you want to outline a high school curriculum on that basis, you can easily do it. Four years of Required Stupidity; Elementary and Advanced Vulgarity; The Principles of Commercial Lying; Short Course in Practical Forgetting (with laboratory). Fill out the program to suit yourself.

This is one of the corners of the educational highway where the worm needs to turn. We have been too docile, too nonresistant, I think I might say too well-bred. We have failed to say in loud clear tones that we consider it our business not to destroy the tradition of ten centuries of culture, but to preserve it. If you ask me what we can do about it, I say that at the very least we can talk more. Over and over I see headlines in the newspapers: "Educator says we must drop Chaucer"; "Educator says we have abolished grammar," "Educator says, Why Spell?" I should like to see headlines in the next day's paper, "Teacher says we need Chaucer," "Teacher says, give us Grammar," "Teacher says, stand by Dictionary." If we put our minds on it, we can talk more, we can write more, we can even get our pictures in the paper. A large part of the great American public will believe what it is told. It is high time that we teachers did some of the telling.

A second thing, I believe, which we need to

(Continued on page four)

Education's Wars

By John G. Darley

(Director, University Testing Bureau)

WE can see in education today a disturbing tendency toward "class warfare." The physical growth of education has produced specialization of work within the field. The teacher, who alone once met all educational problems, now faces a complicated array of specialists: administrative officers, educational psychologists, "educators," personnel workers, test-makers, and assorted deans. Often these groups speak totally different languages; at other times, they quickly recognize their antagonists' language and descend to attack and rebuttal, recrimination and ridicule. We band together, in professional groups or in campus cliques, to become defenders of our pet educational "isms." In so doing we tend to lose sight of the student, except as a useful generality.

Society is making more varied demands upon education today than it has in the past. Not only do we deal with greater numbers of students, but also we must do more for them in the way of varied training. Let us consider a few facts in support of this statement. The age of the population is moving up to a stable point, where births and deaths will be approximately balanced at an average age between 45 and 50. While this change may now be seen in decreasing grade school enrollments, our high school and college enrollments have not yet reached their peak. We know already that young people must delay their entry to jobs because of compulsory school attendance laws. This delay will be reinforced as the changing age of the population increasingly demands the distribution of available jobs among relatively older workers. Hence we shall not only have more students, but we shall be called upon to house them, and if possible to educate them, over a longer period.

ANOTHER fact involves changes in occupational demands. A greater proportion of all workers are now classified as semi-skilled, whether they wear white collars or overalls. Such workers learn job skills on the job rather than in school. Among the clearly defined professional groups, however, new scientific discoveries and advances in knowledge lead to increased amounts of *content* in college pre-professional and professional curricula. This tendency in turn means more intensive treatment in each elementary course and less opportunity for the supposed *general* education of the pre-professional years. And finally as professional groups raise their standards for practice, professional school admissions will show no such increases in total college enrollments. Thus, the

(Continued on page three)

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JANUARY, 1939

New Classes

European History 56 (Early Modern) will be offered during the second semester. The class will be taught by Mr. Edward Kane and will meet on the Campus in Folwell Hall 101, Wednesdays at 6:20.

* * *

A one quarter class in **Industrial Education 70** will be taught in Virginia, Duluth, and Chisholm during the winter quarter. There will be one section of the class in each town. The course carries two credits and the fee is \$7.00 for twelve weeks. The class will be taught by Mr. Harold T. Widdowson. Registration blanks may be obtained from Mr. Homer J. Smith, of the College of Education.

* * *

A course in **Grain Identification** will start Tuesday, January 3, 1939, and will last eight weeks. The class will be taught by Mr. H. K. Wilson and will meet Tuesday and Thursday nights from five to seven p.m. in room 100 Administration Building, University Farm. This is an advanced course for those who have some knowledge of grains, and the registration is limited to twenty-five. The fee is \$10.00. Registrations may be made at any Twin City office of the General Extension Division.

* * *

A class in **Camp Leadership (P.E. 79s)**, designed for persons interested in organized camping, will be offered during the second semester. The class will be under the direction of Mr. C. R. Osell and Mr. James Campbell. It will deal with the basic principles of education, psychology, and sociology as they are needed by counsellors and administrators of organized camps. The class will meet in Jones Hall 105 at 6:20, Thursdays. The first meeting will be February 9. The class is open to both men and women, and the fee is \$10.00.

* * *

A winter quarter class in **State Legislation and State Supervision for Nurses** will be offered beginning Tuesday, January 3 on the campus and Thursday, January 5 in Rochester. The instructor is Miss Adda Eldredge of Chicago. After the first week, the campus class will meet on Mondays. Fee for the campus class is \$7.00; for the Rochester class \$8.00. The class carries two credits in the School of Nursing.

English Placement Tests

February 2

(See Page 5 of the bulletin.)

What Are You Reading?

Power: A New Social Analysis. By Bertrand Russell. Norton & Co., N. Y., 1938.

IT is exceedingly difficult to keep up with Mr. Bertrand Russell. The reason is that there are four of him, and each one the author of many books. There is the student of science, who is the author of eight or nine substantial volumes. There is the student of philosophy, who is the author of seven equally substantial volumes. There is the essayist and moralist who has written another seven volumes ranging from a defense of idleness to an enquiry into marriage and morals. And there is, finally, the student and critic of society. This fourth Mr. Russell is the most prolific and important of all. A glance over the titles on a rapidly growing shelf of books confronts the eye with most of the issues that are, or have been, engaging attention in our day.

The occasion for reminding ourselves of what Mr. Russell has already written in the field of social criticism is the publication of his latest volume, *Power: A New Social Analysis*. With one exception—*Freedom Versus Organization*—this is his most challenging and suggestive book to date. It seems to me not too much to say that any reading list that began with Aristotle's *Politics*, and continued through Machiavelli's *Prince*, and Hobbes' *Leviathan* and Nietzsche's *Zarathustra* would have to end with Mr. Russell's *Power*. It is one of those rare volumes which send your mind now into history, now into politics, now into economics, now into psychology, now into philosophy. Mr. Russell's genius in this sort of thing has seldom been so clearly evident; and his salty skepticism has never been so effectively employed to preserve home truths and to create at last a sense of his own genuine concern.

The book has a thesis. It is this: "The fundamental concept in social science is power, in the same sense in which energy is the fundamental concept in physics . . . power, like energy, must be conceived as continually passing from any one of its forms to any other, and it should be the business of social science to seek the laws of such transformations."

The first three chapters set the topics for the rest of the book. They analyze the impulse to power. They define the basic forms of power: traditional, revolutionary, and naked. They distinguish the repositories of power: individuals and organizations.

The next four chapters range at large over history from Hammurabi to Hitler. In them Mr. Russell develops and illustrates his classification of the forms of power into traditional, revolutionary and naked; and describes the manner in which transformations take place from one of these forms to another. With these historical chapters behind him, he turns, in a chapter apiece, to wealth, propaganda and creeds as sources of power. The findings of these chapters enable him to deal with organizations as repositories of power. Five chapters are required for this. Mr. Russell is by then within sight of his goal, namely, the moral to be drawn

from the large fact of power seen in so many forms and touching each of our lives at so many points. This question is approached rather gradually through four concluding chapters, on moral codes and power, on typical philosophies of power, on the responsibilities of power, and on what Mr. Russell describes as "the taming of power."

The final chapter, on the taming of power, toward which the entire volume is pointed, deals with "the problem of ensuring that government shall be *less* terrible than tigers." With wars on every side, with dictatorial governments in most of the civilized nations of the world, the full weight of the problem of power is revealed in this concluding chapter. As might be expected, Mr. Russell does not have anything very "optimistic" or "constructive" to offer. The tone of his writing changes. The genial banter that has helped one through the rest of the book, is dropped. The style is merely straightforward where it isn't a little grim. Mr. Russell addresses himself to the political, economic, propaganda, psychological and educational conditions which must be met if power is to be tamed. That these conditions *can* be met, is Mr. Russell's belief. That they *will* be met, is his hope, but on what grounds he is prepared to describe this as more than a merely pious hope, he does not make clear.

—Alburey Castell

(Assistant Professor of Philosophy)

How To Study

The General Extension Division cordially invites all students and all prospective students to attend a special institute on how to study. The institute is open to all without tuition charge, and is offered in the belief that experienced and inexperienced students alike may profit by expert advice and training in effective study habits.

Kenneth H. Baker, Assistant Professor of Psychology, will be in charge of the institute. Mr. Baker regularly teaches a course in How to Study, both for the Extension Division and in the daytime.

The institute will be held on five consecutive nights from Monday, January 30, to Friday, February 3. Meetings will be from 7:00 to 9:00 p.m. in the auditorium of Burton Hall on the campus.

Library Fines

No extension student can plead ignorance of the fact that he is subject to library regulations. On page 12 of the General Extension Division Bulletin is the statement "They [extension students] are subject to all library regulations including those in regard to return upon demand and to fines on overdue books." Furthermore, reserve books can be drawn only from a special desk which is clearly designated as a reserve book desk.

It should be pointed out that a system of fines is not imposed in order to secure financial support for the library. It is aimed solely at providing better service for students.

Education's Wars

(Continued from page one)

college pre-professional years will actually come to be the terminal years for a greater majority of students. Parenthetically, we should have discovered by now that the content and teaching methods of pre-professional work and terminal work are not identical.

Still another fact is the general hope held by parents and students alike that education will be a form of unemployment insurance. We in education have perpetrated too many studies of the money value of education to object to this belief. Our public relations should in the future be aimed at correcting this idea and at redefining the possible scope of education.

Unless we are content to continue the use of the failing grade as a device to set up a rigid aristocracy of learning, we shall have to adjust to these changes in the society we serve.

Naturally, such pressures as these result in conflicting theories and arguments. What were, originally, well-intended suggestions become "cure-alls" whose supporters hold them to be the only medicine for educational ills. The resultant "isms" come quickly to mind: cultural education, vocational and professional education; progressive education; general education; citizenship training, and that unique contribution from Chicago best described as Hutchinsism. All of these can be logically defined in faculty meetings, but it is extremely doubtful whether they mean anything to the student.

Traditional cultural education, by invidious comparison, has been assigned the reactionary label in our present "isms." It is a "luxury" education, a "sterile" education, a "non-functional" education, according to its critics. Essentially it is the end-product of an intellectualist tradition in education, and it is especially vulnerable in the face of increased enrollments. The ardent defenders of this "ism" do it no service if they are too facile in demolishing straw men or too neglectful of the tremendous weight of negative evidence regarding "formal discipline" and "training in thinking."

We hear much of vocational education as a needed next step in educational progress, though the type of vocational education necessary for industry's changing occupational patterns is not clearly described. Students and parents constantly demand "practical" courses. "Practical" in this sense means "of value in getting or holding jobs." Yet we know that the "ism" of vocational and professional education has already absorbed a large share of curricular offerings and we are not sure that greater deference to the "ism" will solve the other life problems our students must face.

Progressive education, the radical "ism," is reviewed in a recent issue of *Time* (October 31, 1938). Its present greatest weakness is phrased in that article: "No two people agree on what Progressive Education is." There can be no doubt that it represents a healthful and much needed emphasis on the individual student. Able research workers are finally providing data to prove that it is practical and valid when properly carried out. But its more rabid sup-

porters, seeing in it the solution of all problems, overstate its case.

General education, a more recent "ism," is as yet difficult to define. In one setting it is non-vocational education; in another it operates through the survey course technique; in still a third setting it appears as a more "functional" experience for the student than is traditional cultural education. To the extent that its followers see it as a final solution, it is another "ism"; but it stresses problems of integrated education that greatly need study. Citizenship training, claimed as a goal by the supporters of all the preceding "isms," is a vital problem today. But the methods of accomplishing it are so generally disagreed upon that it is the educational "ism" most similar to the political ideal of democracy.

The retreat to the "great classics of the Western World," proposed by President Hutchins, is a familiar "ism." Its main difficulty is that it overlooks the very large group of students who could not, intellectually, join in the retreat, and thus fails to touch the pressing problems of increased educational enrollments.

All the "isms" break down in the face of the job of educating one individual student for his best adjustment to adult life. If the institution of his choice has sufficient resources, his education may be one part cultural, three parts vocational, two parts progressive, and two parts general. It may be achieved by straight lecture courses, activity programs, survey courses, integrated courses, and visual education techniques. But its unique character is that it is his alone within the limits of the institution's resources, and that it was planned at the outset by the best available personnel techniques. The institution must provide the resources, the effective teaching, and the individualized personnel service. It must not hinder the student by regulations whose only virtue (and greatest danger) is that they routinize mass education. This inductive approach, from the student to the resources, is a strong curb on loose thinking and too general theorizing in today's educational practices. And this inductive approach is the one to which personnel workers are forced, regardless of personal bias, for they tend to be the one group most intimately conversant with the problems and points of view of individual students. They see at first hand how well and how poorly the objectives of the various "isms" are being translated into specific changes in student behavior.

While the social and economic factors mentioned above have given rise to many fruitless arguments, they have also produced certain tendencies of considerable interest. There is a tendency toward more critical evaluations of the outcomes of education, by adequate examination procedures, by follow-up studies, and by redefinitions of curricular or course objectives. Admittedly some of these evaluations have been too simple; others are open to criticism on technical grounds; and still others have been dismissed by traditional teachers as arrant nonsense, or the encroachments of educational specialists. But the tendency persists and raises the

question of teaching effectiveness, particularly at the college level. Teacher-training institutions are gradually arriving at a better balance between courses in teaching methods and courses in subject-matter fields, but college faculties are primarily subject-matter specialists, with too little emphasis on studies of teaching skill or on knowledge of human learning and human motivation. It is probable that the content of most college courses is beyond the range of most students, either in terms of their capacities and interests, or in terms of its relevancy to their needs, or in terms of its presentation by the instructor.

Another tendency is to be seen in curricular change and reorganization, as a means of adjusting to changing student capacities and demands. Not all of this is healthful, for often the change is merely the substitution of one set of logical postulates for a different set. And equally often the possibilities of existing curricula are not carefully enough used before the change takes place. But a move toward more flexible curricula is a desirable first step.

What we are saying about education is equally true of any social institution: it advances unevenly, haltingly and with considerable human friction toward the solution of its problems. Yet the major problems of education are clear-cut: how shall we distribute students according to their needs, and how shall we distribute educational resources; what and how shall we teach students so that a usable product results; how shall we evaluate students to make sure we are doing our job well? The first question demands that we study our students to determine their needs, not only as late adolescents but as potential members of an increasingly complex social scene. Such studies may indicate the curricular gaps, overemphases, and inconsistencies that now exist in an educational structure that has grown more by accretion than by planning.

The second question involves decisions as to choice of content, types of examples used in teaching, forms of active student participation in learning, and effectiveness of individual teaching. Advancement within college faculties rests heavily upon research or scholarly competence. It has yet to be proved, however, that research competence and teaching effectiveness are so closely correlated that the former may be used in academic advancement to the neglect of the latter. And occasionally academic freedom is perverted to a disregard for even valid questions regarding teaching and grading methods.

The third question, already well studied in available research on the lack of meaning or comparability or constancy of teachers' grades, involves a much-needed refinement and extension of those judgment-making techniques by which we bestow our academic rewards or penalties on students. Grades have become ends in themselves, rather than means to ends. This is partially our fault, for "credit-hunting" and the search for "snap" courses is as much an outgrowth of our educational lock-step as restriction of output is a result of the assembly-line system of factory production.

Although the problems of education may be clear-cut, the solutions are as yet cloudy. Present

(Continued on page four)

Teacher vs. Educator

(Continued from page one)

combat is the present emphasis on methods of teaching as contrasted with things taught. Prospective teachers are trained not in the things they are going to teach, but in ways of teaching the things that they don't know. A program of a College of Education makes you think of Housman's dictum about poetry: "Poetry is not the thing said but a way of saying it." As far as poetry is concerned, that is a half-truth. In education it is a dangerous heresy. There may be a dozen excuses for poetry, but there is only one justification for teaching,—the value of the thing taught. A method is only a piece of technique, a device, a means to an end, and Kipling is a better guide than Housman: "There are nine and sixty ways of constructing tribal lays, and every single one of them is right." I don't care if a man stands on his head and writes on the blackboard with his feet, as long as the things he teaches are right and his students learn them. If a man naturally teaches with a sledge hammer, let him hammer. Maybe that is the only way some people can be taught.

I am tired of hearing it said, with a certain educational smugness, "We don't teach subjects; we teach children." Now the catch in that sentence is that the verb changes its meaning in the middle. Nobody teaches subjects in the sense in which he teaches children. Any teacher who teaches is teaching something to somebody. We teach English. Not coöperation nor good citizenship nor mental hygiene nor happiness in the home, but English. Of course if we do this well, we do a good deal more. If we teach grammar well, we teach people how to think. If we teach Shakespeare well, we teach them how to think about human nature and life and conduct. If we teach poetry well, we teach them how to think with imagination and excitement. But first and foremost, we teach English.

Not only in English but in mathematics and everything else, modern educational theory has set its face against the teaching of facts, and still more strongly against learning facts to remember them. College freshmen say, "I don't know that, we had it in high school"—all in one breath as though the two statements were synonymous. There is growing up a generation of students like the old man of Khartoum, who kept two black sheep in his room.

"They remind me," he said,

"Of two friends who are dead,

But I cannot remember of whom . . ."

Our students may have heard of Chaucer and Walt Whitman, similes and semicolons, gorgons and hydras and an occasional chimera.

"They remind us," they say,

"Of some friends by the way,

But we cannot remember of whom . . ."

Apparently the more ingenious the method of teaching, the more transitory the impression on the child's mind. Here, I think, our duty is clear. It used to be said of a minister of the Gospel, "He has the root of the matter in him." We need to be sure that we have the root of

the matter in us. Then, in spite of all this confusion about us, we can get on with our business and see to it that at least some good things get taught.

As my third protest, let me warn you against the educational statistician and all his ways and works and against his chief instrument, which is the objective examination. Here and there in the world of education you may find the born statistician, like the born poet or the born bug-hunter. For him the whole world falls into a single pattern. Every school is a possible graph and every child a potential median. But there is also the amateur statistician, who has found in statistics a ready and easy way to doctoral dissertations, monographs, and books that will be published free by university presses. Add to these the pseudo-statistician, who has learned enough of the tricks of the trade to prove something that somebody wants proved, preferably something that isn't so. I remember a statistical study designed to show the beneficial effect of competitive athletics on the scholarship of the individual athlete. I never see one of my giants sound asleep in class without saying to myself, "Statistics prove that he is learning more in his sleep than he would if he were wide awake."

