

The Interpreter

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EDUCATION A LIFELONG PROCESS



Vol. XV

SEPTEMBER, 1940

No. 1

The Philosophy of University Extension

By Richard R. Price

(Director of University Extension,
University of Minnesota)

EXTENSION teaching has been a constant factor in the affairs of men since the days of Socrates, and we know not how long before. University extension, therefore, must derive from some basic need lying deep within human nature. The similar activities of Socrates and Bishop Grundtvig, so widely separated in time, could not have been merely coincidental. When we come to examine the philosophy underlying these manifestations of the human spirit, we are forced to accept certain assumptions or postulates.

I. The infinite value of the individual.

This is a doctrine common to both the Christian church and the democratic state. It exalts the dignity, the worth and the inviolability of the human spirit. Under this principle we may not approve regimentation or mass action. The precious thing is the personality of the individual. If that is infinitely valuable, it is also infinitely worth cultivating. It follows that the most important task of society is to see to it that each man reaches his full potential stature. He must be encouraged and stimulated to discover and to follow his aptitudes; his latent powers must be fostered and developed; his taste and appreciation must be disciplined and refined. In a word, he must be educated—mentally, morally, spiritually. In the first instance that is the job of the schools. But in the school period only a good start can be made. Then comes the lifelong task of maturing and consolidating the powers and broadening the grasp of things. Hence arise the necessity and the justification of adult education and university extension.

It is true we have had and now have some minor prophets who are dissenters from this doctrine of the worth of the individual. We are told that man is merely an aggregation of unicellular animal matter on its way to the dung heap. Or that man is a thin scum on the surface of one of the smaller minor planets in a relatively insignificant solar system amid numerous island universes stretching millions of light years into the depths of space. Or that man is nothing more than a collection of organized chemical and

"The Philosophy of University Extension" was delivered as an address before the annual meeting of the National University Extension Association, at Ann Arbor, May 15, 1940. Here is the philosophical foundation of the phrase, Learn for Living, which appears this autumn on the announcements of the Extension Division.

physical processes, capable of making mechanical responses to mechanical stimuli.

There could be no urge of university extension for man so conceived or so described. We prefer the evaluation of Holy Writ: "Thou hast made him a little lower than the angels." Or Shakespeare's noble encomium: "What a piece of work is a man! how noble in reason! how infinite in faculty! in form and moving how express and admirable! in action how like an angel! in apprehension how like a god!"

II. The perfectability of man. Man is capable of growth, of improvement, of regeneration. In his body he belongs with the brute creation. Biologically he is an animal. But as an integrated personality, with powers of cognition and reasoning, he belongs in another sphere. His feet are imbedded in the clay of the earth, but his head is among the stars. Man, therefore, has a dual nature: with one he pursues those animal and vegetative processes on which life depends; with the other he thinks, reasons, plans, sees visions and dreams dreams. All this implies—nay, demands—education. Civilization arose from the prehistoric swamps through education. The first time anyone taught someone else something, at that moment the long, slow, tortuous climb of civilization began. As tiny animals with their own millions of bodies gradually lift the coral reef out of the sea, so the bodies and souls of countless nameless men are buried in the ascending walls of our social structure. But education, training, must go on constantly if the slow progress of the race is not to be arrested. The period of formal schooling does not suffice. Here are the opportunity and the continuing

need of adult education and university extension.

There are pessimists who doubt this theory. They say that man is a dumb brute, incapable of more than temporary improvement. What he is today he has always been and always will be. Culture and refinement are only a thin veneer that in time of stress disappears, revealing the savage and abysmal brute beneath. We who are professional educators cannot surrender our faith to this conception. If our own faith is not well founded, then are we of all men most miserable. In that case our incentive would be lost and with it our excuse for existence. I have no fear of that; the resolution and aggressiveness shown by our members are the assurance that we still abide in the faith. But let us keep constantly in mind that progress is not inevitable.

III. The democratic dogma. With this principle there is associated the parallel educational tenet of individual differences. We are informed that in nature no two leaves, no two blades of grass are identical. The psychologists tell us that the same thing is true of human beings in their physical and mental attributes. This makes the educational process at the same time more difficult and more interesting. We must plan for extreme differentiation of instruction, much improvement of guidance, great skill in handling and directing rightly the heterogeneous types of abilities, aptitudes, and skills that have now been revealed. This is a task for the schools but it must be carried on also for adults. Here is where the flexible and adaptable organization of university extension is most valuable.