Beware of the statistician. Beware of any statement that begins, "Statistics prove" or "Psychologists have proved by statistics" or "Educators have proved by statistics." Regard the statement that follows with the most profound, not to say malevolent, suspicion. Beware of giving up your teaching hours to the interminable tests that provide the raw material for statistics. Above all, remember that there is more joy in heaven over one child that learns a poem to live with it than over ninety and nine statistical studies of the literary aptitudes of ninth, tenth, and eleventh grade children in towns under five thousand.

There is a poem of Kipling's called "The Dykes." The people in the poem live in a flat fertile country that their fathers rescued from the sea, and they have grown up in the security of the protecting dykes.

"Time and again has the gale blown by and we were not afraid;

Now we come only to look at the dykes—at the dykes our fathers made."

Then comes the night of storm and flood tide and destruction, and after it the morning of desolation. The poem was written to be an allegory. If you stop to think about it, any piece of civilization is a small green country, rescued from surrounding chaos and protected by dykes that are none too secure. We have our own small fields to till, our own dykes to care for. But, as I see it, we have not only our inevitable enemies of storm and flood but in addition a whole corps of educational engineers busily boring holes in *our* dykes. It is too late to get any comfort out of little Gottlieb with his thumb in the hole. There are too many holes, and they are too big. We need some kind of association of little Gottliebs—concerted action, organized defense. If the tradition of education is to be saved, it is time that we banded ourselves together to save it.

Education's Wars

(Continued from page three)

rates of student withdrawal run as high as fifty per cent in the high school years, and as high as sixty or seventy per cent in college years. As we have already pointed out, social pressures are leading us to attempt to educate more students for a longer period of time until they can enter job competition. Rightly or wrongly the tax-paying public is coming to eye these withdrawal rates quizzically, if not critically. Rightly or wrongly, that public may decide that such mortality rates are indefensible in a supposedly democratic educational system. If it is so decided, tax support may be curtailed.

While education is adjusting its unwieldy machinery to present-day social demands, we hear much criticism of those educational specialists who attempt to apply a scientific or objective or fact-finding method to the problems of adjustment. It is to be hoped that these criticisms, made in the main by exponents of what has been defined as "cultural" education, are levelled at those whose practice of scientific method is insufficient rather than at the method itself. For inherent in the method are a tolerance of change, a willingness to improve in the light of objective evidence, and an open mind toward the findings in other fields of knowledge. Those who attempt, by generalizing from too few cases or by other rhetorical devices, to exclude an objective viewpoint in education, run the risk of classifying themselves as intolerant or ignorant.

There is a place for all the "isms" of education; there is an urgent need for an exchange of views and a cooperative spirit among the diverse groups now drawn up in battle array within faculties. As long as we keep clearly in view *individual students to be educated* rather than rigid beliefs as to educational ultimates our differences of opinion are signs of more critical self-evaluation. But when factional differences become banners of class warfare, our primary job as educators is grossly neglected, whether we be teachers, testers, personnel workers, or curriculum makers.

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Vol. XIII

FEBRUARY, 1939

No. 6

Europe, 1939—

The Economic Interpretation

By Arthur W. Marget

THERE may still be some optimists who believe that the "Peace" of Munich has appreciably improved the chances of avoiding war in Europe in the reasonably near future; but they are certainly in the minority. Not everyone, to be sure, is prepared to admit that war is inevitable; but hardly anybody familiar with European developments believes that peace will be maintained of itself—that is, without the adoption of a positive program by the leaders of the democratic nations of the world.

A positive program of action, however, if it is to be a sound program, must be based upon sound analysis as to the nature of the forces that are leading the world to the brink of war. I have no intention of reviewing here all the analyses that have been presented. On the contrary, I shall confine my comments to the single type of analysis that until recently was so popular—namely, the so-called "economic interpretation" of war.

I SAY that this type of analysis was popular "until recently." I say this because, interestingly enough, one hears less of the "economic interpretation" of war nowadays, when war seems almost upon us, than one did when the prospects of war seemed very much more remote. This, I think, is significant; for what it would suggest is that an "interpretation" that sounds convincing when no one is at hand to check the interpreter on his facts, or to challenge him to test his analysis by advancing a program of policy based upon that analysis, has lost most of its cogency in the face of the hard facts of the world about us.

The "economic interpretation" has, of course, taken various forms. The simplest, and in some respects the most naive, is that which attributes all wars to the machinations of a small group of "capitalist" conspirators—such as "bankers" and munition makers—who stand to make large profits out of war. For all its naiveté, as this interpretation has often been applied, it represents a possibility which no economist, to my knowledge, would deny. All that an economist could possibly say is that the question is purely one of fact: in a given crisis, was it or was it not the munition makers and the "bankers" who called the tune?

In the present crisis, the only thing to be said of this form of the "economic interpretation" is that it is almost entirely without supporters. The reason for this, it would appear, is simply that it is difficult to pretend, with a straight face, that Hitler and Mussolini—the two men whose decisions, more than those of any others, will

Editor's Note:—We reprint in this issue part of the unfinished address which the late President Coffman was preparing for the opening convocation of the University of Minnesota at the time of his death. The convocation was scheduled for September 29, 1938. Mr. Coffman died September 22. The message is particularly pertinent at the beginning of a new semester. The text is used with the permission of *School and Society*, where it was first printed October 8, 1938.

The article by Mr. Marget is also timely. Mr. Marget is Professor of Economics and Finance, and an authority on current European economic problems.

decide upon war or peace—are controlled by "bankers" or munition makers in search of profits. Indeed, in view of the policies of heavy taxation in countries such as Germany and Italy directed against those business men who might otherwise have emerged as profiteers from the rearmament program, it is even an open question whether the business men of these countries, if they had anything to say about the matter, would be at all in favor of the diplomatic policies their governments are now pursuing. In order, therefore, to lend color to the "profit" interpretation, one would have to suppose that the tune is being called by the "bankers" and munition makers of countries *other* than Germany and Italy. Surely this is a supposition at which even the most rabid antagonist of the "bankers" and the munition makers would be inclined to balk!

FOR a time, it was fashionable to give credence to a superficially more plausible, but actually much weaker, form of the "economic interpretation": namely, that countries such as Germany, Italy, and Japan were engaged upon a program of military expansion designed to obtain control of a greater supply of raw materials in order to raise the standard of living of their peoples. I shall not pause to point out the analytical difficulties in this argument. It is, I think, sufficient to point out that the effects of the aggressive policies of these three countries upon the standard of living of their peoples has been such that, if this were in fact the reason for

(Continued on page three)

The second semester begins February 6. A program of Extension Classes available each day will be found on page four of this issue.

Three Records Of Concern to All Students

By Lotus Delta Coffman

EVERY student should grow in the power of self-mastery. He will make at least three records while he is a member of the university community: one, on his fellows and associates, another on his own nervous system and the third on the books of the university. The reputation which one establishes as a result of contact with his associates and through his performances in class or laboratory, is of vast importance to him both here and later on. It should not be necessary to say that good manners, common courtesy, correct speech and proper habits are still regarded as much as they ever were as important elements of character. The reputation which one establishes is, of course, subject to change. One can improve it or he can detract from it; but the steadier and more substantial it is, the more trustworthy one appears to be; the sounder his conduct, and the cleaner his living, the better his reputation will be.

The record which one makes on his own nervous system, however, is more indelible. While it can be changed, it is more difficult to modify it. It is more difficult to modify it than to modify the reputation one establishes. Habits are not easily overcome. It is for this reason that one should, as early as possible, establish definite habits of study. Slipshod work will produce slipshod results. Thorough and meticulous work will help to make a careful mind more careful. One kind of study disintegrates human character, while the other builds it.

NOW and then some person filled with sympathy for youth says the student should not do anything that he does not wish to do. He should study only the things he is interested in. He should map out his own program and follow it irrespective of the wishes of his elders. What kind of lawyers, what kind of teachers, what kind of doctors, indeed, what kind of scholars or of scientists would we have if the experience of the staff were discarded and complete and unqualified liberty were granted students to study what and when they wished? To say that interest is the basis of attention is only half the truth; the other truth is that one may become interested in the things that he attends to. Indeed, the largest interests one possesses, the most abiding, the most deep-seated, the most far-reaching interests are those that correspond to the fields in which one has the greatest mastery. There is no substitute for thoroughness. It has been demonstrated time and again that growth of mind and depth of interest bear a close and intimate relationship to the degree of mastery that one enjoys in a given

(Continued on page three)

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Richard R. Price - - - - - Director

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I. W. Jones A. H. Speer

Curtis E. Avery - - - - - Editor

FEBRUARY, 1939

English Composition

All students who plan to register for Composition 4, 5, or 6 should read with care the notice of the new regulations concerning these classes as printed in the Announcement of Extension Classes, page 20-21.

Placement Test Schedule

7:30 Thursday February 2, Room 110, Folwell Hall, Campus

7:30 Thursday February 9, Room 110, Folwell Hall, Campus

7:30 Thursday February 2, St. Paul Extension Center 200

The test will be given only as scheduled.

Travel

Editor's Note: In this issue, *The Interpreter* introduces a new department: travel notes. The idea for this new departure comes from several sources. For instance, a student in a writing class dropped the chance remark that he had covered a good share of the globe and would welcome an opportunity to put some of his reminiscences into writing. Then there is an interesting letter from a Minnesota professor who is now travelling abroad, which we shall publish in a later issue. Finally, we recently "swapped travel yarns" with a new acquaintance and were reminded that this very pleasant indoor sport might well interest *Interpreter* readers, and be of value to them too. We invite you to participate. Send the editor your travel notes; they will have the same appeal for many as did the original journey for you.

The new department will be under the general supervision of Mr. Watson Dickerman, Program Director of the General Extension Division, who is a veteran traveller, and who contributes to this issue the following travel sketches.

Farrakhtek

In no other language, I think, are there so many courteous salutations, so many elegant expressions to lubricate the machinery of life as in Arabic.

An Arab friend had invited me to a party the occasion of which was to announce his engagement. Upon inquiry I learned that the proper salutation for this occasion was *Farrakhtek*, meaning "May your wedding day come soon." So when my friend greeted me at his door I said, "Farrakhtek!"

He beamed with delight and replied, *Nuffrahk minek!* which in effect wished me a similar happiness.

In the reception hall I espied his aged father receiving the congratulations of the guests. I wished to make a suitable remark to the old gentleman but could think of nothing save what I had said to his son. However, it seemed to me a timely kindness so I approached him and delivered the poesy with a flourish. Stupefaction, anger, and amusement chased one another across his venerable countenance and he ended by bursting into a tremendous guffaw. I stood in a daze while the room rocked with the echoes of my indiscretion. At length I was enlightened that while *Farrakhtek* was the essence of correctness to an affianced person, to one who is already married it means "May you be divorced and remarried more happily."

Retired Tires

In America we have seen cast-off automobile tires made to serve every purpose from tugboat bumpers to children's swings, but it has remained for the every resourceful Arabs to extract the maximum in utility from old tires. They cut them up to the sizes of their feet, add some bits of string, and behold—the perfect sandal.

It was while on an auto trip through Trans-jordan that we discovered this latest economic strategem of the Arabs, noticing the footprints in the roadside dust, some still bearing their characteristic treads. We whiled away the hot dusty hours by wagering as to whether the natives of each town on our route would be favoring Firestones, Goodyears, or Dunlops. Once we came across a tread with which none of us

(Continued on page three)

New Second Semester Classes

The recent action of the federal government in regard to aviation and training for pilots will have its effect on the courses offered by the Extension Division in the Department of Aeronautical Engineering.

Mr. Sidney M. Serebreny has been added to the staff as instructor in meteorology. He will teach, during the second semester, the course in **Elementary Aeronautics II**, which meets Tuesdays at 7:30 in Room 105, Armory. Mr. Serebreny has been an instructor in meteorology at New York University and was director of Whiteface Mountain Observatory. This experience qualifies him exceptionally for this course, which deals with such matters as celestial navigation, laying out and checking course, dead reckoning, maps and charts, and atmosphere and clouds, and the reading of weather maps.

The course in **Elementary Aeronautics I** which was given during the first semester will be repeated during the second semester under the direction of Mr. E. E. Brush. Thus, there will be two classes in elementary aeronautics and airplane construction during the second semester; one, the beginning class and one the advanced elementary class. The beginning class (**Elementary Aeronautics I**) will meet Wednesday nights at 7:30 in Room 105, Armory, beginning February 8. The advanced elementary class (**Elementary Aeronautics II**) will meet Tuesday nights at 7:30 in Room 105, Armory, beginning February 7. Each course carries three credits toward certificate; the fee is \$10.

A class in **Paint Study** will be offered during the second semester under the direction of Mr. M. A. Peterson. The course will offer elementary instruction in pigments, vehicles, paint, lacquers, and enamels. The proper use of various raw materials will be considered and methods of manufacture will be studied. The class will meet Thursdays at 7:30, in Room 215, Experimental Engineering Building. The fee is \$10.

Public Welfare Administration (Sociology 152) will be offered by Miss Gertrude Vaile Thursdays at 5:00 in Room 104, Jones Hall. Registrants must be recommended by a social agency and approved by the Department of Sociology.

A class in history, **Europe Since 1918 (History 66)** will be offered during the second semester in St. Paul. It will represent the second portion of a course on twentieth century Europe, which in the coming year will take the place of the course, **Europe Since 1871**. The class will turn its attention to the Paris Conference and peace treaties; the new states and governments in Central and Eastern Europe; the progress of Communism and the rise of Fascism and National Socialism; international relations and the League of Nations; and the conflicts of the present day and the dangers to world peace.

The class will be taught by Mr. Harold C. Deutsch. It will meet Thursdays at 6:20, Room 200, St. Paul Extension Center, beginning February 9. For credit, students must also take **History 65 (Europe, 1900-1914)** which will be offered in the fall. The class carries three credits; the fee is \$10.

A special section of the course in **Salesmanship** will be offered during the second semester. This class will repeat the work done in the first semester for students who were not then able to register. The class carries three credits towards a certificate. It meets Mondays at 8:05 in Room 115, Vincent Hall, and will be taught by Mr. Reginald G. Faragher.

The **How To Study** class offered by Mr. Kenneth H. Baker during the first semester will be repeated during the second semester, and will meet Tuesdays at 6:20, in Room 102, Folwell Hall. The class carries two credits. This class offers a more detailed and intensive training in methods of study than does the **How To Study Institute** which Mr. Baker offers, free of charge, to extension students from Monday, January 30, to Friday, February 3.

Other new classes for the second semester, announced in the January issue of the *Interpreter* and in the Supplementary Bulletin of Extension Classes are:

Industrial Education 70 (for students in Virginia, Duluth, and Chisholm.)

Early Modern European History 56

Camp Leadership (P.E. 79s.)

State Legislation and State Supervision for Nurses.

Europe, 1939—

(Continued from page one)

their actions, the prospect would now be one of peace: for it would be clear by this time that this particular game is not worth the candle. What has happened to the standard of living of the Japanese since the beginning of their Chinese venture? And to the standard of living of the Italians since the conquest of Ethiopia? And to the standard of living of the Germans since the absorption of Austria and the Sudetenland? All the available evidence would indicate that the standard of living in these countries has been lowered, rather than raised; yet there is not the slightest evidence of any relaxation by these countries of the policies which have led or are calculated to lead to war.

The explanation of the actions of the leaders in these countries must, therefore, be sought elsewhere: and, try as one will, it is difficult to find a satisfactory explanation other than one associated with a characteristic of the race which has in the past brought it to disaster—namely, the willingness of the peoples of the world to entrust their destinies to political leaders whose stupidity or brutality, or both, will in the end destroy the world as well as themselves.

To be sure, as soon as one is prepared to entertain the hypothesis that the catastrophe toward which we are headed is to be attributed to the stupidity or brutality of political leaders, it is not difficult to relate that stupidity or brutality to economic factors: It is perfectly possible that Mr. Chamberlain may be sincerely convinced that it is his mission to act as the protector of the capitalist class against the threat of Bolshevism. It requires, however, nothing less than a stupidity of heroic mold to believe that the danger of Bolshevism to the world will be lessened by a protracted war from which tired and disillusioned soldiers will return, with rifles in their hands, ready to wreak vengeance on those who sent them into the inferno; and something of the same kind of stupidity must be held to characterize a refusal to recognize that such a war will become more and more likely in the degree that one encourages the self-appointed Fascist "destroyers" of Bolshevism to believe that their imperialist escapades will be blessed as anti-Bolshevist crusades by all countries of the world except Russia.

The Fascist leaders themselves, however, are not stupid—at any rate, not according to their own lights. According to these lights, there is no higher good than the maximum of military strength for the nation, as a step toward political and cultural dominance over weaker peoples. To obtain this military strength, one must have war-time control over war-materials. Hence Germany's desire for political control over the raw material resources of the continent from Germany to the Black Sea, and beyond. Hence, also, her extraordinary foreign trade policy, which is dictated from first to last by political considerations that have little to do with Germany's true economic interest. Hence, in short, all the measures of economic policy, including the policy of "self-sufficiency," which can be justified only on the assumption that she is

girding herself for an attack upon peoples whose lesser brutality is matched, unhappily, by their greater stupidity in the face of harsh political realities.

An analysis, I suggested at the outset, should lead to a program of policy. No one who cherishes the values of western civilization would propose that the democracies of the world should adopt policies, domestic or international, which would attempt to match the policies of the Fascist powers in brutality. But is it too much to hope that the leaders of democracy will cease, before it is too late, to show a degree of stupidity in their diplomatic dealings that will encourage the Fascist powers to believe that none of the democracies will dare to block them in their plan to rebuild the world in their own brutal image?

Three Records

(Continued from page one)

field. One may evade or escape the reputation which he has established among his fellows, but he can never escape from himself.

The record which you will leave upon the books is a permanent record. It will never be changed. It is a record which can be copied and sent to your parents or to other institutions or to possible employers. It is based upon the estimate which the staff have of the competency, ability and achievement of the student.

It is difficult, of course, to determine which of these records is the most important. Not any one of them can be neglected without great loss to the individual. I suppose one could conceive of a university in which no records were kept and in which no degrees or diplomas were granted. There have been such institutions. But in this day and age we still believe in posting records that show the achievement and progress of students.

As I said a few minutes ago, there are those in every educational institution who believe that it matters little what a student thinks about so long as he uses his wits. They assume that a great deal of discussion in a class is an indication of great achievement by the members of the class. But there are others who have long since learned that certain subjects are preparatory to others and that certain things must be mastered before one can attempt successfully subjects which follow naturally.

Some subjects are so fundamentally important that a knowledge of them is essential if one expects to go on. Engineering would be impossible without mathematics, and the study of the health sciences would be futile without some knowledge of chemistry and biology. Even economics cannot be understood without some notion of the philosophies that are today, and have been for many years, struggling for supremacy. Courses in wit-sharpening may neglect human experience. Students thus trained may have more aplomb, but they will lack the schooling in thorough habits of learning and reflection and that maturity of mind

which are so essential to sound scholarship and to understanding.

Only by accurate reflection based upon careful study and an accumulation and winnowing of facts, is our knowledge increased. The monk Mendel, with his tall peas and his short peas, put questions to the visible facts and perceived a new knowledge. Jakob Grimm thought about the aspirate and stop sounds in the Indo-European languages; Karl Verner, about the accents preceding these sounds; Boyle, about capillarity. Mendel's law, Grimm's law, Verner's law, Boyle's law, and many other laws, you will learn about and must learn about if your educational career is to be significant. How magnificent the opportunity which lies ahead of you! A small monk with his peas, a scholar with his words in the mouth and on the page, a scientist with his test-tubes—it is such men whose names are attached to a truth.

Well learned and imaginatively thought upon, any of the central studies in the various curricula is the best gateway that a student can find into liberal broadmindedness. The student who nibbles here and there in his courses but chews no meat goes away with many tastes but little nourishment. His reflections on a subject with which he is only slightly familiar are slight indeed. Let him narrow his attention in college so that in a small way he may master one important field. If he does, the chances are that as an alumnus he will continue to read and to grow. The delights of the mind are mature delights; they are delights that expand with intellectual experience.

Travel

(Continued from page two)

was familiar; indeed, it seemed to consist of Arabic writing. Investigation revealed that a local sheikh, known both for grouchiness and guile, had carved on the soles of his sandals a devastating curse against his hereditary enemy, so that by merely walking abroad he might advertise his foe's infamy as efficiently as could a radio broadcast and call down upon his head as many damnations as the blessings invoked by a Tibetan prayer-wheel.

Graf Crocodile

The peregrinations of the Graf Zeppelin have been so extensive that now not even its bi-monthly trips to South America cause comment. What leagues have been traveled by this Conquistador of the Skies! I have seen it over Washington, over Geneva, over Jerusalem and over Egypt. The latter flight taxed the credulity of many a native.

I was traveling third class on the night express from Cairo to Luxor. As the huge dirigible roared above the train, the *fellahin* went wild with excitement, fighting madly in the crowded windows for a look at the strange monster. It was hours before the hubbub died down. I remember dropping off to sleep to the unpleasant lullaby of two peasants lustily debating whether the apparition had been "the finger of Allah" or a rebirth of Timsah, the Crocodile God.

Program of Extension Classes Available Each Day

MONDAY

CLASSES IN MINNEAPOLIS

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

6:20 p.m.
Minnesota Plant Life
Later Childhood and Adolescence
Writing Laboratory
Short Story Writing II
Beginning German 2
Intermediate German 4
German for Graduate Students
European Civilization 2
General Physics 8
American Government and Politics 2
General Psychology 2
French Commercial Correspondence and Practice
Beginning Spanish 2
Intermediate Spanish 4
Social Interaction
Rural Organization
Practical Speech Making II
General Zoology 2
Interior Decorating 3
Curriculum Making in Schools of Nursing 71
Health of the School Child 59
Principles of Public Health Nursing 63
Principles of Accounting and Laboratory 25L
Auditing 136
Direct Mail Advertising
Radio Script Writing I
Corporation Finance B.A. 155
Business Correspondence
Casualty Insurance

6:30 p.m.
Intermediate and Advanced Swimming—for Women
Intermediate Golf

6:40 p.m.
Elements and Principles of Accounting (AIB)

7:00 p.m.
Introduction to Literature 23
Vocabulary Building II
Golf—for Men
Technical Mechanics 127

7:30 p.m.
Medico-Legal Anatomy
Bacteriological Methods
Elementary Russian
Beginning Swimming—for Women
Intermediate Golf—for Women
Commercial Drawing II
Junior Electrical Engineering
Metallography and Heat Treatment of Iron and Steel

8:05 p.m.
Seminar in Writing
Abnormal Psychology 145
Fundamentals of Speech 1
Swimming—for Men
Personnel Administration B.A. 167
Salesmanship
Business English
Elementary Algebra

CLASSES IN ST. PAUL

4:00 p.m.
Introduction to Teaching—Psychological Foundations

4:30 p.m.
Cost Accounting 153 (AIB)

5:00 p.m.
Construction and Use of Educational Tests and Examinations

6:20 p.m.
American History 8
Psychiatric Aspects of Social Case Work 65
Fundamentals of Speech 2
Fundamentals of Speech 3
Accounting Practice and Procedure 151
Cost Accounting 153
Fashion Merchandising
Business Law 51
The Co-operative Movement

8:05 p.m.
Child Training 40
Fundamentals of Speech 1
Accounting Practice and Procedure 151
Accounting Systems
Business Law 53
Business Law 54ex
Principles of Economics 7

TUESDAY

CLASSES IN MINNEAPOLIS

4:00 p.m.
Introduction to Statistical Methods

4:20 p.m.
Still Life and Pose

6:20 p.m.
Freshman Composition 4

Freshman Composition 5
Freshman Composition 6
Advanced Writing 28
Shakespeare 56
Historical Geography of North America
Historical Geology 2
American History 8
How To Study
Harmony 5
Man in Nature and Society 2
Electricity
Functions of Government 3
Intermediate French 4
Seventeenth Century French Readings
Spanish Composition 20b
Modern Scandinavian History 104
Introduction to Sociology
Elements of Criminology
Supervision in Social Case Work
Fundamentals of Speech 2
Fundamentals of Speech 3
Speech Hygiene II
Evolution
Elements of Preventive Medicine
Principles of Accounting and Accounting Laboratory
Cost Accounting 153
Business Law 53
Production Management

7:00 p.m.
Advanced Interior Decorating 22
Use of Engineer's Slide Rule
Analytical Geometry
Integral Calculus

7:30 p.m.
Special Bacteriology 102
Child Psychology 80
Elementary Aeronautics and Airplane Construction 2
Beginning Freehand Drawing
Chemistry, Qualitative Analysis
Chemistry, Quantitative Analysis (Volumetric)
Chemistry, Quantitative Analysis (Pre-medical)
Chemistry, Advanced Quantitative Analysis
Curves and Earthwork
Direct Current Machinery
Testing of Petroleum Products

8:05 p.m.
Essay Writing 82-83
Historical Geology B
Europe Since 1871
Science and Religion
Speech and Hygiene I
Birds of Minnesota
Principles of Teaching and Supervision in Schools of Nursing
Accounting Practice and Procedure 151
Business Law 51
Cost Estimating

CLASSES IN ST. PAUL

5:00 p.m.
Grain Identification (Univ. Farm)

6:20 p.m.
Geography of North America 71
European Civilization 2
General Psychology 2 (Pub. Lib. Aud.)
Psychology Applied to Daily Life
Beginning French 2
Beginning Spanish 2
Art Metal Work (Univ. Farm)
Principles of Accounting and Laboratory (20L and 25L)
Retail Advertising

6:30 p.m.
Recreational Gymnastics and Plunge for Women (Univ. Farm Gym.)

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

8:05 p.m.
Parliamentary Law
Social Interaction

WEDNESDAY

CLASSES IN MINNEAPOLIS

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

4:00 p.m.
Introduction to Teaching—Psychological Foundations

4:20 p.m.
General Psychology 2

6:20 p.m.
Practical and Stellar Astronomy
Taxonomy of Flowering Plants
Freshman Composition 5
American Literature 74
Book and Play Review
Survey of Latin-American History 94a
Early Modern European History
Wagner's Ring of the Nibelungen 58Aex
The Art of the Twin Cities
General Physics 8
American Political Parties 144
Beginning French 2
French for Graduate Students

Beginning Swedish 8
Fundamentals of Speech 2
Fundamentals of Speech 3
Practical Speech Making I
General Zoology 2
Orientation in Simple Handicrafts
Advanced General Accounting 139
Retail Advertising
The Securities Market 148
Business Law 54ex
Principles of Economics 6
Business Cycles 149
Mathematics Review

6:30 p.m.
Beginning Swimming—for Women
Elementary Golf—for Women

7:00 p.m.
Music for Every Day

7:30 p.m.
Medico-Legal Anatomy
Bacteriological Methods 152
Elementary Golf—for Women
Intermediate and Advanced Swimming—for Women
Aircraft Engines 2
Freehand Drawing, Advanced
Reinforced Concrete and Design
Engineering Properties of Soils
Junior Electrical Engineering
Advanced Mechanical Drawing 29
Air Conditioning 66ex
Internal Combustion Engines 50b
Foundry Practice
Machine Design 27

8:05 p.m.
Home Gardening I
Subfreshman Composition
Freshman Composition 4
Newspaper and Magazine Articles 69
Psychology Applied to Daily Life
Speech and Personality
Advanced Public Speaking 52
Business Statistics B.A. 112

CLASSES IN ST. PAUL

4:30 p.m.
Bible as Literature 41 (Pub. Lib.)
Accounting Topics—182A (First Natl. Bank)

6:00 p.m.
Vocabulary Building II

6:20 p.m.
Introduction to Literature 23
Literature and Life (Pub. Lib.)
Social Philosophy 20
Rural Sociology 14
Advanced Interior Decorating 22
Accounting Topics 182A
Business Correspondence

7:00 p.m.
Vocabulary Building I

7:30 p.m.
Architectural Drafting (Mech. Arts High School)
Engineering Drawing 2 (Mech. Arts High School)
Advanced Mechanical Drawing 29 (Mech. Arts High School)

8:05 p.m.
Salesmanship
Psychology of Advertising
Corporation Finance

THURSDAY

CLASSES IN MINNEAPOLIS

4:30 p.m.
Bible as Literature 41

5:00 p.m.
Basic Principles of Measurement 120
Public Welfare Administration

6:20 p.m.
Freshman Composition 5
Advanced Writing 27
Literature and Life
German Composition 51-52
Introduction to Economic History 81-82
Ear Training and Sight Singing 2-3
History of Music 35-36
Logic 2
Imperialism 198
General Psychology 2
Beginning Norwegian 2
Cultural Change 120
Principles of Case Work 85
Radio Speech 65
Introduction to the Theater
Camp Leadership
Accounting 25L
Advanced Advertising Procedure
Retail Credits and Collections II
Advanced Economics 104
Transportation 72

6:30 p.m.
Modern Dance—for Men and Women
Accounting Practice and Procedure 151

7:00 p.m.
Portraiture
College Algebra

7:30 p.m.
Special Bacteriology 102
Tuberculosis and Its Control
Chemistry, Qualitative Analysis
Chemistry, Quantitative Analysis (Volumetric)
Chemistry, Quantitative Analysis (Pre-medical)
Chemistry, Advanced Quantitative Analysis
Direct Current Machinery 24
Engineering Drawing 2
Structural Drafting 22
Air Conditioning 68
Diesel Engines

8:05 p.m.
Advanced Writing 29
Parliamentary Law
Modern Norwegian Literature 52
Problems of Supervision in Group Work
Acting
Elements of Public Finance 58
Principles of Economics 7

CLASSES IN ST. PAUL

5:00 p.m.
Grain Identification (Univ. Farm)

6:20 p.m.
Freshman Composition 5
Book and Play Review
Beginning German 2
Man in Nature and Society 2
Accounting, Principles and Laboratory 25L

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

7:00 p.m.
Analytical Geometry

8:05 p.m.
Freshman Composition 4
Practical Speech Making II

FRIDAY

CLASSES IN MINNEAPOLIS

6:20 p.m.
Classical Literary Tradition
Radio Script Writing II
Advanced Traffic and Transportation II

6:40 p.m.
Elements and Principles of Accounting (AIB) II

CLASSES IN ST. PAUL

10:00 a.m.
Recreational Gymnastics and Plunge—for Women (Univ. Farm Gym.)

6:20 p.m.
Principles of Accounting and Laboratory 25L
Elements and Principles of Accounting 20L-25L (AIB)

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The Interpreter

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EDUCATION A LIFELONG PROCESS

VOL. XIII

MARCH, 1939

No. 7

The Personal Element in Correspondence Study

By Oscar C. Burkhard

SINCE correspondence study was first introduced at the University of Chicago fifty years ago, it has enjoyed an ever increasing growth and development, until today it must be recognized as one of the widest fields in education on the college level. The Correspondence Study Department at the University of Minnesota has enrolled students from every walk of life, ranging in age from seventeen to seventy, distributed over the country from Alaska to the Panama Canal Zone and beyond. Their number includes teachers and students, people from cities and from farms, and from the various trades and professions; it includes men and women prominent in politics and society and some forgotten by society, behind the bars of our penal institutions.

The secret of this wide appeal is not hard to discover. It lies in the fact that these students find here what they want. Perhaps it is fair to say that correspondence study addresses itself primarily to the intellectually curious who are denied the privilege of attending college, yet who wish to avail themselves of the instruction offered by the college faculty. For this great number correspondence work offers a real opportunity and meets a real need.

Among the justifiable criticisms which are levelled at the correspondence method of instruction, perhaps the most serious is the one which points to the apparent lack of direct personal contact between student and teacher. The student in the classroom has the advantage of the more immediate method of communication and the actual presence of the instructor. How can an instructor in correspondence courses overcome this disadvantage?

On the whole, it may be fair to say that correspondence study attracts only the more serious-minded students, certainly only those who have a definite purpose and are willing to work for it.

Let no one say that home study is easy. Far from it; it is no easy road to credits. Most correspondence students will readily agree with the student who was asked how his correspondence course compared with classroom work and answered: "It's twice as hard, but you learn four times as much."

The success of correspondence study depends largely on two factors; the first is the instructor and the second the student. To accomplish their purpose, these two must form a close corporation, a mutual union based upon cooperative effort, and neither will be satisfied with the results unless both contribute liberally in interest, goodwill, and work.

Editor's Note:—This issue of *The Interpreter* features the Correspondence Study Department of the General Extension Division. During 1937-38 the Correspondence Study Department enrolled 3,060 students and handled 28,167 lessons. Many students find correspondence study not only uniquely suited to their peculiar conditions of study but also a thoroughly enjoyable educational experience.

Mr. Burkhard, Acting Chairman of the German Department, writes from long experience. He has conducted correspondence courses for many years.

Correspondence courses of the University of Minnesota are listed on Page 4. For more detailed descriptions of courses, consult the Bulletin of the Correspondence Study Department.

Admitting the inspiration of a strong personality which classroom instruction may afford, there is much to be said in favor of the long-distance process of education; in some respects it may even be superior. The student who completes a course by mail usually does more work, and does it more thoroughly than the student in residence. In the classroom not every student is given the opportunity to show what he knows about the lesson, but in a correspondence study course every student has to work out every topic and each lesson to the bitter end. The correspondence student cannot come to class unprepared or with his work half done. For him there are no absences, no neglected assignments, no opportunities to shirk. On the other hand, he enjoys a much greater freedom in time. There is no definite hour set for the completion of his task. If he wishes to stop at any given point to ponder over some statement, to analyze a problem, to think through some project, he is free to do so.

Correspondence study cannot offer the benefits of classroom discussions and competition; it requires a measure of self-reliance and independent effort far beyond that required of the resident student. But as one student remarks: "It teaches you to dig and study for yourself." It teaches the value of independent study and of self-reliance in solving one's own problems.

(Continued on page three)

Persons expecting to obtain degrees in any college of the University at the graduation exercises in June 1939 should notify the Registrar's office of the University as soon as possible.

Graduate Course in Social Work, University of Minnesota Social Work Education

By Monica K. Doyle
(Lecturer in Social Work)

DOWN through the ages, man's feeling for his fellowman has been changing and expanding from a feeling of pity for the inefficient or condemnation for the derelict to the more positive idea of social justice for all. The word *charity* conveys the idea of a superior stooping to an inferior, generously dispensing gifts from his surplus, but dispensing such gifts in accordance with his own ideas and with little regard for the wishes or needs of the recipient. The word *uplift* brings to mind the condescension of the righteous imposing standards too difficult for himself to maintain. Modern terminology emphasizes the rights of all individuals and the responsibilities society must assume when the individual or the group is unable to secure these rights.

In a simple form of society friend aided friend, neighbor aided neighbor, and each man his blood relatives, even to remote degrees. But society changed, grew complex and man no longer knew his neighbor. He began to roam to distant lands, losing contact with his family and community, frequently failing to establish permanent ties. Let disaster of any sort overtake him and who was there to come to his rescue?

In such an extremity the responsibilities which belonged to no man became the responsibilities of a small band of men and women possessing an exalted idea of the dignity of man and professing the creed of brotherly love. Out of such ideals developed the social movements and social agencies of the past century. As responsibilities increased, the need for preparing others to carry on the work became apparent.

Prior to the year 1898, apprenticeship was the only training method. After the models furnished by medicine and law, the inexperienced interested individual was given some insight into the nature of social work. Watching older visitors, talking to executives, attending conferences, new workers learned something of "the art of helping others." It was not unusual for such a new worker to volunteer his services for a year before he was considered competent to assume a paid position in some agency. This practice was recognized as a forward step in the latter part of the nineteenth century, but its weaknesses soon became appar-

(Continued on page three)

The Interpreter It's Going To Happen Here

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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

MARCH, 1939

IF you wish to join the guild of learners, there is happily no examination to pass. Welcome are all who desire to keep on learning. Three things you should do to be a member in good standing. First, cast about and develop an interest. Then, lay a good foundation for it. That is, get a suitable background; get the tools you will need—a branch of mathematics, maybe, or command of a foreign language. Finally, keep on pursuing the subject optimistically.

—Leon J. Richardson

LATTERLY we have heard much talk about "the new leisure." Have you seen any of it? We haven't—much. So far as our observation goes, the only persons who have reaped any of this harvest are oldsters, housewives and the unemployed.