In a recent article in the *Atlantic Monthly*, President Conant of Harvard has pointed out that the three fundamentals of the Jeffersonian tradition in this country are freedom of the mind, social mobility through education, and universal schooling. He did not indicate that these should cease with arrival at adulthood. These are all a part of the social philosophy of university extension. The democratic dogma and adult education are practically synonymous. In every class, in every rank and grade, there must be opportunity for the gifted to receive ap-

(Continued on page two)

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - - Director Curtis E. Avery - - - - - Editor

SEPTEMBER, 1940

Learn for Living

The announcements of the General Extension Division this autumn bear this slogan: "Learn for Living." Perhaps the implications of that hortatory phrase have never in the history of this country been more cogent than at this moment.

This is a time which makes heavy demands upon the spirit as well as upon the body. This is a time in which civilized men and women find living intolerable without the resources of the heritage which we call culture: the arts, the literature, and the philosophy that represent "the best which has been thought and said in the world." But this is also a time in which living—we might well say *existence*—is dependent, too, upon a knowledge of technology: skill in mechanics, and mastery of science. This is a time, too, when all of us, no matter what our age, are made aware hourly of how much there is to learn and how much to relearn.

"Learn for Living," then, is a threefold exhortation:

1. Learn, whatever your age! "Education is a lifelong process."
2. Learn, that you may really live as a free man in command of the spiritual and cultural dower that is your right.
3. Learn, that you may use the technological forces which science has put into your hands for your physical well-being.

And may we add that we believe *both* cultural and technological learning are essential to the full man, whatever his age.—C.E.A.

Get Help and Counsel

Even the mature students who register for Extension classes frequently find themselves in the traditional square peg and round hole situation. Naturally, many Extension students are bewildered by the numerous offerings in the bulletin, and frequently they register for classes for which they are not fitted or which are not fitted for them.

Moreover, many Extension students feel the need of vocational guidance—even when they are apparently settled in some outwardly satisfactory job. Many an Extension student has the native ability to fill a better job than the one he now holds. There are many *adequate* stenographers or accountants, for instance, who might be *more than adequate* in some other vocation. And, we suggest it softly, there are some students who are spending valuable time and hard-earned money trying to prepare for vocations for which they have little aptitude. And how many students are fundamentally unhappy because they have never quite made the personal, as well as the vocational, adjustments to the modern world which they *must* make if they are to live fully?

This year, the General Extension Division offers, as part of its "Learn for Living" program, new facilities for giving advice and guidance to its students. It offers the services of a trained, experienced counselor to help students analyze their abilities and aptitudes in order to choose wisely their vocational and avocational programs.

This service supplements that which the faculty of the Extension Division are always eager to give. No student should fail to ask for help in choosing his course of study. And no student should fail to ask for help in solving vocational and recreational problems. He has only to call on any member of the staff to be directed and helped.

In addition to the advice of the expert counselor and the educational advice of its staff members, the Extension Division also offers its students the facilities of the University Testing Bureau. Here students may get scientific and objective information about their abilities and aptitudes.—C.E.A.

Philosophy of Extension

(Continued from page one)

propriate training and to move up. But there must also be opportunity for those of lesser gifts to receive training to fill their appropriate niches in society. The gallon pail must be filled, but so also must the pint cup. Our society has not yet reached this goal—but it will; and in this program university extension must play its appropriate part.

Perhaps I should close this brief review by pointing out that probably the best philosophical exposition of university extension as a vital social force ever given was contained in the address by Professor Richard Moulton of the University of Chicago at the first meeting of the National University Extension Association in 1915. He pointed out that the university extension movement is the third of three revolutions in society. The first was the religious Reformation. The second was the political Revolution. Through university extension, culture and higher education became a prerogative of the whole body of the people. He also pointed out that the word "extension" must be understood in three senses: (1) higher education extended to the whole body of the people; (2) education extended to the whole period of life; (3) university methods and high standards extended to all the vital interests of life.