True, the amount of time the nation uses to earn its bread has been steadily reduced, leaving a margin for leisure. Authorities differ as to the amount of this margin. In any case the national aggregate must be a large figure, and a significant one for those planners whose positions require them to take a national or even an institutional view of the amount of leisure time available. Yet we do well to recall that spare time is peculiarly a personal matter. And when we look at free time from the standpoint of the individual worker (taking the figures for 1900-1929), we find that hours worked per week fall only about one half of one per cent each year, nor does there seem much likelihood of any considerable increase in this rate. This would indicate that the reduction of hours worked per week is so gradual a process that none of us is likely to be conscious of any increase in the amount of his free time. Hence "the leisure problem" becomes less one of what we are going to do with any sudden addition and more the familiar and long-standing one of the wiser use of the time we have.

But even this latter problem has its perils for the administrator of adult education. If he undertakes to prescribe the manner in which people shall use their free time, he invades one of the last strongholds of personal independence, and becomes the missionary, the uplifter, the busybody. Yet he has as real a responsibility in this matter as has the physician in preventive medicine and the social worker in collective security. The proper discharge of his duties will involve a wise compromise between loyalty to social responsibility and respect for personal rights.

—Watson Dickerman

The next production of the University Theatre is Sinclair Lewis' dramatization of his own novel, "It Can't Happen Here" which will be presented during the second week of March. The present version is that in which Mr. Lewis himself acted last summer. It presents the story of an unscrupulous dictatorship seizing control of the United States. By brute force and violence the democratic institutions of this country are destroyed and a reign of terror inaugurated.

Doremus Jessup, small-town newspaper editor and liberal American, suffers the loss of his much-prized freedom of the press and finally his own freedom. As a complacent, liberal American he has been confident that America is "too big for any one gang to bully" and has too much sense of humor to be taken in by the wave of Fascism sweeping Europe. But he soon discovers that his own complacency and that of his fellow liberals have betrayed them into the hands of their enemies. In time, however, he is delivered from a concentration camp through the efforts of those surviving liberals who stir up a revolution, and he lives to pronounce a prophecy, "You can't kill the ghosts of freedom."

"It Can't Happen Here" presents the substance of its author's faith in the eventual triumph of the "free, inquiring, critical spirit." In the hands of Mr. Reid Erekson, director of the University Theatre, it will be given a realistic and sincere presentation.

Trivia

From Advanced Writing Classes

Even the frying eggs seemed gay and beautiful that morning. When I broke them into the frothy lake of melted butter, they spattered and crackled at a great rate, throwing out drops of hot grease which bit into my hands. But, caught by the beauty of the brilliant color harmony, I scarcely noticed that. Silver from the aluminum pan, golden-yellow butter turning now to a rich toast-brown created a perfect frame for creamy white circles bounding globes of concentrated sunshine—the whole trembling under the sheen of melted fat and looking for all the world as though wrapped in cellophane. Beauty like a Van Gogh sunflower, plus the savory smell of breakfast.

—Dorothy Butterwick

Judy had eyes sad enough to see trouble, and a mouth merry enough to laugh at it. Above her rounded childish forehead was a soft line of fuzz from which her brown hair grew back straight and fine under a band of blue ribbon. She had apple cheeks and a firm little chin with a delicious dent just below the left corner of her mouth. There was a clean smell of soap and starch and peppermint about her. She held up small stubby hands with every nail but two intact. Her left thumb and forefinger had suffered from some prodigious mental effort.

"It's my 'rethmetic," she said gravely.

—Katherine H. Robertson

Travel

Editor's Note:—We print here parts of a letter from a University instructor who is now traveling abroad.

One of the members of the faculty concluded a sprightly steamer letter with the wish, "May your voyage be pleasant in every way, but not to the extent of bringing out the best that is in you." Thus far his hope has prevailed, for there has scarcely been a whitecap. However, there has been a gentle but continuous roll. I attributed this to the incessant movement of some of our more restless passengers, and my theory was confirmed when we left the ocean for the Tagus River yet still rolled all the way up to Lisbon.

There are so many people on board that we have had to take the second sitting in the dining room. At one port a passenger purchased an enormous lobster. That night he lugged it bodily in for his family's supper. The horrified waiters scurried around to find a suitable platter and to try to make the lobster look "more human." One of the most popular men aboard is a waiter who stands at the exit with a large bowl of toothpicks and bows deferentially as his patrons pass; his supply is soon exhausted.

When we first entered our stateroom we found the bathroom locked. It took hours to remedy that difficulty. Then we discovered, scarcely to our surprise, that the toilet wasn't working. While rummaging around I found, over the tub, a pull handle which I supposed operated a shower. I gave it a tentative tug and to my dismay produced, instead of water, a buxom stewardess. My wife told her that the tub was dirty but she insisted that the marks in question were only the natural lines in the "Verona marble" of which the tub was made. However, a little elbow grease on our part demonstrated conclusively that this type of "Verona marble" has no veins.

The other day a very attractive but very talkative Englishwoman introduced herself to me by saying abruptly, "Do you know, you look exactly like Dr. Dafoe! Haven't you been told that often?" She then proceeded, no less abruptly, to give us a highly gossipy account of some of our more interesting fellow passengers. It seems that a man and his wife with two little children had got on the boat at Boston when, just as the gangplank was being raised, the man sprang ashore. The woman went nearly crazy and is now in a barred cell next to six prisoners who are being deported. Still worse, according to our informant, just before we reached the Azores a gentleman in third class hanged himself. Not having been able to confirm any of these dramatic stories, we are taking them with a handful of salt. Meanwhile, we are governing our own deportment carefully lest "Mrs. Winchell" circulate any hair-raising yarns about us.

Graduate Course

(Continued from page one)

ent. Training was provided for a particular form of social work rather than for generic social work, the number to be so prepared in a year was very small, and many executives were incapable of training new workers.

A statement made in 1893 before the National Conference of Social Work stressed the need for some more formal method of preparation for social work. The speaker proposed:

"Some course of study where an intelligent young person can add to an ordinary education such branches as may be necessary for this purpose with a general view of those studies in political and social science which are most closely connected with the problem of poverty; and where both he and his associates, already learned in the study of books, can be taught what is now the alphabet of charitable science—some knowledge of its underlying ideas, its tried and trusted methods, and some acquaintance with the various devices employed for the upbuilding of the needy; so that no philanthropic undertaking from a model tenement-house to a kindergarten or a sand heap will be altogether strange to his mind. Some more immediately practical experience of the work likely to be required should also be given, some laboratory practice in the science of charity, if we may so speak."

In the year 1898 the New York Charity Organization Society organized a six weeks' summer training course for employed social workers. By 1903 this course was extended to cover a six months' session offered in the winter with lectures in the late afternoon. From this simple beginning developed the present New York School of Social Work. In 1903 we find the Extension Division of the University of Chicago offering a similar plan. This was the forerunner of the present School of Social Service Administration of the University of Chicago. Boston followed a similar plan in 1904 when it developed the School for Social Workers, maintained by Simmons College and Harvard University. Its present designation is the Simmons College School of Social Work.

Unquestionably preparation for social work might have progressed slowly and haltingly were it not for the pressures placed upon it by the World War. The enlistment and drafting of hundreds of thousands of men for military service brought into focus the needs of their dependent parents, wives and children. Some expert service was necessary to care for this stay-at-home army. With customary directness and vigor the American Red Cross stepped into the breach and supplied such service. Experienced social workers were called from other branches of service and still the need was not met. To meet the ever increasing demand, fifteen universities cooperated with the Red Cross to offer emergency training institutes. Recognizing the desirability of uniform methods, the Red Cross outlined the subject matter, set up the standards, supplemented the teaching staff of the universities, and assumed responsibility for the field work of the students. The University of Minnesota was one of the fifteen universities

selected. On May 1, 1917 the regents placed their stamp of approval on preparation for social work by voting to continue it under the auspices of the Department of Sociology. Today, we find it listed as the Graduate Course in Social Work.

In 1919 the existing schools and departments of social work formed a standard-setting organization now known as the American Association of Schools of Social Work. This organization has been responsible for the adoption of a standard curriculum, for lengthening the period of training and for the requirement that such training must be offered on a graduate level. By conference and research these standards were established, but always with the consent of the member schools. Today, there are thirty-five schools of social work in this association, with a long list of schools which are hoping to qualify for membership. A school seeking admission must have been in existence for at least two years and must be located in a community offering adequate field work facilities.

Requirements may be summed up briefly:

(1) An organic grouping of relevant courses into a separate curriculum for professional education in social work.

(2) A director with experience in social work who is authorized, in cooperation with the faculty of the school, to exercise control over admission requirements.

(a) Training must cover two full academic years if the Master's degree is to be awarded.

(b) Field work must be under the educational control of the school and must be of the same character as is carried on by recognized social agencies. It must be so comprehensive as to prepare students for work in generic fields.

(3) A suitable faculty, with at least two persons giving their full time to the work of the school.

(a) Instruction in fundamental social work techniques and the practice of social work must be given by persons who have had valid and authoritative experience in social work as well as suitable academic preparation.

(b) Instruction in other courses outside the immediate field of social work shall be given by persons equally qualified in their respective fields.

(4) An annual budget of not less than \$10,000 exclusive of expenditures for scholarships or administrative expenses.

(5) Assurance of continued maintenance covering a period of not less than three years following the date of admission.

The thirty-five schools of Social Work organized under and conforming to such standards are scattered over the United States, with a heavy concentration on the Eastern Seaboard, three located on the Pacific Coast and only three in the Deep South. The latest figures for the school year 1937-38 give a school population of approximately 8,000, about half of whom are practicing social workers seeking enrichment of their background.

Certificates or degrees are awarded by all of the schools of social work with periods of training ranging from one and one-half to three years. Public departments of welfare in sections of the country rather remote from schools

of social work often find it impossible to secure workers with certificates. A Master's degree in Social Work is essential for many types of service, especially service in a private agency. Research and teaching positions demand graduate degrees with special emphasis on the degree of Doctor of Philosophy.

While recent years have brought a heavy burden of unemployment, social work no longer thinks in terms of poverty which was the keynote in 1893. Today the terms used are indicative of the services rendered by thousands of social workers: family service and adjustment; psychiatric service; behavior clinics; medical social service; group relationships; child care and placement; treatment of delinquents; big brother and big sister service; and probation and parole service. Emphasis is placed on the cooperative relationship between the client and the worker, with encouragement for the client to become the major figure in the arrangement. Social Work has as its aim the development of persons whom it serves.

Correspondence Study

(Continued from page one)

And what does the instructor contribute to this difficult process?

After the course has been carefully planned and organized with a degree of clarity and precision which will, as a rule, compare most favorably with that of resident courses, the first lessons are sent to the student with explicit directions and advice. Then the work of collaboration is ready to begin. As each lesson comes to the desk of the instructor, he will not only correct the errors, but by constructive comments, questions, and suggestions he will show a real interest in the student and his progress, and so it is with every lesson to the end of the course.

One of the advantages of correspondence study is that the work invites individual instruction. In resident work the instructor has a whole class before him; in correspondence study work his whole attention is centered on the individual student. As the instructor learns to know the difficulties and troublesome problems of the student he adapts his comments to the student's particular needs. If the student responds and shows a decided interest and initiative, the result will be an intimate personal relationship, an immediate association of a kind that is rarely found in the classroom.

A former correspondence study student who is now a teacher in one of our junior colleges writes: "I enjoy your comments not only because they tell me where I have failed and where I have succeeded, but also because they make the course more personal, and reveal you to me." From another student, who is now in our Graduate School, we have the following statement: "Through this correspondence our interchange of ideas has been the basis of a pleasant teacher-student relationship not ordinarily obtainable in the crowded classroom."

Such expressions are a rich reward for the instructor's interest and show a real appreciation of that vital and valuable quality—the personal element in correspondence study.

University of Minnesota Correspondence Study Courses

ANTHROPOLOGY

Introduction to Anthropology..... 27

ART EDUCATION

Fundamental Experiences in Design 16
Interior Decoration 16
Application of Design to Needlecraft 16

ASTRONOMY

Descriptive Astronomy 27

BUSINESS

*Business English (in preparation)..... 16
*Business Correspondence 24
Business Law 51, 52, 53, 54
(Four courses) 16
Elements of Public Finance..... 16
Life Insurance 16
Fire and Marine Insurance 16
Casualty Insurance 16
Retail Store Management..... 16
Office Organization and Management 16
Elementary Advertising 16
Investments 16
Corporation Finance 16

CHILD WELFARE

*Child Care and Training (\$1.00)..... 16
*The Older Child and Adolescent
(\$1.00) 16
Child Training 16
The Guidance of Children's Interests 16
Later Childhood and Adolescence..... 16

CLASSICAL LANGUAGES

Greek
Beginning Greek I, II, III
(Three courses) 27
Epic Poetry 16
Dramatic Poetry 16
History—Herodotus 16

Latin
*Pharmaceutical Latin 20
Beginning Latin I, II (Two courses) 27
Caesar 27
Cicero I, II (Two courses) 27
Vergil's Aeneid I, II (Two courses) 27
Livy 27
Roman Comedy 24

ECONOMICS

Elements of Money and Banking..... 27
Principles of Economics I, II (Two
courses) 27
Elements of Accounting 16
Labor Problems and Trade Unionism 16

EDUCATION

School Organization and Law 27
School Sanitation 27
Educational Sociology 27
Industrial History 11
Intro. to Sec. School Teaching I, III
(Two courses) 16
Introduction to Statistical Methods 16
Historical Foundations of Modern
Education 16
History of Modern Secondary Edu-
cation 16
History of Modern Elementary Edu-
cation 16
Junior High School 16

ENGINEERING

Engineering Drawing I, II (Two
courses) 16
Freehand Lettering 6
Slide Rule 6
*Shop Mathematics I, II (Two
courses) 16
College Algebra 27
Trigonometry 27
Analytical Geometry 27
Differential Calculus 27
Integral Calculus 27
*Elementary Mechanics 16
Technical Mechanics—Statistics 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 De-
sign 16
*Direct Current Machinery I 16
*Steam Power Plant I 16
Heating and Ventilating 16
Refrigeration 16
Diesel Engines 16
Elementary Air Conditioning 16

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

COLLEGE COURSES

27 lessons—5 credits—\$17.00
24 lessons—4½ credits—\$15.00
20 lessons—4 credits—\$13.50
16 lessons—3 credits—\$10.00
11 lessons—2 credits—\$ 7.00
6 lessons—1 credit—\$ 5.00
*Carries no credit.

HIGH SCHOOL COURSES

27 lessons—1 unit—\$17.00
20 lessons—½ unit—\$12.50
12 lessons—¼ unit—\$ 7.50

ENGLISH

Freshman Literature I, II, III
(Three courses) 16
Introduction to Literature I, II, III
(Three courses) 27
The English Novel I, II (Two
courses) 16
Later English Novel 16
Shakespeare I, II (Two courses)..... 16
American Literature I, II (Two
courses) 16
*Subfreshman Composition (\$7.50) ... 12
Composition IV, V, VI (Three
courses) 16
Advanced Writing I, II (Two
courses) 16
Short Story Writing I, II (Two
courses) 16
*Independent Writing 16
Versification I, II (Two courses)..... 16

ESPERANTO

*Beginning Esperanto 16
*Advanced Esperanto 16

GEOLOGY

Introductory Geology 27

GERMAN

Beginning German I, II, III (Three
courses) 27
Intermediate German IV 27
Chemical German 25, 26 (Two
courses) 20
Medical German 30, 31, 32 (Three
courses) 16
Elementary Composition I, II (Two
courses) 11
Drama I, II (Two courses)..... 24

HISTORY

European Civilization I, II (Two
courses) 27
English History I, II, III (Three
courses) 16
American History I, II, III (Three
courses) 16
Ancient History I, II, III (Three
courses) 16
American Economic History I, II,
III (Three courses) 16

HOME ECONOMICS

Textiles 16

HOME LANDSCAPING AND GARDENING

*Home Landscape Planning 16

HYGIENE

*Maternal and Child Hygiene (No
fee) 15

JOURNALISM

Rural Community Reporting 16
Newspaper Reporting I, II, III
(Three courses) 16
Newspaper and Magazine Articles
I, II (Two courses) 16
Supervision of School Publications 16
Editorial Writing I, II (Two
courses) 16

LIBRARY TRAINING

Elementary Cataloging 16
Elementary Classification 16

MATHEMATICS

Higher Algebra 27
Trigonometry 27
College Algebra 27
Commerce Algebra 27
Logarithms 6
Mathematics of Investment 27
Analytic Geometry 27
Differential Calculus 27
Integral Calculus 27
Theory of Equations I 16
Differential Equations 16

MUSIC

Harmony I, II, III (Three courses) 16
Instrumentation and Orchestration... 16
Form and Analysis 16

PHILOSOPHY

Logic 16

PHYSICAL EDUCATION

Introductory Principles 16
Organization and Administration 16

PHYSICS

Elements of Mechanics 16

POLISH

*Beginning Polish 16
*Advanced Polish 16

POLITICAL SCIENCE

American Government and Politics I,
II, III (Three courses)..... 16
Comparative European Government... 27
Elements of Political Science..... 27
World Politics 1878-1929 27
American Parties and Politics..... 16

PREVENTIVE

MEDICINE AND PUBLIC HEALTH

Personal and Commu-
nity Health 16
Health Care of the
Family 16

PSYCHOLOGY

General Psychology I,
II (Two courses) 16
Psychology Applied to
Daily Life 16

ROMANCE LANGUAGES

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

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

SCANDINAVIAN

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

Swedish
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

SOCIOLOGY AND SOCIAL WORK

Introduction to Sociology 27
Social Interaction 16
Rural Sociology 16
Social Pathology 16
Social Protection of the Child 16
Social Organization 16
Rural Community Organization 16
The Family 16
Social Life and Cultural Change 16
The Field of Social Work 16

SPEECH

Playwriting 16

HIGH SCHOOL COURSES

Elementary Bookkeeping 12
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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No. 8

The British and Chinese in Hong Kong

By Lennox A. Mills

THE key to most of Hong Kong's problems, political and otherwise, is that it is an island under British rule five miles from the coast of China. Strange as it may seem, this British colony and not Canton is the trade and banking center of South China, so that the prosperity of British and Chinese merchants and bankers alike depends upon their close and friendly co-operation. The character of the population also shows the close connection: of the 1,028,619 inhabitants in 1938, nearly 97 per cent were Chinese.

The result is that the only real problem of the Hong Kong Government is simple in theory and anything but easy in practice. It must carry on an administration which satisfies Western ideas of a government's duties and methods amongst a population whose point of view is often totally different. And it must do this with the maximum of harmony and co-operation and the minimum of friction and obstruction. Take for instance the different attitudes towards a police force. To the Westerner an efficient police is so essential that there is no ground for discussion or compromise. To the immigrant from China a policeman is a hostile and probably depraved individual addicted to oppression and "squeeze," whom every law-abiding citizen should shun. When in trouble don't appeal to him and certainly do not on any occasion give him any help or information. Therefore, the British Government worked out a compromise—the official Hong Kong police and the separate District Watch Force. This last is composed of 120 Chinese recruited and paid by Chinese subscribers who regard it as their own force and give it information which they would refuse to the government police. The force is controlled by the District Watch Committee of fifteen prominent Chinese representing the subscribers and the British Secretary for Chinese Affairs. This official represents the Government and exercises an unobtrusive but effective supervision over training, discipline and finance. The case of the police is typical of the Hong Kong Government's traditional method of operation. This might be defined as Anglo-Chinese co-operation based on mutual explanations, persuasion, and respect, wherever possible for Chinese customs and even prejudices. Above all the Government tries not to move too far in advance of Chinese public opinion, as in the case of the hospitals. Many Chinese coolies are deeply suspicious of Western medicine and will not enter a Western hospital. Therefore the Government maintains free Western hospitals for

Editor's Note: Lennox A. Mills, a member of the Political Science Department, has spent some time in China and is an authority on the political history of the Orient. *The Interpreter* hopes soon to publish another article on China by Mr. Mills.

* * *

Albert M. Fulton, who is in charge of extension classes in speech, presents an essay on typical problems in oral expression adapted from the manuscript of a book which he is now preparing on the art of speaking effectively.

any who care to use them, carries on health propaganda—and helps to support the Tung Wah hospitals where Chinese can be treated by their traditional mixture of drugs and magical charms.

A very important official in Hong Kong is the Secretary for Chinese Affairs. His duty is to discover the wishes and grievances of the Chinese, and to persuade them to obey Government policies when these cannot be altered to suit their desires; also to remove misunderstandings like the one which partly spoiled the census returns in 1921. Census takers reported a surprising shortage of children between the ages of four and ten. The Secretary discovered that the Chinese believed the Government intended to build a bridge five miles long across the middle of the harbor. Of course the spirits who lived under the water had to be appeased for this interference with their dwelling-place, so 600 children were to be buried alive in the piers of the bridge. The Secretary finally persuaded the mothers that the census takers were not Government kidnappers choosing their victims. Another of his duties is to advise the Government in all matters affecting the Chinese.

The Secretary has various means of obtaining information. One of these is through the District Watch Committee and the other bodies which manage the Tung Wah hospitals, the schools and other charitable enterprises. One organization ships home to China for burial the bodies of Chinese paupers who die abroad. These committees are made up of the Secretary and the leading Chinese of the Colony, and membership is eagerly sought since it carries immense "face" or prestige amongst the Chinese population. The Committees co-operate with the Government in bridging the gulf between Chinese and Western ideas on sanitation and public health, and also inform the Secretary for Chinese Affairs of their countrymen's wishes and

(Continued on page three)

"I Can't Express My Thoughts"

By Albert M. Fulton

OF all of the reasons that have been given to me for taking a course in Speech, this one, "I can't express my thoughts," has far outnumbered the others. And as you might expect, when persons attempt to account for this difficulty, they give two explanations. First, and by far the most important in the eyes of the prospective student, is the matter of vocabulary. "It is my vocabulary," says this person, "that prevents me from expressing my thoughts."

If we give a few moments of thought to this point of view, we shall see that it is ambiguous. Remember that *thought* itself refers to the act of thinking. It is a mental concentration on ideas as distinguished from sense perceptions or emotions. It refers to reasoning; not to feeling. Now it may be that we often have no words with which to express our feelings—our emotions, or that our feelings or emotions are so aroused that we cannot think, and consequently cannot express our thoughts. *But by the very nature of things, if we have thoughts, we do have adequate words with which to express them.* We cannot say, then, that inability to express thoughts is due to an inadequate vocabulary. This does not mean, however, that it is not desirable to improve and enlarge one's vocabulary. Neither does it mean that the recognition of this fact will enable one to "express one's thoughts." It should, however, show us the importance of seeking some explanation other than that of "vocabulary" for the immediate problem at hand.

A second and better (though less frequent) explanation for the inability to express one's thoughts is that of faulty habits of analysis and synthesis. In other words, we have difficulty in expressing our thoughts because we do not actually know just what our thoughts are. We have never been trained to analyze either our own problems or the theoretical problems that have been set before us in the home, school, church, or society at large. Consequently, we have not assimilated—that is, made a part of ourselves—the large body of information that has come within our experience and training directly and indirectly. Furthermore, we do not know how to synthesize; we cannot take the many separate elements of knowledge and out of them make a whole. In other words, we cannot express our thoughts because we have no convictions. There is no post on which

(Continued on page four)

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APRIL, 1939

Purely Personal

By Katherine Helen Robertson

Editor's Note: The following essay was written in the extension class, Advanced Writing.

A single newsstand today may display a hundred periodicals, in at least ninety of which the unwary reader is bombarded with plans for every one of his waking hours, not omitting sundry directions for sleeping should he suffer from insomnia induced by a too conscientious effort to shape his life to fit any one of the patterns offered by the planners.

I have tried to be modern enough to accept this flood of advice in a calm and unprejudiced manner; but a spirit of increasing irritability rises at the insistence of other people to dispose of my leisure time.

For a large number of people, leisure, that is, "freedom afforded by exemption from occupation or business; time free from employment; time free from engagement," does not exist; for the average American no sooner accumulates twenty-four hours of ease than he converts the period into something else. Whether he works at play, or plays at work, he becomes the foil of the planners, and has not a moment to call his own. I recognize that this is in accordance with the trend of civilization and the work of government experts who devise programs to furnish more time to do more things more difficult than work.

During ten months of the year, I have no leisure time; and in order that I may not lose caste with my busy friends, I weakly spend my two months' summer vacation in travel, at summer school, or in visiting friends and relatives who would doubtless be happier visiting other relatives and friends. When I consider the wear and tear of travel, the inability of clerical forces to record summer credits correctly, and the hazards involved in even casual visits, I am a bit skeptical of the wisdom of such procedure.

Leisure time, as I see it, should be a golden hour or two, in which, having nothing to do, I do nothing. At present, the only successful exponents of my theory are the hoboes who wander from one sunny spot to another, and the planners for enriched living are making life increasingly difficult for them. Certain inconveniences of a hobo life have deterred me from testing my theory on the road. In pursuance of this theory, it takes a strong mind to settle one's self in a comfortable chair at a convenient window at home, and there ignore the demands of the telephone and doorbell, the paper boy, dry cleaner's man, or the ubiquitous member of one's

own household whose cheerful, "What are you doing?" is a veiled threat against the determination to do nothing. These are minor irritations compared with the suggestion of a well-meaning acquaintance of mine that I employ my spare moments in soap carving. The lack of any weapon but a lipstick was all that restrained me from committing mayhem, although I am aware that a highly colored lipstick is not to be despised as an offensive weapon.

I believe, too, that people are more resourceful than the social planners imagine. I recall an incident in our domestic history when our maid of all work deserted us, and we were forced to make short shift with a girl whose family had moved into town but two days previously. She was a trout-mouthed creature with straggling hair, but she had a "Let us be gay" philosophy that was mildly cheering after the sullen acquiescence of her predecessor.

She insisted upon recounting the discomforts of the hegira of a family of nine from Wisconsin to Minnesota, and ended with this illuminating statement concerning their arrival:

"Well, it was nearly twelve o'clock before we found a place to live. We didn't have nothin' to eat, and we wuz too tired to unload our stuff. So Pa, he played the harmonica, and we jest danced all night."

Why provide a program for the use of leisure time for such a family? They stand absolutely upon their own resources. On the other hand, this idea should be invaluable to those who seek panaceas for unoccupied moments. If every prospective male parent could be encouraged to take up a course in harmonica playing, family harmony could be insured, with no upkeep other than the cost of shoe leather and floor repairs.

In spite of my do-nothing theory, I have not been entirely without forethought. There are so many things I've always wanted to do. I have not yet read all of the Bible, Horace, Dante, Milton, the Russian writers; the French dramatists I've done sketchily. I haven't begun to find out all I should like to know about old china. I might even improve my bridge game with a little time to concentrate on defensive bidding, although experts have told me I can't go much further in bridge with my type of mind.

These plans of mine have existed comfortably in phantasy for a long time; I've grown used to them. Like money in the bank provided for old age, they give me a feeling of security.

If I should reorganize my present scheme of life, and turn my dreams into a hobby to please the advocates of zestful living, there is grave danger that I might short circuit my own capacity for enjoyment. Why destroy my reserve fund of dreams?

Obviously, the best way to fight fire is with fire. My best defense would be to join the ranks of the planners. Readers whose days are already crowded with hobbies and avocations and the like would scorn my theories. A few understanding souls would be sure they had read the same thing before. It is, therefore, only the one or two gullible readers whom I could hope to interest. I can't give much time to this venture, but, for a slight remuneration, enough to cover postage, I will send full instructions on *What Not To Do with Leisure Time*.

New Films

The following new films have been recently added to the film library of the General Extension Division. More complete information concerning these films may be had by addressing the Bureau of Visual Instruction.

Sound Films 16 mm.

THE STRUGGLE TO LIVE SERIES

Beachmasters: (1 reel) \$1.00

Shows countless thousands of seals from all parts of the Pacific Ocean gathered on the rocky shores of the Mist Islands in the Bering Sea.

Hermits of Crabland: (1 reel) \$1.00

Many different forms of crabs, each distinctive in shape and characteristics, are shown.

Living Jewels: (1 reel) \$1.00

Living in the perpetual motion of the surf are shown innumerable creatures that withstand the angry forces of the rolling water.

Neptune's Mysteries: (1 reel) \$1.00

The camera descends into the watery depths of the sea to penetrate a mysterious realm of countless wonders.

Swampland: (1 reel) \$1.00

A study of wild animal life found in various swampland districts of the United States.

Underground Farmers: (1 reel) \$1.00

Ants! A society of ants photographed in the forests of equatorial South America.

The Alimentary Tract: (1 reel) \$1.00

Intended as a supplement to the instructional sound film DIGESTION OF FOODS, this picture treats in detail motility phenomena of the gastro-intestinal tract.

Fingers and Thumbs: (2 reels) \$2.00

A description of the evolution from earliest animal life of the human hand.

Five Faces of Malaya: (3 reels) \$3.00

This film shows some of the aspects of life in Malaya, particularly the five races that inhabit the peninsula. (British Documentary Film)

Grand Uproar: (1 reel) \$1.00

A Terry-Toon Cartoon.

Mad Melody: (1 reel) \$1.00

Clever combination of several excellent opera numbers.

Men and Oil: (1 reel) \$1.00

A vivid, dramatic presentation of the early struggles in the Pennsylvania oil fields.

Primary Teacher at Work: (2 reels) \$2.00

A classroom teacher demonstrates her philosophy of education in a classroom setting.

Wheels of Empire: (1 reel) \$1.00

Dramatic episodes in the establishment of the Overland Mail Route to California in the late '50's.

Persons expecting to obtain degrees in any college of the University at the graduation exercises in June, 1939, should notify the Registrar's office of the University as soon as possible.

The British and Chinese in Hong Kong

(Continued from page one)

points of view. Another source of information is that of the Secretary and his three British assistants, who all speak Chinese. Any Chinese in the Colony may demand a private interview. Occasionally this has unexpected results as when a girl member of the Kuomintang walked into the Secretary's office, placed a suitcase on his desk and began a conversation. Eventually a bomb inside the suitcase exploded and blew off his arm. By and large, however, the tradition has become firmly established among the Chinese that the Secretary is a benevolent and powerful official who is a very present help in time of trouble. They insist on bringing before him many disputes which otherwise would be settled in court; and an appeal from his decision is practically unknown.

A typical case occurred a few years ago. Two families living on opposite sides of a narrow street had so bitter a quarrel that one of them placed the image of a devil on the verandah facing that of the other family. Infernal influences were thus brought to bear until the situation was reversed by a counter attack conducted by the image of a devil of larger calibre. The original family, now on the defensive, regained the tactical advantage by the hasty purchase of a re-enforcing devil. The second family also called out reserves until two pantheons of devils stood entrenched on the two verandahs. What might be described as the shock troops of devil-dom were brought into action by placing on one verandah the image of a tiger; but the opposing family captured the Maginot line by placing a mirror in the tiger's line of fire. This, as it were, turned his guns upon his own side. Feeling between the two families had by now run so high that personal attack was likely to replace supernatural violence, so they agreed to submit the dispute to the Secretary for Chinese Affairs. He settled the quarrel to the complete satisfaction of all concerned by confiscating the devils, the tiger, and the mirror.

At first glance the formal structure of the government seems to run counter to the guiding principle of co-operation. Legally, the Governor is an autocrat assisted by an Executive and a Legislative Council, each of which has a minority of British and Chinese popular representatives appointed by himself and a majority of officials who must vote according to his orders. In practice he is a despot who keeps his ear very close to the ground and who very rarely does anything his subjects disapprove. Normally he proceeds by persuasion and compromise, and in this way the Chinese minority on his Councils have an influence out of all proportion to their numbers. The District Watch Committee already mentioned is also a power in the land. The fifteen members are the most influential Chinese in the Colony; and the control of the District Watch Force has become the least important of their duties. In reality they are the Governor's informal but very important Chinese Legislature for Hong Kong. They are consulted on all matters affecting their

community where their advice carries great weight; and in return they co-operate with Government in guiding and directing the mass of the population. Legally the District Watch Committee is merely an unimportant police committee; like Topsy it "just grewed" until it has become one of the most important bodies in Hong Kong. And in typical British fashion, since it works so well, why bother setting down its real functions in a statute?

The result of the Government's policy is that the Chinese feel that Hong Kong is administered with a proper regard for their wishes and customs. They have come there to make money, and nearly two-thirds return to China with their savings after about ten years. They do not wish to be bothered with governing themselves; and their knowledge of conditions in China the past thirty years has sharpened their appreciation of the superior material advantages of British rule. The result is seen whenever Hong Kong is faced with a crisis as in the general strike and boycott of 1925 when the present Kuomintang Government of China tried to ruin the Colony's trade. The Government can count on the strong support of the leading Chinese because their material interests are bound up with its success, and because they consider that in the past it has treated them with fairness and consideration.

What Are You Reading

This month, for variety, this column includes an interview by letter with Mr. Frank K. Walter, University Librarian.

* * * * *

Question: How many volumes are in the library of the University of Minnesota?

Answer: It is never possible to tell the exact number of volumes in the library because we have many thousands which we have not been able to record because of lack of help. The nearest that I can come to at present is 1,025,000. This includes the Law Library, Department of Agriculture Library, and the various branches. This makes us fourth among the state university libraries. We are exceeded by California, Illinois, and Michigan. Several private universities are larger than we are, but there are only eight in the million-volume class.

* * * * *

Question: What is the most important purchase made by the library during your administration?

Answer: Since I have been here as librarian, we have not made any single purchase which could be considered of such relative importance as to stand out against all the others. We have bought dozens of periodical sets which in a smaller library, would be outstanding. Here, they simply stack up with other important things which we have purchased. One of the most interesting, though not the most important, that we purchased, was a collection of some thirty

or forty bound volumes of pamphlets of the period of the French Revolution. Each volume has a handful of pamphlets. Many of these proved to be of extreme rarity and in several cases no other recorded copy is known. Along with this I might mention a collection of Spanish plays, purchased through the recommendation of the Romance Languages Department.

* * * * *

Question: What is the most important book in the library of the University of Minnesota?

Answer: If it were any one field in which the University specialized, I could perhaps come closer to deciding which is the most important book. As it is, what is of importance to the scientist may be of little value to the literary student. Answering this question is a great deal like answering the old proverbial question: "Which is the best: strawberries, coffee or roast beef?"

BUNGLES AT ALL HOURS

TRUMPETS AT DAWN. By Cyril Harris
Charles Scribner's Sons, New York, 1938

Reviewed by E. H. Loveridge

(Editor's note: Mr. Loveridge is a student in the extension class, Advanced Writing)

Yorktown, Va., October 19, 1781:—The British General Cornwallis surrendered to George Washington. Since then, many an historical romance has marched down the traditional path from Bunker Hill to Yorktown, under the inspired leadership of that super-fox, George Washington. But few novels, if any, have been willing to admit the possible heretical truth that George Washington was luckier than he was foxy; or that the ragged Continentals remained free to starve and freeze because British Generals bungled things whenever they had an opportunity to bungle.

Whether or not history will bear them out, *Trumpets at Dawn* sounds some strange notes in the traditional scale, which give a slight John Erskine touch to the usual dead-march accompaniment. George Washington is recast as an understandable human being with bad teeth, who, crossing the Delaware in an ore barge, might not have stood up in the boat if he could have found a place to sit down. Even the British become human, and the author hints (this is pure inference) that the British Generals bungled things because they had little stomach for the job.

But the historical characters lend only convincing background and neither slow down nor speed up a well-paced tale which runs from New York at the beginning of the Revolution, in 1775, through Yorktown, and back to New York during the British evacuation in 1782.

The author weaves the lives of two New York boys, Sam and Charles, their sweethearts and their families, over and under the stark, threaded warp of the Rebellion into a moving panorama of war felt from the American side. There is in the story more of feeling than of seeing. Yet the author makes hunger and bloodshed real without dragging the reader down; and succeeds in bridging over one hundred and fifty years without straining for effect or sacrificing any timely detailed atmosphere.

"I Can't Express"

(Continued from page one)

to lean, no light to guide us, no road to follow. If such be our plight, we must acquire some body of truths, or rules, some philosophy which may serve as the core around which to wind our convictions.

Aside from the two explanations that have been mentioned, it is possible that this inability to express one's thoughts may be due to inadequate preparation for the speech situation. This may be because of lack of time spent in preparation, insufficient material, or faulty organization. The cure for any of these is obvious. The inadequate preparation may also be due, however, to the difficulty already mentioned: faulty habits of analysis and synthesis. The best cure that I know for this difficulty is to adhere rigidly to some predetermined plan of analysis of the topic under discussion, and then to give an outlined speech. Information regarding plans of analysis and basic principles of outlining may be found in any text on argumentation and debating.