The Art of Reading

Editor's Note: *The following essay is by James A. Moyer, Director of Massachusetts University Extension. It was published in Adult Life Enrichment, May 1, 1940. Students interested in our Great Books classes will find this essay especially interesting, but it by no means is for Great Books students only.*

Many books have been written about reading, but in recent years at least, none which is more provoking, penetrating, or exciting than *How To Read a Book*, by Mortimer J. Adler. Observe that I say "exciting." That word is deliberately chosen. For I defy anyone who has ever taken pleasure in active thinking to read Adler's book and not feel mentally stimulated to the point of excitement. That is a lot to say about a work which is a kind of textbook, in fact is a textbook in the ART OF READING.

Adler, a professor at the University of Chicago, and formerly a teacher at Columbia, says that most people do not know how to read—meaning that most people have never learned the way to get nourishment out of reading. He tells how he himself discovered, while a young teacher, that he really did not know how to read. This discovery came while he was giving a course in great books or literary masterpieces, which he had read

(Continued on page four)

1940-41 Classes

The new bulletin will be available in a few days. It will list nearly seven hundred classes which will be offered this year for Extension students. Here are just a few of the new classes which are described in the bulletin.

Publicity and Public Relations
History of Modern Philosophy
Science and Religion
Recent Social Legislation
American Political Parties
Laboratory Psychology
Social and Political Psychology
Prehistory (Anthropology)
Constructive Accounting

The Great Books

Men and women who want the exciting experience of exploring the records which constitute the roots of modern literature and philosophy without the restrictions which are necessary to more formally academic classes, will be attracted by **The Great Books** classes.

This year there will be a **Great Books** class for St. Paul, meeting Thursday at 6:20 p.m. The Campus class will meet Monday at 6:20 p.m., and will read books which were not on the list last year. Both classes will read in philosophy as well as in *belles lettres*. Mr. Avery will act as leader for both classes.

English Composition

(Composition 4, 5, and 6)

All students who plan to register for Composition 4, 5, or 6 should note the following regulations:

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 **one week before the first meeting of the class.** (He need not take the test again.) Telephone, or 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.**

Schedule

September 26, 7:00 p.m., Room 110, Folwell Hall, Campus

September 26, 7:00 p.m., Room 206, St. Paul Extension Center

October 3, 7:00 p.m., Room 110, Folwell Hall, Campus

Calendar

September 16—Registration begins.
 September 23-27—How To Study Institute.
 September 30—Classes begin.
 October 5—Last day for registration without penalty.
 December 21—Christmas recess begins.
 January 6 (1941)—Christmas recess ends.
 February 8—First semester ends.

Certificates Earned

At the commencement exercises, June 15, 1940, the following students received certificates earned through study in the General Extension Division:

Junior College Certificates

Firehammer, Martha E.
 Johnson, Harriet C.

Certificates in Business

Jensen, Harry A.
 Stromberg, Arnold F.

Certificates in Technology

Anderson, Conrad
 Rocknem, Christian

Certificates in Liberal Education

Clemens, Winfield R.
 Johnson, Annabelle J.
 Wilkes, Lloyd F.

Certificates in Embalming

Berg, Alfred Sheldon
 Bossman, Beryle B.
 Brick, James Donald
 Brinkman, Lorane Robert
 Butter, Robert
 Cairney, William Edward
 Carlson, Robert Louis
 Carver, Earl Berness
 Cudmore, Walter Clarence
 Daehlin, Edward Oswald
 Donatelle, Louis Carmen
 Eddleston, Richard Kermit
 Evanson, Vernon Gerald
 Fox, Leonard John
 Gill, Charles Joseph
 Grina, Lawrence Foster
 Halverson, Bernie Winfield
 Harper, W. Dean
 Haugen, Alvin Milford
 Hogan, Donald Francis
 Huetti, Kenneth Charles
 Hurd, Delwin Walter
 Johnson, Earl Donald
 Jolley, Robert James
 Kelley, Wesley E.
 Law, Edward Ray
 Maetzold, H. John
 McBride, Donald Russell
 McCormick, Robert Irving
 Meyer, Ortwim R.
 Mills, Timothy Cleveland
 Mohr, John Edgar
 Nelson, Chester Allen
 Nelson, Marvill Sanford
 Nelson, Rosemary
 Nichols, Glenn Orville
 Noreen, Winston Frisk
 Nye, Harry Edwin
 Nygard, Martin Cornelius
 Olson, Alfred Harold
 Pietrowski, Stanley Charles
 Rayner, Ahmed Arabia
 Rector, Claude Alexander
 Reynolds, Herbert Morton
 Riffe, Byron Scott
 Rosewarne, James Edward
 Sauck, William Kenneth
 Schallberg, Ervin Laurence
 Shingleton, Edward Ernest
 Sinding, Sigfred Elmer
 Spoktie, Mrs. Gladys Maryum
 Steneman, Ralond Emil
 Strider, Charles Howard
 Todd, Stephen B.
 Twit, Joseph Thomas
 Wilcox, Robert Logan
 Williamson, J. Gerhman

Student Counselor

Mrs. Cornelia D. Williams joins the staff of the Extension Division this autumn as Student Counselor. Mrs. Williams has been a counselor in the University for several years, and has had wide experience in this work. She will direct the service which we have outlined on the editorial page of this issue of *The Interpreter*.

The University of Minnesota has long been recognized as a leader in vocational guidance and aptitude testing among the universities of the United States. The General Extension Division of the University of Minnesota is now among the first in the country to extend this guidance and testing specifically to adult extension students.

How To Register

Students may register for Extension classes by mail or by personal application, from September 16 to October 5. Late registrations are subject to a late 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 23 to October 5, 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 Avenue and Sixth Street South. Telephone Main 0624

St. Paul: 500 Robert Street. Telephone Cedar 6175

Duluth: 404 Alworth Building. Telephone Melrose 7900

Radio Script Writing III

Mr. Luther Weaver offers this year a special addition to his regular classes in **Radio Script Writing**—a class for advanced students who wish to explore individual fields. Students may experiment with verse plays, historical narratives, radio "serials," and other specialized forms.

Powell's Baccalaureate Address

The widely praised 1940 baccalaureate address of Dr. John Walker Powell is now in print and available either from Dr. Powell himself or from the editor of *The Interpreter*. The cost is fifteen cents.

The Art of Reading

(Continued from page two)

previously as a student. Suddenly it dawned on him, like the sun rising over a hill, that he knew almost nothing about these books. He had never really read them; he had only thought he had. He understood for the first time that really to read a significant book means that one must comprehend, critically appreciate, and absorb the message of the writer. For him, this dawning was the beginning of wisdom—the actual commencement of his true education.

Professor Adler makes it clear that there are several kinds of reading, which of itself is no revelation, since many have observed this fact before he did. You may read for entertainment only; you may read for information, which is a step higher in the scale; and you may read for knowledge. His amazing thesis is that few attain this last stage of development, though most of us fancy that a large part of our reading is done to gain knowledge. We deceive ourselves, Adler says. We may be, and perhaps are, getting information; but knowledge is a different thing.

Actually to know, we must understand what the author or writer means. This requires thought and a critical attitude. Thus Adler develops his point that reading is work, hard work, and that the art of successful reading is not to be acquired in an hour or a day. Indeed, Professor Adler contends that to be a masterful reader is the work of a lifetime in which perfection forever eludes us. One marches ahead, improving with time, practice, and constant striving toward the development of a finished reading technique.

Yet, perfectionist though he is, Adler by no means seeks to discourage the humble and earnest reader who would improve his efforts in the struggle with the printed page. On the contrary, the professor's book strives to tell, simply and soundly, how we may learn to make better readers of ourselves. In so doing, we must recognize reading as a complex and difficult skill. We must eradicate or overcome reading habits acquired in school or in later life. For reading habits of the wrong kind, whatever their source, do not help the reader to derive knowledge; they actually retard him. "One way out," Professor Adler says, "is to learn to read better, and then by reading better, to learn more of what can be learned through reading."