However, most factors which contribute to this difficulty in expressing one's thoughts are tied up with the old problem of unwholesome attitudes, their causes and adjustments. If some situation in the past or the present, be it real or be it imaginary, gets control of us, dominates us, stirs us up emotionally, then we cannot express our thoughts. I have already suggested that thinking refers to a mental state characterized by concentration on ideas as distinguished from sense perception or emotions. What then are some of the circumstances which may make such concentration difficult and result in maladjustments?

1. Physical differences or impairments may suggest inferiority. These may extend from deafness, or a pug nose, to a frail physique, hereditary in nature or due to illness.
2. Social and economic status may make one feel conspicuous. This may be due to the clothes one wears, which suggest identification with some undesirable level or stratum of society.
3. Race and nationality may accentuate feeling of inequality with others, e.g., the Jewish boy who has been criticized for being so aggressive; or the Scandinavian who has been guyed, "Oh, you big Swede."
4. The educational status may suggest inefficiency. The person without formal education usually feels himself at a disadvantage.
5. Political or religious affiliations may give cause for feelings of inadequacy, especially if one is not with one's own kind.
6. Any problem involving fear, ridicule, repression, thwarting, which has been solved in some manner not consistent with wholesomeness in attitude or adjustment may promote maladjustment.

The outward manifestations resulting from these unwholesome attitudes and consequent maladjustments are usually shown by blushing, swallowing, gasping, rigidity, trembling, hysteria, breathing interference, dry mouth, excess saliva, or voice tremor. Of course, there are

many individualized manifestations besides these.

In my teaching I have come across many individuals who have experienced difficulty in expressing their thoughts. For convenience I have informally classified some of them as follows. Note how they have often been helped by being able to *recognize* the source of their maladjustment.

A feeling of inferiority:—

A man in his thirties—good job—well-dressed—fair personality—can't speak—actually stops after a half-dozen words. As a child he was forced to wear "homespun" stockings which made him the object of much unpleasant attention and comment by his playmates. Finally he started walking the alleys to avoid people. Result, years later, he experiences the same emotional reaction when people look at him even though he no longer wears "homespun" stockings. The recognition of this fact plus practice before a group has led to a gradual improvement of his speech behavior.

A feeling of inequality:—

A woman teacher—has poise—fair personality—early thirties—looks forty-five—prematurely grey—no conviction—feels different from other people in the class—long history of mental anguish due to exaggerated appearance of age. The recognition of this problem enabled her to talk freely about it, which fact gradually made her speech behavior more normal.

A feeling of awkwardness:—

A young man—late 'teens—All-American football player—exceedingly awkward—problem of "hands and feet" when before a group—excellent student—home life of rough-ready type—grew up without discipline and without refinement. Information regarding gestures and posture and movement followed by practice led to more graceful performance.

A feeling of conspicuousness:—

A man—early twenties—good vocabulary—suffered financial reverses which forced him to sell his car and cease buying the smart clothes for which he had been noted. A thirty-minute talk with this young man, in which it was pointed out that his "loss" was in no way shown in his appearance, changed him literally over night. Thereafter, he engaged in speech activities with confidence and poise.

A feeling of inefficiency:—

A man—early thirties—couldn't talk—thirty to forty seconds to get out a word—a definite blocking of thoughts—no spasms. Finally developed that he felt inefficient because he had only finished eighth grade. Recognition of difficulty plus program of study led to gradual development of confidence. Speech behavior became less clumsy.

A feeling of inadequacy:—

A young dentist—late twenties—always went off on tangents—no unity to talk—exceedingly emotional. This man was finally persuaded to take one point of view and outline his thoughts on that alone. Also, it was suggested that he engage in debate so that he would know that there was more than one side to a controversial question. His conversation became more unified and less emotional.

If you have been saying, "I can't express my thoughts," find out why! If you have difficulty in viewing your behavior objectively, then let me suggest the following procedure. Some evening when you can take time to relax for an hour or more, go into a darkened room, lie down on the bed or davenport, close your eyes and your ears too, if possible. Then start in very early in your life—as early as possible, in fact—and try to find what situation, what experience first made it difficult for you to express your thoughts. I have already suggested certain factors which should be considered as well as certain ones which should not be considered. Once you have arrived at some conclusion regarding the reason for your difficulty, you have taken a long step forward in eliminating its control over you. Perhaps it is a childish reaction that will die as the light of recognition strikes it. Perhaps it is some circumstance that requires a re-appraisal of your abilities which in turn may need encouragement by word of mouth from friends or by practice under the guidance of understanding teachers. Perhaps it is a problem that can be solved or a situation that can be changed now that you are more rational in your thinking. Above all else, seek to understand the situation, for no intelligent step can be taken until you do. Face reality, for in the long run this, and this alone, will offer the best return; but remember that few of us ever encounter obstacles through which or around which there is no path, although it may not always be possible to go the way we want to go. If you have the right mental attitude toward yourself and the world, you can usually express your thoughts. Skill in this respect undoubtedly requires practice, but the whole foundation can be laid as you sit quietly in your own home or office. Practice is of no avail unless there is understanding of technique. And even technique will be of little value unless you can adjust yourself easily, comfortably and with poise to speech situations, both formal and informal, and unless you can adjust yourself conversationally to an individual or to discussion before a group.

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Pleasures of the Chase

By Tremaine McDowell

(Associate Professor of English)

THE sun is low on the crest of a mighty hill in northeastern Minnesota, and purple shadows blanket pines and snow. Something moves on the deer-run which you watch so patiently, and you glimpse an unmistakable patch of brown. Numbed hands lift the rifle and clumsily push at the safety-catch; the barrel wavers an instant, then freezes on its target; and you drop an eight-tined buck on the lavender ground. Meanwhile, the current sweeps through your veins like a mill-race.

The sun has been up a half hour, flooding the bays and inlets of Leech Lake with blood and fire. You shake in your duck-blind with cold and excitement, as, flying low and fast, the mallards. . . .

The sun is in the zenith. You stalk tensely down the aisles, not of Superior National Forest, but of The Emporium or The Dayton Company. Your keen huntress eye roves right and left. Then, pert and jaunty, the frock which you tried on two weeks ago and couldn't afford to buy, peeps at you from the half-price rack. . . .

No matter who you are, you enjoy the pleasures of the chase.

ALTHOUGH the initiated know better, others believe that grubbing out material for a term-paper, amassing facts for a doctor's dissertation, annotating a hoary book by an author long dead, or drudging over an anthology (humblest of all literary hack work!) can be nothing except the drabest and dustiest toil. Instead, even the most modest piece of investigation may, if pushed hard, turn into an exhilarating pursuit which will send the blood through your veins as swiftly as will a deer or a bargain-hunt. No matter what you chase, bear or muskellunge, bridge prizes or dust-balls under the bed, you have shared the thrill and the triumph which make literary investigation one of the most provocative and exciting of all sports.

If you would share vicariously in these stimuli, imagine yourself the actor in the investigations here recorded, ranging from simple to complex problems, and all drawn from the personal experiences of individuals now on the campus of this university. For example, imagine yourself a graduate student looking for a topic for a paper in a course on Anglo-Saxon literature and culture. The instructor has remarked that William Morris, when he wrote the narrative poem, "Sigurd the Volsung," used as his source the Icelandic Volsunga Saga. You are curious as to what the neo-romantic poet Morris did with this primitive folk ma-

terial, but you know no Icelandic. It develops that Morris himself and Eiríkr Magnússon once made a literal translation of the Saga and that it is included in the Harvard Classics. You set to work at the dull task of comparing, word for word, the two narratives—but the task soon loses its dullness. Morris, it becomes evident, is, in "Sigurd the Volsung," expanding and inventing; a few words in the original he swells into several sentences and a few sentences, into pages; out of the simple statement; "Now Sigurd and Regin ride up the heath," he embroiders a six-page narrative. Excited, you watch the transformation of an ancient folk tale into a highly decorative and subjective modern poem. Your instructor is interested in the results; he suggests that they be submitted to *Scandinavian Studies*; you mail them to that journal with postage for their expected return; they are accepted; and you, with the aid of a most unpretentious term paper, have broken into print.

In a course on the novel, the instructor presents amusing examples of sensibility from the works of eighteenth-century Englishmen. You look into an American novel and find it equally diverting in its tearfulness. A check of bibliographies reveals that nothing has been published on sensibility in eighteenth-century American fiction and that to exhaust the subject some thirty novels must be located and read. A dozen are in your university library. Their tears, blushes, swoons, seductions (these authors, apparently, chose as their motto: "*Seductio ad absurdum*"), madness, and death from grief or suicide are so appealing that you resolve to read every novel written in the United States before the year 1800. The chase is on. Four more novels are borrowed from Harvard and five from the Library of Congress; then the search moves more slowly. Weeks become months and you turn in a term paper on the novels thus far located, but the quest continues. Here and there, in Maine or Pennsylvania, in large libraries and small, other novels are found. Two years later a trip to New York City opens the doors of the ancient Library Society, where six titles are bagged—picturesque old volumes from a circulating library, still protected after more than a century by hand-cut paper wrappers. On goes the hunt until finally, after six years the last elusive novel is run to earth, not in an old Eastern library where it has been quietly

reposing since publication, but on the shelves of an aggressive young midwestern university. When that last worn volume is in your hands, you feel the same tingle that crept over you when the eighth northern pike came into the boat, bringing your string up to the limit and the total weight of the catch up to seventy [sic] pounds.

YOU are studying Browning. The question arises: What does the man actually think of evil? Is it a reality to him or merely a negation? Out comes a pencil and thereafter all pertinent passages in his poems are marked. Collected, these passages cause much head-scratching. Finally, they go into a term paper and in the end you amaze yourself by reaching the conclusion that to Browning there is no evil: since God is in His heaven, all is literally and unqualifiedly right with the world. The paper looks suspiciously like a *tour de force* but the instructor likes it and takes it for his quarterly, *The Personalist*. And after it appears there, he sends you a letter of thanks out of which flutters a check: —pay for a term paper! An odd world, you conclude.

Leafing through Washington Irving's *History of New York*, you entangle yourself in a very simple form of that supposedly dreary occupation, source hunting. Irving appends to his early pages an elaborate series of footnotes, such as these:

Diog. Laert. in Anaxag. I. ii, sec. 8. Plat. Apol. t. i, p. 26. Plut. de Superst. t. ii, p. 269. Xenoph. Mem. I. iv. p. 815.

Is he drawing on his own reading or lifting citations wholesale from the footnotes of others or whimsically inventing these references as part of his burlesque of pedantry? While the kindly spirit of Irving leans over the golden bar of Heaven beside the Blessed Damosel and watches with a smile, you toil on his trail, identifying author after author and book after book, while your eyes grow dim with strain. Such citations as those just quoted are run down without too much difficulty, but only after long investigation does such an authority as "De Leew" dissolve into Caxton's version of *Chronicles of England* as reprinted in Amsterdam by Gerard Leu. At last it becomes evident that all citations are authentic, that several are taken by Irving directly from the originals, and that the majority are lifted at second hand from various historians. The problem is solved and Irving chuckles.

You observe that an authoritative edition of the letters of an eighteenth-century English

(Continued on page four)

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MAY, 1939

Making Life Interesting

A new book by Wendell White, member of the staff of the General Extension Division, and Assistant Professor of Psychology, has appeared recently. Its title is *The Psychology of Making Life Interesting*, and it is published by the Macmillan Company. As in his former book, *The Psychology of Dealing with People*, Mr. White is here first interested in human relationships in a practical, realistic world. In this book he concerns himself not only with the principles of applied psychology which may help to make life interesting for the individual, but also with the principles of broader implications; unsocial and unwholesome behavior and mental abnormalities.

WLB

The University radio station, WLB, has moved from its old studio in the Electrical Engineering Building to new and ultra-modern rooms in Eddy Hall.

The radio station now has four studios ranging in size from one that will accommodate a large group of broadcasters down to one suitable for a single speaker. The new studio, together with the new transmitter that was erected a year ago, make WLB one of the best equipped educational radio stations in the United States. WLB broadcasts on 760 kilocycles and provides a program beginning at 7 o'clock in the morning and running, during the month of May, to 7:30 in the evening, on Mondays, Wednesdays, and Friday. The Tuesday, Thursday, and Saturday hours are shared with WCAL, the St. Olaf College station. A complete program of the schedule for May and June may be had by addressing WLB, University of Minnesota.

School for Custodians

The customary short summer school course of instruction for public school Building Engineers and Custodians will be offered under the auspices of the General Extension Division from June 12 to 16. In the announcement of this course, the University of Minnesota says: "It is especially necessary that the engineer-custodian of schoolhouses, apartments, and other public buildings have a practical working knowledge of heating, ventilation, sanitation, and maintenance. The position he holds is a very responsible one." The course will aid him in meeting the responsibility.

What Are You Reading?

By the Editor

The nice and subtle happiness of reading . . . this joy not dulled by age, this polite and unpunished vice, this selfish, serene, life-long intoxication!

—*Trivia*, Logan Pearsall Smith.

This column has recently fallen into a state almost approaching desuetude. One reason for this may have been the sense of inferiority we experienced on seeing Somerset Maugham's almost perfect recent essays on reading in *The Saturday Evening Post*. If you missed those essays, borrow a back file of *The Post* from your neighbor and look them up.

Another reason has been our own incarceration in the sick room and in the hospital. The time was not wasted, however. We made at least one important discovery about reading while we lay in bed. It is a discovery which confirms a suspicion that a number of people have had for a long time now—namely that William Shakespeare deserves the reputation that the pundits have given him. The doctor prescribed a diet of "light reading" and even brought detective magazines of the "pulp" variety to us. These only made us sicker. We sent for Shakespeare. A half dozen of his plays, before meals and on retiring, did much to set us on our feet again. Perhaps if we had thought of this tonic earlier we should have avoided the hospital altogether. A word to the wise!

But the detective story when it is not "pulp" deserves praise. Some of the soundest writing in contemporary literature is done by the detective story writers. There is the work of Erle Stanley Gardner, for instance. His most recent book is *The Case of the Perjured Parrot*. And there is Rex Stout, whose latest is *Some Buried Caesar*. And there are R. Austin Freeman's *The Stoneware Monkey*, Raymond Chandler's *The Big Sleep*, and any of those by Clifford Knight. (The latest is *The Affair of the Black Sombbrero*.)

We single out three fairly recent books (not detective stories) for special mention. They are T. H. White's *The Sword in the Stone*, Nora Waln's *Reaching for the Stars*, and Ford Madox Ford's *The March of Literature*. We are so enthusiastic about the first of these that words fail us. The best we can do is to say that we agree completely with Basil Davenport, who concludes his criticism of the book in *The Saturday Review of Literature* by saying, ". . . you ought to get a copy and keep it; you can read it at any age and find it as old as you are, and you may very likely find that you possess a classic."

Of *Reaching for the Stars* we say that, aside from its literary merit, it is almost essential to an understanding of contemporary Germany; and an understanding of contemporary Germany seems to be more important these days than anything else.

As for *The March of Literature*—well, it's the best introduction to the great literatures of the world that we have ever seen.

What magazines do you read? We have often wondered why some of our friends don't read *The Yale Review*. If they think it is "stuffy" or "high-brow" just because it is a quarterly, they are mistaken. Nothing edited by Wilbur Cross (Uncle Toby) will ever be stuffy. And do you know *American Prefaces*, "A Journal of Critical and Imaginative Writing" published under the auspices of the University of Iowa? It costs but a dollar a year. It is not on sale at newsstands, but may be had by writing to the editor, Wilbur L. Schramm, Iowa City. Have you ever seen *The Beaver*, published by the Hudson's Bay Company? Look into it when you can. And there is also *U. S. Camera*, a new magazine which has value for the general intelligent reader as well as for the photographic enthusiast.

Travel

Editor's Note: This department is for all readers who have travelled and all readers who would like to travel. Send the editor your travel notes; they will have the same appeal for many as did the original journey for you. The travel sketch this month is by Miss Miriam Hobart, a student in the Extension Division and a special teacher in the Minneapolis public schools.

* * *

By Miriam Hobart

In travel, it seems to me that making friends and meeting people is as important as seeing sights. In proof of this I like to remember the day in England when we rented bicycles at Maidenhead, and, having got as far as Chalfont St. Giles, on the spur of the moment we left our bicycles at the bottom of a hill and walked up an interesting little lane leading to a school. A very polite Freddie Bartholomew-like boy, who was sweeping the steps, directed us to the headmaster. And the headmaster conducted us through the whole school. The children were awed when they learned that we came from America, where the Indians and cowboys live. In one room a class was studying Hia-watha. The walls were profusely decorated with the children's illustrations of Minnesota—waterfalls and mountains predominating.

After school we had tea with the headmaster and his charming wife and young son. The latter wore his outgrown cowboy suit for our benefit. The tea was served in the kind of English garden you always see pictures of. Later we ate supper with the carpentry teacher and his young wife in a pretty cottage a few miles out of the village. This teacher bicycled with us to the nearby William Penn Church. The old caretaker took us back to his private garden, and proudly displayed his American tomatoes.

The long evenings of England deceived us, and when we finally started on our return

(Continued on page four)

A Blind Spot

By Henry M. Wriston

(President of Brown University)

Education tends to be blind to its linguistic environment. It is almost impossible for schoolmen to see foreign languages in any perspective. In the first place colleges required them, and that alone would damn them because of the revolt against college requirements. It is a paradox that more and more emphasis has been placed on the preparatory character of education (e.g. preparation for "life" and prevocational training), but less and less attention has been given to preparation for college just as the number of students going to college has risen higher and higher. That warfare and resentment is one of the causes of this blind spot. Another cause arose from the present-day economic interpretation of everything that touches us. "How will the student use it?" demands the "practical" educator. He is to be a printer, electrician, business man. "Where will foreign language touch him?"

Let us answer those questions from the record. It is amazing that they became most insistent just after two million Americans went to France, one hundred and fifty thousand to Mexico, and eighty thousand to Russia. Did the war take place? Is there no danger of another? If it comes can we stay out?

There are at least thirty short wave foreign language broadcasts every day to which twenty million people listen. There are other millions who hear opera or domestic foreign language broadcasts. The average age of these listeners is under thirty. It is safe to say that more Americans hear daily some foreign language than at any previous time in our history, including the World War. Yet I have heard educators say that students will "never" hear it again.

Sometimes I hear of educating for the future. Television is just around the corner. It is already in commercial use in Germany. It is by no means fantastic to suppose that our printer, electrician, plumber, or business man will sit at home and see and hear events or dramatic presentations abroad.

Not long ago, except in a few great cities, it was impossible to see the great dramas of other peoples, or hear them, save in translation. The costs of bringing a company from France or Germany, from Italy or Sweden, were virtually prohibitive. Now the talking motion picture has ended the necessity for such isolation. There are many brilliant productions abroad, and there is no longer need to be content with imitations or translations. If we are interested in international understanding, we should want our students to enjoy the opportunity to acquaint themselves with the spirit and character of peoples across the sea. Their art in music, painting, sculpture, and tapestry has meant much to us, coming undimmed and undistorted by translation. Might not their drama, where the emotional genius of a people finds such effective outlet, have something to teach us?

Not long ago at a dinner in New York, my host apologized for being late. Several trans-Atlantic calls came in just as he was ready to leave his office. That aroused my curiosity. On inquiry I discovered that there were 21,844 international calls in 1935. The number increased by thirty-six per cent in 1936. During the first seven months of 1937, the total for 1935 nearly doubled. This is a cloud no bigger than a man's hand but it is growing with great rapidity.

There are five definite "practical" environmental reasons for foreign language study. So far as I know they have never been commented on before. They meet the economic determinist on his own ground and say "How about it?" It is a paradox more puzzling than any other so far, that as long as the United States was really isolated with a minimum of international trade, no cables, no telephones, no radio, no steamships, no airplanes, every well-educated man was trained in the foreign languages. Now with twenty million daily radio listeners, with ten million more in daily contact with foreign languages, with all the modes of contact just mentioned, schoolmen insist that foreign languages are not important. They are taught grudgingly, therefore poorly, and then it is declared that the results do not justify them. In a day of "motivation" the educators provide none, and say it is the fault of someone else. The cold fact, stripped of all wishful thinking, is that the "common man" has more direct contact with foreign languages today than ever before in history. If education does not see that, it is a blind spot.

Suppose we substitute a humanistic approach for economic determinism; suppose we admit, without blushes, a cultural objective. Then foreign languages have values we cannot escape. Their proper study enriches the perceptions of our native tongue. At this point one hears the Babel of voices discussing "transfer." The confusion is not so great as once it was. The fact and the significance of transfer, or something that smells as sweet but goes by another name, are more and more conceded. But in any event there is value in seeing our own language from the outside. There is the ancient story of the three blind men and the elephant, from one of the apologies of Buddha. One man touched the leg of the animal and said it was like a tree, another felt of the tail and declared that it was like a rope, the third reached an ear and said it was like a palm leaf. They had no perspective on the whole. The experience of seeing the mother tongue in an altered perspective is one of vital importance.

I should like to mention one more value in the study of foreign languages. It has to do with translating prose or poetry from one idiom to another. Usually this is caricatured as mechanical, and a useless waste of energy. With characteristic haste we exclaim, "Let them read it in translation!" Yet if we want to teach students to think, reflect, develop and express their own ideas with verbal precision, there are few better exercises than the trans-

lation of significant passages from other tongues. It is no mechanical matter at all. Each word must be reviewed. It is necessary to enter into the author's thought to select the meaning which most nearly expresses his precise idea. Then the words must be organized to make the idea as clear in English as in the original. The argument must be rethought; the beauty of a phrase or a poetic insight must be recaptured. The result is at once derived and original. The work furnishes food for thought, the stimulus to masticate it thoroughly, and all the satisfactions of good digestion.

I am not arguing that all students should study foreign language. But on any grounds, those of economic determinism or of the humanities, it is a vitally important subject. The current vogue of denunciation reminds one of the blind men and the elephant.

(Reprinted by permission of Henry Holt and Company, from Modern Language News, Vol. IX, No. 2. The article is extracted from an address by Mr. Wriston before the New England Association of School Superintendents given November 5, 1937. It was published under the title, "Blind Spots in Education.")

"March of Time" Films

Schools, as well as other organizations, will be interested in knowing that thirty of the "March of Time" films have recently been released for educational purposes. Credit for securing these releases goes to the Association of School Film Libraries, New York. These films are now being previewed by the University Film Bureau. It is fairly certain that about twenty-five of the thirty subjects will be added to the film library and be available for film users in the summer and fall. The rentals will be \$1.00 per reel per day.

The releases are as follows:

- Alaska's Salmon Fisheries
- Britain's Undernourished
- Cancer, Its Cure and Prevention
- The Child Labor Amendment
- A Ghost Town Saves Itself
- Heart Disease
- The International Munitions Ring
- Japan's War in China
- Juvenile Delinquency
- Key West
- Fiorello H. LaGuardia
- The League of Nations
- Lessons of the War in Spain
- Life's Summer Camps
- Milk and Health
- Politics and Civil Service
- Problems of Relief
- Problems of Working Girls
- Progressive Education
- Protecting the Consumer
- Safety at Sea
- Safety on the Highway
- Sharecroppers
- Soil Erosion
- Supreme Court
- TVA
- U. S. Neutrality and Ethiopia
- The War on Insects
- Wild Fowl Conservation
- The Workers' Alliance

Other recent additions to the film library are:

- Heredity, 1 reel, rental \$1.00
- Mexican Children, 1 reel, rental \$1.00
- Wheels Across Africa, 6 reels, rental \$1.50
- Highlights and Shadows, 5 reels, rental \$1.25
- Our Earth in Review—Astronomy, 2 reels, rental \$2.00

Extension Certificates

All students who anticipate receiving Extension Certificates at the end of the current session should communicate with Mr. Irving Jones, Chairman of the Student Work Committee, at once.

Pleasures of the Chase

(Continued from page one)

poet, William Shenstone, is needed. Such a task is obviously difficult for a student in the United States, but you pluck up sufficient courage to attempt it. Perseverance is rewarded in unpredictable quarters. John Scott Hylton, it appears, was an acquaintance of certain of Shenstone's correspondents; patient search uncover a collection of Hylton manuscripts in, of all improbable places, the Assay Office in Birmingham, England; among them are letters from Shenstone to one Bolton, friend alike of the poet and Hylton. A logical place for inquiry is that famous repository of manuscripts, the Huntington Library at San Marino, California, where as might be expected, there is a letter from Shenstone—written in Shropshire at the other side of a continent and an ocean. An illogical place to inquire is the Boston Public Library, but there too is a letter. Particularly important is a long series of letters to Lady Luxborough. You find seventy-two of them reposing safely in the British Museum as Add. MSS. 28958; a dozen more are found scattered here and there on both sides of the Atlantic. At the last moment, one yawning gap in the correspondence is filled when the missing letter is run to ground in the Harvard Library. Meanwhile, you are dating each letter, identifying correspondents, explaining allusions, and working at the multitudinous labors to which an editor is heir. When the finished product is published in handsome format by the University of Minnesota Press, and good words are said concerning your work by *The New York Times*, *The Saturday Review of Literature*, and *The Atlantic Monthly*, you conclude that your hunt for letters was profitable as well as exciting.

Or, directing your attention to an American poet, you embark on the dusty search for original manuscripts associated with William Cullen Bryant. A form letter is sent out to scores of libraries and historical societies. The majority reply courteously (and a handful irritably) that they have nothing, but here and there a manuscript turns up in an unexpected corner. No one would have predicted, for example, that a very early letter written over a century ago by the boy Bryant in Massachusetts, together with a crude verse-translation from Vergil, would be preserved in the Historical, Memorial, and Art Department of Iowa. After long search, certain descendants of Bryant's early associates are located and to them go personal letters. Soon you are touched by the confiding nature of an elderly lady in a remote village in Alabama, who lends you, an utter stranger, two valuable early letters written by Bryant to her grandfather, with the explanation that two homesteads of her family have been destroyed by fire, that she has no scrap of her grandfather's handwriting, but that these two letters have miraculously survived. You are happy, when you return them, to send also a photostatic reproduction of one of her grandfather's letters to Bryant, in the former's hand and with his signature. In New York City you locate the granddaughter of a

charming Massachusetts girl whom young Bryant squired to parties and balls and to whom he gave the original manuscript of his first famous poem, "The Embargo." The granddaughter states that the manuscript has gone to her son, in a suburb of Milwaukee. Now hot in pursuit, you write hopefully to him, to be informed that a few years ago his wife opened their home to her local missionary society and that the manuscript, then on display, has not been seen since—whereupon you remember the huge lake trout which tore itself free from your spoon in Lake Saganaga. In a quiet Illinois town, you locate the descendants of Bryant's brothers and sisters, all emigrants a century ago from New England to the frontier. In their possession are some fifty diaries written by the poet's mother: the first, a handsomely bound volume and the rest, paper booklets cut and stitched by her own hands. But the family are reticent; something is wrong; correspondence is futile; a trip to Illinois is necessary. There you discover that several years ago an English professor, who shall here be named "Robert Brown," called at the Bryant homestead, asked permission to copy these diaries, transcribed a few, was allowed to take the remainder to his hotel, and thereupon disappeared with more than forty journals. Search had failed to locate him or them, although a medium's crystal globe revealed the diaries in a museum, the name of which was too indistinct to decipher. A few years later, leafing through the notes to a book of readings in American poetry, you come on the announcement that Professor "Robert Brown" will soon publish the journals of Bryant's mother. You try to communicate with the editor of the readings, now retired from teaching, but he is in France; he returns, but all his memoranda are in storage; he dies without identifying the elusive professor. Meanwhile you are writing cautious letters to all the "Robert Browns" whom you can locate in American colleges and universities, but not one, oddly enough, will admit any knowledge of Bryant, to say nothing of his mother. Finally, you put the diaries in the compartment of your memory where you stored the twenty-five—well, twenty-pound muskellunge which broke both rod and line in Little Mantrap. You have failed to land all your fish, but you have had rare sport.

In conclusion, these statements must be made, and made emphatically.

FIRST: Literary investigation is by no means invariably exciting. The investigator misses innumerable shots and makes countless futile casts; he endures as many dull hours and fruitless days as does any other sportsman.

SECOND: Literary investigation must not be confused with literary criticism. The latter frequently demands more talent from its practitioners and, in return, sometimes brings richer returns. There is no need to stress its familiar excitements and its notable achievements.

THIRD: The dates for deer-hunting and duck-shooting in Minnesota have not yet been announced for the year, but the fishing season opens May 15 (lake trout April 15, and brook trout May 1).

Travel

(Continued from page two)

journey it was much later than we had expected it to be. The day ended by our pushing our bicycles into a completely dark and sleeping Maidenhead too late for the last bus or train to London where we had left all our baggage. A gruff but much amused police inspector, from whom we sought advice, personally conducted us to a private lodging after consultation with the rest of the police department. The startled owner, aroused by the pounding of the inspector, met us at the door like Wee Willie Winkie, barefooted, in his nightgown, candle in his hand. While we admired his unusual collection of copper in the stiff parlor, he and his cordial wife prepared our room.

When at last we blew out our candle, and dropped into bed, we concluded that the people we had met were more important than all the memorials and tombstones we had planned to see that day.

Girl Scout Leadership

A short course for Girl Scout leaders will be offered at the University starting June 21. The eighteen sessions will be held on Mondays, Wednesdays, and Fridays from 4:00 to 6:00 p.m. in the Women's Gymnasium. The course will include leadership, program planning, evaluation, some program content, and group organization. The registration fee will be \$3.00.

A second short course will be offered for eight sessions starting July 31, meeting on Mondays, Tuesdays, Wednesdays and Thursdays at 4 o'clock in the afternoon.

Further information may be obtained by addressing the General Extension Division, University of Minnesota.

May Mixer

The fifteenth annual May Mixer, sponsored by the Evening Students' Association of the University of Minnesota, will be held Saturday evening, May 6.

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British Interests in Hong Kong and South China

By Lennox A. Mills

(Associate Professor of Political Science)

THE Japanese capture of Canton has exposed Hong Kong to the most serious threat which it has ever had to face. If, after the war, Japan can maintain effective control over the Southern provinces of China the injury to Western trade with South China may be irreparable. Hong Kong is the trade and banking center of South China, and the whole Western world in varying degree is interested in it. America's share of the trade, for example, is almost as large as that of Great Britain. Hong Kong's importance as a trade entrepôt and naval base is due primarily to its geographical position. It has the only deep sea harbor on the South China coast which provides safe anchorage in almost all weathers, adequate facilities for docking, storage of goods and repairs, easy access to the interior of Southern China, and a position on the direct route from Europe. The Colony lies on the eastern side of the estuary of the Canton River, which with its tributaries is navigable for about 630 miles by small river steamers and for a much greater distance by Chinese-owned junks.

THE completion of the Canton-Hankow Railway further extended the trade area. Hong Kong is the natural point to which the exports of Kwangtung and the adjacent provinces of South China are brought for transshipment to the ocean liners which carry the bulk of the South China trade, and from which imports from the West are sent on to their destination in small local steamers and junks. Canton and the Japanese have both regarded Hong Kong with jealousy; but Canton has the great disadvantage of being situated on a silt-laden river which at present cannot be navigated by ocean liners. The Japanese have recently adopted the old Cantonese plan to dredge a river harbor at Whampoa a few miles below the city and deepen the channel from there to the sea. While totally unnecessary from the economic point of view and very expensive, there is nothing to prevent its execution. Even so it is doubtful whether ocean liners which run to schedule would add several hours to their voyage merely to discharge cargo, most of which was intended for up-river ports, at Canton instead of Hong Kong. Another geographic factor of importance has been that the Colony occupies a roughly central position as regards French Indo-China, the Philippines and Japan. It was therefore natural that part of their trade with one another and with Western countries passed and, to some extent, still passes through Hong Kong.

Two other factors besides geography determined the prosperity of Hong Kong, viz., free

trade and security. No import duties have ever been levied except on a very few articles such as liquors and tobacco, and restrictions which might impede the passage of goods have been kept to a minimum. Taxes have been low—the annual revenue has varied between \$10,300,000 in 1937 and \$16,200,000 in 1920—since the low cost at which business could be conducted has been an important factor in the maintenance of the entrepôt trade. Finally the security afforded by British rule has always been one of the principal reasons for the prosperity of the Colony. Speaking generally, the Western commodities intended for the China trade have been imported by local and largely British firms, and stored in the Colony until sold to the merchants who regularly came there to buy them. Obviously large quantities of valuable commodities would be stored in the port which assured the greatest measure of security, and in the past this elementary accompaniment of British rule has never existed to the same degree in China. The propensity of Chinese officials for exacting "squeeze" has been a strong factor in making Hong Kong rather than Canton the trade center of South China. To a large extent the same cause has made it the banking center of South China. Many Chinese have deposited their money in Hong Kong banks because of the complete security of their funds; and Western firms have insisted that payment for their goods sold in China be made in Hong Kong and not Chinese dollars and the transaction handled by Hong Kong banks.

ANALYSIS of the underlying factors in the prosperity of Hong Kong reveals one ominous fact: far too many of them were determined by forces utterly beyond its control. Its trade and banking were dependent primarily on the condition of China and secondarily upon that of its Western markets. The principal causes of the marked decline in trade during the past twenty years have been the civil wars and insecurity for life and property in China. Further loss was caused by the grant of tariff autonomy and the imposition of heavy and sometimes semi-prohibitive duties on imports, partly to raise revenue and also to foster domestic manufacturing and agriculture. Tariffs were supplemented by the attempt to establish Government monopolies, e.g. of sugar refining in Kwangtung Province. The total import and

export trade in merchandise has decreased from \$778,969,820 in 1919 (the first year in which trade returns were made) to \$334,500,000 in 1937. Imports from Great Britain, principally manufactures intended for re-export to China, have shrunk from 13% of the total to 6.4% in the first part of 1937. By way of comparison 5.5% of the imports in 1937 came from the British Empire, 5.1% from the United States, 5.0% from Germany and 12.4% from Japan.

THE principal damage suffered by British interests has been the decline of the trade in cotton, rayon and woolen textiles which twenty years ago were the chief British exports to China. Great Britain's share of the trade has shrunk to retail dimensions, and by 1937 she supplied a dwindling percentage of goods of high quality so far as there was a demand for the more expensive grades of cloth. The loss of the textile trade has been due partly to the inability of British manufacturers to meet the Japanese competition. Japan however has not by any means been responsible for the whole of the loss; a considerable part of it has been due to the high Chinese tariff and to the consequent development of manufacturing in Shanghai and other cities in China. Expressed in terms of percentages in 1931, 36.3% of the cotton and woolen textiles were imported into Hong Kong from Great Britain, 24.1% from North China and 19.9% from Japan. In 1936 the shares of the same three countries were 14.3%, 37.8% and 40.3%. The import of British silks and rayons, formerly of considerable importance, has become insignificant as a result of Japanese competition. The same change has been taking place in China as in India: a pre-war Western market has begun to manufacture behind the shelter of high tariffs, and the demand is changing from consumers to capital goods. The opinion in Hong Kong was that "the textile trade is dead" and that increasingly it would be supplanted in importance by machinery and engines. Formerly the imports of these articles into Hong Kong, most of which were re-exported to China, came principally from Great Britain and to a lesser extent from the United States; but since 1931 they have come principally from Germany. It is very significant that her gains have been in the newer and potentially more valuable field.

On the eve of the Sino-Japanese War, however, conditions seemed better than they had been for many years. The depression was lifting and trade increasing, and China under

(Continued on page four)

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JUNE, 1939

Correspondence Study

Eight new correspondence study courses are now being prepared and will be ready by the end of the summer. A course in "Radio Writing" will be written by Mr. Mitchell Charnley, of the Department of Journalism. Mr. A. Hamilton Chute will offer a new course in Business Administration, entitled "Credits and Collections." This corresponds to the course, "B.A. 76." In Education there will be two new courses. One is "Basic Principles of Measurement" (Ed. 120), which is being written by Mr. Walter W. Cook. The other is "Rural Education and Community Leadership," by Mr. Albert M. Field. These education courses carry credit both for degrees and for state certification.

Four new courses will be added to the list in Physical Education. Three of these are for women: "Health and Safety Education," "Principles and Curriculum of Physical Education," and "Administration of Physical Education." These carry credit toward degrees and toward state certification. One new course will be added to the list in Physical Education for men. It is "The Nature and Function of Play," written by Mr. Edwin L. Haislet.