Years ago, I was startled to hear a young man who read a great deal describe reading as a dangerous drug which ought to be taken by most people in limited quantities. Later, I appreciated his meaning, which was that the kind of reading many people do is a species of vice that drugs the mind and thus gradually deadens the ability to think. Adler's book

definitely tends to prove the soundness of that harsh criticism. But it also does much more. It provides a remedy—a way of showing how reading may be made a stimulant to intelligent thinking instead of a deadly depressant.

University Extension students, who certainly wish to acquire knowledge as well as information, would do themselves no small service in reading and digesting Professor Adler's book. This is no puff for the publisher. Buy it or borrow it, as you please, but read it for the sake of what it can do for you. A better book of its kind may not be written for some years. Meanwhile, unless you are sure you already know, you should want to learn *HOW TO READ*.

Square Pegs and Round Holes

By Miriam Knoer

(A student in Advanced Writing)

Ethelyn stood beside my desk at the end of a half-hour period of shorthand dictation. Her face showed hopeless bewilderment, and her shoulders slumped. She blinked hard to keep back the tears.

"I couldn't get any of the dictation today. I don't know what I am going to do; it's too fast for me."

I knew that this was true; but I tried to encourage her.

Ethelyn's class was made up of thirty-seven girls who had studied shorthand for one or more years in high school. She, too, had earned credit for one year of shorthand in high school, but it was apparent that she was unable to take the dictation or transcribe her notes accurately. Ethelyn's dejection as she stood there made me want to help her.

I looked up her record. It showed that she had failed Shorthand I the first year she had taken it. She had repeated it the next year and had again failed. She then attended summer school for six weeks and earned credit for the course. In a graduating class of 122, she had ranked 112th. Her vocational aptitude test showed a certain amount of clerical accuracy; but it also showed a personality rating below average, and a low score in the English usage test.

With this information in mind, I spoke to her again the next day after class. "Ethelyn, why did you choose a business course after having so much trouble with your commercial work in high school?"

"My mother wants me to work in an office. She says I have to stay here and get this, but I don't see how I can. I really want to be a beauty operator; I think I would like that."

Her well-groomed hair, her pretty face, and her pleasant manner made me feel that she would probably not only like it but be a success in it too.

But Ethelyn's mother feels that office

work is more respectable than the work of a beauty operator. She is determined that her daughter shall have a place in the business or professional world. This world is symbolized for her by beautifully furnished offices, occupied by important executives and attractive secretaries. Her determination has blinded her to the fact that Ethelyn does not have the ability to acquire the necessary training or to meet the ruthless competition created by hundreds of capable girls who are equally determined to find positions as stenographers and secretaries. Ethelyn is a victim of her mother's unreasonable ambition. She will face the task of finding work—not qualified for the job she will want, and not trained for the one she could do.

Since I have been teaching commercial subjects, I have found that there are too many young people like Ethelyn, trying to train themselves for positions they will never be able to fill. The old-fashioned theory that it is more honorable to work with one's head than with one's hands has overcrowded the so-called "white-collar jobs." Competition there is too keen for many young people. Employment records show bitter disappointment for them. Their lives will be happier, and they will make a better living, if they will prepare for something they can do, and do well.

How To Study

The annual *How To Study Institute* this year will be under the direction of Charles Bird, Professor of Psychology. The five lectures are open without charge to all students and prospective students of the Extension Division. Meetings will be two hours in length. The first half of each meeting will be devoted to a lecture; the second half to questions and discussion. Dates: September 23 to 27. Time: 7:00 to 9:00 p.m. Place: Burton Auditorium, Campus.

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Hobbies and Adult Education

AS you cannot help knowing, hobbies now occupy an important place in the American pattern of existence. Just as we were vitamin-conscious, and spinach-conscious a few years ago, today we are hobby-conscious. If you must convince yourself that this is true, just count the hobby magazines on the rack at your corner drug store; or thumb through any of the current "success books." The latter express such determined views on the matter that, after reading them, we are apt to regard the hobbyless citizen with suspicion. We expect him to be unhealthy.

Perhaps the psychologists, the sociologists, and the medical men are responsible for this situation—unwittingly, of course. And they should not be blamed. They are perfectly right about hobbies. Hobbies can keep us out of psychopathic wards—out of jail—and out of hospitals. But the emphasis is wrong. There is too strong an odor of antiseptic clinging to the coattails of the hobby-advocates, and too much of what they say and write implies the necessity of a choice. "Collect stamps or go to the hospital—quick now make up your mind." One manufacturer of hooks and lines advertised his wares last spring with the slogan: "Fish and stay healthy." Thus the hobby that gave us Izaak Walton and one of the most delightful books ever written is reduced to the level of a mere prophylactic exercise.