Girl Scout Leadership

Two short courses in Girl Scout Leadership will be offered by the General Extension Division this summer. One will meet Mondays, Wednesdays, and Fridays from June 21 to July 28; the other will meet Mondays through Thursdays from July 31 to August 10. Instructors: Miss Marie Aftreith, Regional Director (first session) and Miss Olive L. Crocker, National Staff (second session). Fee: \$3.00. Register: 402 Administration Building, June 19 or 20, and July 28 or 29. The course is limited to twenty-four students.

Poetry and Music

"If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once a week; for perhaps the parts of my brain now atrophied would have been kept alive through use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character, by enfeebling the emotional part of our nature."—Charles Darwin.

What Are You Reading

By the Editor

Books are now multiplied to such a degree, that it is impossible not only to read them all, but even to know their numbers and their titles. Happily, one is not obliged to read all that is published.—Philosophical Dictionary, Voltaire.

Not long after this appears in print we shall be living under canvas on the banks of a certain mountain stream in northern Colorado. We shall be ninety miles from our source of supplies. During part of each day we expect to catch trout, but there are two other necessities of life besides catching trout. One is eating and the other is reading. Thus, we must provide for our life on the mountain stream: first, a good selection of trout flies; second, a supply of food; and third, books. It is not difficult to select the first two necessities; but the third has neither the portability of the first (which makes a large assortment possible), nor the practical adaptability of the second.

When we are not fishing or eating we want to read. And when we read we shall read for pleasure. We long ago gave up trying to "improve our mind" during the fishing season. But, since the base of supplies is ninety miles away, and books are heavy, we obviously cannot do the kind of reading for pleasure which carries us through seven or eight books a week (the winter variety of reading for pleasure). Four or five volumes must do for a month. This means that we must choose books which can afford undiminished pleasure on re-reading. What shall they be? That is the problem.

It is a problem as yet unsolved. We have worked on several trial lists without succeeding in limiting the library to the essential four or five volumes. But we have produced a list of ten books from which we shall eventually choose the volumes we take with us to the mountains. Perhaps *Interpreter* readers who are themselves preparing for summer reading may be interested in our list, or perhaps they will remind us of some book which we should include before making the final selections.

Here, then, are the books from which we shall choose our camp library—books which will be good companions, books which will give us pleasure, which will stand re-reading, and which have the practical virtue of portability and compactness:

- OXFORD BOOK OF ENGLISH VERSE.
THE GYPSY TRAIL (an anthology for campers.)
AN ANTHOLOGY OF ORIENTAL POETRY
(ed. Eunice Tietjens.)
THE WORKS OF SHAKESPEARE (Globe edition.)
THE SEVEN PILLARS OF WISDOM. By T. E. Lawrence.
THE WIND IN THE WILLOWS. By Kenneth Grahame.
THE WOMAN OF ANDROS. By Thornton Wilder.
THE WALLET OF KAI LUNG. By Ernest Bramah.
GREEK PLAYS (Modern Library)
TROS OF SAMOTHRACE. By Talbot Mundy.
- OXFORD BOOK OF ENGLISH VERSE.
THE WORKS OF SHAKESPEARE. (Globe edition, one volume)
ALL ABOUT LUCIA. By E. F. Benson.
THE COMPLETE SHERLOCK HOLMES.
(Doubleday Doran, two volumes)
PICKWICK PAPERS. By Charles Dickens. (Modern Library)
HISTORY OF ENGLAND. By G. M. Trevelyan.
THE ODYSSEY AND THE ILIAD. (Modern Library Giant)
THE MABINOIGION. Translated by Lady Guest. (Everyman)
THE MAGIC MOUNTAIN. By Thomas Mann.
TOM JONES. By Henry Fielding.

And now that we have actually written down the list we are astounded at our audacity. We

have left out so much! And so many readers will question our sanity—or our taste! But there it is. It's our list, and we'll stick by it unless someone convinces us that we should alter it; and we shall choose not more than five of the books to take with us to the mountains.

Just for fun, we submitted the problem of our summer reading to Mr. Watson Dickerman, Program Director of the General Extension Division, and asked him to make a list of the books he would choose were he to be with us on the Colorado stream. We are pleased that he agrees with us on some titles, and we shall certainly consider the books he lists independently. Here is his list:

- OXFORD BOOK OF ENGLISH VERSE.
THE GYPSY TRAIL (an anthology for campers.)
AN ANTHOLOGY OF ORIENTAL POETRY
(ed. Eunice Tietjens.)
THE WORKS OF SHAKESPEARE (Globe edition.)
THE SEVEN PILLARS OF WISDOM. By T. E. Lawrence.
THE WIND IN THE WILLOWS. By Kenneth Grahame.
THE WOMAN OF ANDROS. By Thornton Wilder.
THE WALLET OF KAI LUNG. By Ernest Bramah.
GREEK PLAYS (Modern Library)
TROS OF SAMOTHRACE. By Talbot Mundy.

The Blue Pencil

By the Editor

The academic year is over. The blue pencil is worn to a mere stub. It is fun now to remember some of the strange and shocking offenses against English idiom, good usage, and good taste which the pencil has encircled since October. And as we remember some of these offenses, a story illustrating them takes shape. The blue pencil stub is just long enough to write that story. How many of the errors can you spot in the story? Test your own sensitiveness to English usage.

An October Afternoon

One afternoon last October, I put on my tennis and went out into the front yard. After I noticed a whole flock of leaves around, I got a rake and soon became busy cleaning up around the trees that grew in the boulevard. While I was thus busily engaged, along comes Mary lugging a bag of groceries.

"Jim," she said to me, "please bring these eggs across the street to Mrs. Jones. I got them at the store for her, but I can't take the time to go over there now."

Just then my little brother, Bill, came out of the home.

"Hey, Jimmy," he yells, "can I follow you over to Mrs. Jones?"

"Sure," I responded, "you can go with."

Well, after we had contacted Mrs. Jones we received a cookie apiece and returned across the street to the boulevard, where we eagerly resumed our raking.

Good-bye now!

A Major in the Humanities

Editor's Note: Next year the University will offer for the first time a major in the humanities—a major which will give the student an opportunity to earn a degree by learning “the best that has been said and thought in the world.” To many persons this new major represents an important educational advance, significant for every educational administrator in the state and for many students. Certainly it is important for those interested in university extension. We here-with publish an explanation of the philosophy which motivates the new major. We feel that this essay should be read by every person connected in any way with education—be he student, teacher, or administrator.

By Martin B. Ruud
(Professor of English)

The largest college in the University is still, and perhaps will always remain, the College of Science, Literature, and the Arts. But its huge enrollment in great measure is in the Junior College; the Senior College is comparatively small. The reason for this state of affairs is, of course, obvious. The Junior College has become increasingly a preparatory school, and its students are in large part enrolled in pre-professional courses or headed for the professional schools. There is nothing to regret in this, perhaps; though one may deplore the divorce of the College of Education from the Arts College, with which properly and historically it belongs, and express the hope that the two colleges will some day find a mode of closer and more intimate co-operation.

But if the Junior College, and to some extent the Senior College as well, are becoming pre-professional training schools, one has to face the fact that the result is likely to be that the students who go out from the University will be simply technicians—technicians in law, medicine, economics, dentistry, agriculture, and all the rest. Now we certainly need technicians; and it may be that in the brave new world of the future that is all we shall have. Naturally, as a professor of English, I don't like the prospect; and I like it even less in my capacity of human being. It is dreadful to think of having to sit down at a dinner table with men who have nothing to talk about but shop, whose notions of history, even of their own country, are infantile, and whose knowledge of literature is limited by Dorothy Sayres on its highest level and Eddie Guest a long way from the bottom. One thinks of Osler—and weeps.

And the prospect becomes only a little more cheerful when one considers the state of the men and women who go out as Seniors from the Arts College—majors in English, Romance Languages, German, History, etc., etc., all with diplomas in Arts, armed some of them, the *elite*, with Magnas, and Summas, and Phi Beta Kappa keys. Are they much better than your technicians? Those of us who have sat at Honors examinations know the answer, and we won't tell. The Senior College, too, is turning out technicians—little experts in English who are capable of recording Voltaire's *Candide*, caught from a lecturer's lips, as somebody's *Canned Heat*; little experts in United States history to whom Xerxes is the unpronounceable name of a street or a street-car terminus in Minneapolis. And the pity of it is that these young people are often men and women of high intelligence. The trouble is not with them but with an edu-

cational system in which such things can happen. It may be that we cannot reform the system in this generation. I suspect it will only be reformed when men discover by grim experience that technical skill in any department of life, medicine and engineering no less than English or French, is not enough. It is not enough for the simple reason that civilization cannot live without an atmosphere—an atmosphere of what, for want of a better name, we call culture. The Germans have a word for it, *Kultur*. To imagine that we can go on developing generations of illiterate experts without becoming human termites is to imagine a vain thing. The human spirit in the long run requires, if I may change the figure, its vitamins, like the human body, and the vitamins are to be found above all in the humanities; those disciplines, that is to say, in which men have expressed most profoundly their experience of life and which by their continuity link together the living present and the undying past.

We have come to feel all this the more poignantly in these later years; and the faculty of the Arts College have at long last voted to establish a major in the humanities which at least will give to students who feel as they do—and there are some, I know—an opportunity to graduate, not as little specialists but as men and women who have been touched by the best that has been said and thought in the world. The humanities major will center about languages and literature, for these are the indispensable tools, but it will give play to a wide variety of interests. It will clear the way, we hope, for that liberal education without which civilization as we know it cannot exist. It is not necessary that all men, or even many men, should have it; but if it perishes, the civilization of the Western world goes with it.

The State as a Classroom

By E. W. Ziebarth
(Program Director, WLB)

“A class of 26,000 students” might well sound like the bad dream of an overworked teacher to many of us, but to the radio broadcaster who is interested in presenting programs to supplement classroom teaching, it means the realization of a dream of another kind.

The Minnesota School of the Air was born September, 1938. At that time, programs were presented to supplement work in high school classes in English and Vocational Guidance, junior high school classes in Geography and History, grade school classes in Current Events, and primary grade classes in Reading. When the programs had been on the air only a few weeks, schools throughout the state began to make use of this new service. A questionnaire which was circulated throughout the state showed that, before the end of the semester, there were more than 17,000 listeners in Minnesota classrooms.

At the beginning of the current semester, the Minnesota School of the Air was expanded, and

programs in German, French, and American History were added. Teachers began to use programs more regularly, and students were motivated to do follow-up work after many of the broadcasts. School administrators report that the programs are so helpful that many of the non-equipped schools are being equipped so that the Minnesota School of the Air programs may be used next year.

These programs, of course, are in no way intended as substitutes for subjects in the curriculum, but rather as supplementary and motivating influences. Many teachers report that their students for the first time in their lives are able to hear French and German drama presented in the original language, and with impeccable pronunciation; Shakespeare is made interesting for many; and vocational problems are expertly treated. The readings, dramatic presentations, and all other broadcasts are carefully integrated with the State course of study; and the programs are approved by the State Department of Education and the Radio Committee of the Minnesota Education Association. Many administrators have said that an effort will be made to arrange teaching schedules for the coming year so that teachers who wish to use these programs will be able to do so.

A second questionnaire survey covering the entire state showed that the number of classroom listeners had jumped from 17,000 to 26,000 for the second semester programs. Letters and cards from home listeners indicated that, in addition to the classroom listeners, parents of many school children are in the radio audience, as are many others who feel that the programs will be culturally advantageous for them.

Other programs such as convocations, art talks, child welfare discussions, and music appreciation programs are made available to many of the classroom listeners.

Many teachers are turning to news broadcasts regularly. These teachers are having the students follow their maps and relate the programs (current events and regular news broadcasts) to history, geography, civics, or sociology in such a way that these courses begin to “live” for the students.

Reports from both teachers and administrators are as encouraging as is the statement of J. W. Studebaker, U. S. Commissioner of Education, and Chairman of the Federated Radio Educational Committee, “There is not the slightest doubt in my mind that radio will become one of the most powerful constructive forces for the education of our people if we devote adequate attention to the development of truly educational programs.”

Summer Sessions

The University of Minnesota will offer its usual program of regular and special courses during the terms of the Summer Session this year, from June 19 to July 28, and from July 31 to September 1. A series of special institutes will be offered at the Minnesota Center for Continuation Study while the Summer Session is in progress. The sessions will provide a variety of recreational activities including golf and tennis tournaments.

British in Hong Kong

(Continued from page one)

Chiang Kai Shek was beginning to enjoy a degree of unity and security for life and property such as she had not known since the fall of the Manchus. In July 1937, Hong Kong's merchants and bankers faced the future with a subdued and chastened optimism. At the same time they realized that while Chiang Kai Shek's continued success would gradually increase the total Western imports into China the Colony's relative share of the larger total might well be less, even though the actual value might be larger than at present. The establishment and maintenance in China of law and order, impartial justice and an administration free from "squeeze"—in short a security comparable with that of Hong Kong—would lessen the necessity of storing goods and depositing funds in the Colony for safekeeping. Left to themselves Western interests would prefer to continue using Hong Kong as their trading and banking center, since past experience has made them skeptical of Chinese ability permanently to maintain a satisfactory government. Pressure, however, would be exerted upon them in various ways, for Chinese Nationalists resent the existence of foreign rule in Hong Kong and will extend no favors to it as long as it is a British possession. The high Chinese tariff for example would gradually lead foreign firms to establish factories in China instead of exporting manufactures through Hong Kong, a tendency which has existed for some years. The same causes of increasing security and governmental pressure would ultimately deprive Hong Kong of its position as the foreign banking center of South China. The decline of the enterpôt trade and of foreign exchange banking would be very slow and gradual. Its progress would depend upon such factors as the rapidity with which China industrialized, the continued success of the new currency, and the amount of pressure which the Chinese Government felt it expedient to exert. So far, however, as one could decipher the future in the summer of 1937 it appeared that while Hong Kong would continue to be a very important trade center it was nevertheless a slowly diminishing asset.

The strategic situation has also become far more unfavorable to British interests than it had been a generation earlier. Great Britain's former naval supremacy in the Far East was based on four factors, the geographic position of Hong Kong, its maintenance as a first-class naval base, the ability of the main fleet to reinforce the strong China squadron and the alliance with Japan. Only the geographic factor remains, and the very position of Hong Kong, about 1,100 miles from Japan, makes one wonder whether it may not be an outpost and a strategic liability rather than an asset. The fortifications have been considerably strengthened during the past two years; but the naval station is still second-class and the main fleet would have to use Singapore 1,445 miles away as its base of operations. The new fortifications would merely delay the fall of the Colony unless the fleet could be sent to its relief.

British pre-war naval supremacy was partly based on the geographic factor that the rival naval powers were all in Europe within convenient reach of the bases in Great Britain. The emergence of a great naval power halfway across the world places the British fleet at an immense disadvantage, since it would have to operate so far from its base against an opponent fighting in his home waters. Singapore is too distant to be an effective base of operations since it is over 2,200 miles from Japan. Such a war, moreover, would require the bulk of the fleet; and today and for some years to come Great Britain has not enough ships to send a powerful fleet to the Far East and yet leave a force strong enough to cope with possibilities in the Mediterranean and the North Sea. Important though British interests are in Hong Kong and China they are only of minor importance compared with her security in Europe. Until that is assured the main fleet cannot go East of the Suez Canal. The result is that from the point of view of naval power the Western Pacific falls into three zones. Japan is the dominant power in the north and Great Britain in the south, always assuming that the main fleet were freed from the necessity of remaining in Europe and could be sent to Singapore. The two zones are too distant for either to attack the other very easily since the American zone in the Philippines forms a buffer preventing effective contact. Hong Kong is within the Japanese zone, a threat or perhaps a hostage. Until the European situation is settled or American co-operation is assured, Great Britain cannot follow any policy which would involve her in hostilities in the Far East.

The outbreak of the Sino-Japanese war has introduced so many incalculable factors that the only certainty appears to be that the future will be very different from that which was expected in 1937. The immediate effect was a great increase in prosperity owing to the shipment of munitions and the diversion of part of the trade which formerly passed through Shanghai. This was followed by a decline in trade after the Japanese capture of Canton, whose population has shrunk from 1,500,000 to 25,000. The Canton River is closed to foreign shipping because of the danger of mines; but it is observed that no losses whatever have been incurred by the large number of Japanese merchant vessels which use it. In the event of a Chinese victory the destruction which the war has caused must seriously retard the restoration of prosperity and of the trade of the Colony. The psychological effects also are unlikely to be favorable to foreign interests. Victory would immensely increase Chinese self-confidence, and this would be likely to show itself in a more unyielding attitude than formerly towards foreign rights and interests. A Japanese victory would be much more disastrous to British and to American interests. It is clear from what has occurred in China that Japan intends to strengthen her natural competitive advantages over the West by special advantages to her manufacturers and by ruining her rivals' interests as far as is expedient. It is equally obvious that Great

Britain is precluded at present from any forcible defense of her interests by the state of her armaments, the situation in Europe and the American policy of isolation. These factors make it impossible for her to produce a preponderance of power in the China Seas, the only argument which at the moment would be effective. Remembering the jealousy of Hong Kong which the Japanese have shown in the past, one can be confident that they will not be more forbearing than they have been to Shanghai and Tientsin if in the end the decision lies with them. To date, they have overruled the Colony's trade area but have not yet brought it under their complete control. The future of Hong Kong's trade will depend upon whether Japan has effective control of South China and particularly of Kwangtung Province after the war. That will be determined by such obvious but incalculable factors as the Chinese ability to prevent effective Japanese control, the state of Europe, and American policy. Additional uncertainties will be the extent to which Japan will require foreign loans to develop whatever parts of China she may control, and how far Germany can liberate her from dependence upon foreign assistance by bartering machinery and other essentials for development in exchange for Chinese raw materials. Speculation is unprofitable in a situation which has so many imponderabilia. The one thing certain seems to be that whichever nation wins the war Hong Kong and Western interests will lose.

N.U.E.A. Meeting

The National University Extension Association will hold its twenty-fourth annual conference June 22-24 at Berkeley, California. A feature of the conference will be a talk by Director R. R. Price, of the University of Minnesota General Extension Division, on the Minnesota plan in using radio as a tool in adult education. The general theme of the convention is "Adult Education and the State."

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