IT is time to urge that there are other values in hobbies—time to point out that the educational value is at least as important as the psychological, the sociological, or the physiological value. But when I say this—and when I think of hobbies in relation to university extension—I am thinking of a rather special kind of educational value, and not of the simple and immediate value that is frequently assumed to be inherent in the subject matter of the hobby itself. I have been told that one learns, painlessly, and almost without knowing that one is learning, a great deal about geography by being a stamp collector. I doubt the truth of that statement; and even if it were true, I should not consider it education.

There are many differences of opinion concerning the proper definition of educa-

By Curtis E. Avery

(Assistant Professor of English)

tion. I am on dangerous ground when I suggest a meaning; but when I think of it in its relationship to hobbies and university extension, I think of education as almost synonymous with growth—and the kind of education I have in mind is the kind that one lives *with* and not *on*.

There are tremendous potentialities for that kind of education in hobbies. Indeed, the potentialities are almost unlimited. But they are governed by two restrictions:

FIRST, assurance that we are dealing with a genuine hobby and not with a pastime. And second, assurance that the hobbyist is the kind of person who *can* get real educational value from his hobby.

Now, there is a difference between hobby and pastime. A pastime involves the mere repetition of activity. A pastime sinks without a ripple beneath the surface of daily life; a hobby *swims* on the surface and sends out ever-widening rings across daily life.

Let me change the figure, and say that a pastime is a plot of grass on which one sits in the summer afternoon, idly playing mumblety-peg. A hobby is a field to explore—a wide field—and a hilly field—and from the top of each hill one sees a new horizon and a new hill to climb. Actually, this description of the true hobby does not exclude as many old favorites as you might suppose at first, because it is controlled largely by the kind of person who pursues the hobby.

And the kind of person who will get educational value from a hobby is the person who reckons his age not by years but by his receptiveness to new ideas. He is the kind of person who cannot hear a whisper without striving to learn whence it comes and what it means. He is the kind of person who does not like intellectual fences, and who refuses to play mumblety-peg unless he can devise a dozen new ways of playing it and a hun-

dred different places to play. For such a person, even mumblety-peg can be educational.

NOW, let us explore the educational potentialities of hobbies. A moment ago I spoke of Izaak Walton. His hobby was fishing. The fruit of his hobby was a book, *The Compleat Angler*, which delves not only into the art of catching fish, but also into psychology and literature as well. The modern fisherman, if he makes fishing a true hobby, may become, not only a catcher of fish, but also a scientist, a philosopher, and a lover of literature. That is the educational value of hobbies. If the hobbyist is really receptive to new ideas he will certainly discover that his hobby—even fishing—involves a dozen different arts and sciences, and that each of these in turn involves other arts and sciences. And lo, the hobby has become an education—something to live with and grow with.

I can tell you a true story which illustrates this process. It is the story of a newspaperman I know, who for thirty years has been growing with his hobbies. The growth began with an interest in photography. Now photography involves not only principles of art, but also principles of chemistry and physics. Our newspaperman studied them all, but he was particularly captivated by the new ideas he met in the science of physics. In exploring the principles of his camera lens, he discovered the principles of the telescope lens. He bought a telescope and turned it skywards. Thus he discovered astronomy. And through astronomy he discovered philosophy. And he explored philosophy just as he had originally explored photography.

IF you explore astronomy and philosophy, you will discover eventually that many of the ideas are expressed in foreign languages. Our newspaperman found this out, and forthwith he mastered French and German. It took a long time—but he is the kind of man who measures age, not in terms of years, but by receptiveness to new ideas—and he really mastered the languages. Then his reading in these languages carried him into comparative literature, and back again to

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

(Continued on page four)

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OCTOBER, 1940

Time: The Essence

In an old-world garden stands an ancient sundial on which is inscribed these words: "It is later than you think." One wonders how many a stroller in that sun-lit garden has felt a sudden chilling of the blood as he read those fateful and ominous words. No one has a lease of life; no one has knowledge of his destined end. "Time marches on."

Here is a stern admonition to engage in fruitful tasks, to work for the expansion of innate powers, to cultivate potential abilities. It is also an invitation to savor life to the full while the light holds out to burn. No procrastination; no putting off till next year the beginning of a course of study, the fostering of mental and spiritual growth. Do it now!

It is said that Walter Scott, at a time when he was working strenuously and at top speed to redeem his debts, had engraved on his watch dial the words from the Greek New Testament which are translated "the night cometh." The following words are "when no man can work." Here again the admonition is to be diligent, to garner the fruits, while one may, to be constant in the cultivation of one's garden. Time is an asset, to be used zealously and profitably—not to be buried in the earth. All this cultivation of one's personality, all this growth in power and understanding and wisdom, must be accomplished while the days are going by, before the "years draw nigh, when thou shalt say, I have no pleasure in them."

Shakespeare puts into the mouth of the unhappy King Richard II in his last sorrowful night in the dungeon this poignant line: "I wasted time, and now doth time waste me." That is to this very day the epitaph of the man who, in his heyday of intellectual power, fails to make use of his God-given gifts to build himself into the man he might be—a bulwark of strength to himself and to his fellowmen. The poet tells us that the saddest words are "it might have been." Still sadder are these: "Too late."—R.R.P.

"The First Letter"

Recently we discussed, with Mr. Edwin Ford of the Journalism department, the effect of the "new photography," and the radio, on literary taste and reading habits in this country. Is it possible that "pictorial journalism" will eventually replace our newspapers? Will the camera and the microphone finally make the typewriter unnecessary? And when the journalist no longer writes, what will happen to literature? Will people lose the skill, the temper, and the patience to read?

Shortly after this discussion, our evening duties required the reading aloud of Kipling's *Just So Stories*, and we ran across a passage which seems to settle the discussion. Remember the story of "The First Letter," and how young Neolithic Taffy wrote a letter on a piece of birch bark because she faced what she considered a real emergency—and necessity conceived the first letter? But the letter was composed entirely of rude pictures, which were misunderstood by some important Neolithic leaders with a result that was almost tragic. When the misunderstanding was finally straightened out, the Head Chief spoke to Taffy as follows:

"It is a great invention, and some day men will call it writing. At present it is only pictures, and, as we have seen to-day, pictures are not always properly understood. But a time will come, O Babe of Tegumai, when we shall make letters—all twenty-six of 'em—and when we shall be able to read as well as to write, and then we shall always say exactly what we mean without any mistakes."

All of this is a commentary on how one learns for living. Taffy

(Continued on page four)

New English Classes

The Department of English offers this year an especially attractive program including several new classes. The first of these is **Contemporary Literature**. This course is designed to help students learn for living by giving them an understanding of the literature of today and its relationship with the modern world. It will be taught in the first semester by Mr. J. Albert Sanford, and in the second semester by Mr. Jack W. Conklin.

The English Novel, offered by Mrs. Jesse M. McFadyen, is another new course. It offers an introduction to the literature of the English novel.

Mr. Tremaine McDowell offers **American Literature Since 1885**, lectures on American authors from Riley and Bellamy to Jeffers and Steinbeck.

Mr. Curtis E. Avery offers a new advanced class in writing: **Theory and Practice**. This class is limited to twelve selected students. Application for admission should be made at once.

Communication in Business

Business men and women, and all persons with practical business experience who have to write administrative reports, business articles, public letters, and other forms of advanced business composition, will be interested in **Written Communication in Business**. This is a new class, taught by Mr. John Fitch.

Evening Students' Officers

At a meeting of the council of the Evening Students' Association, June 21, the following officers were elected to serve during the year 1940-41: President, Roy Olson; Vice-President, Agnes M. Olsen; Recording Secretary, Kathryn Stephens; Corresponding Secretary, Maryelle Smith; Treasurer, Frank Litfin.

Perseverance Wins

Perseverance and the opportunities offered by Extension classes won a university degree for Laura Elizabeth Kohout at the June commencement exercises this year. Miss Kohout, a graduate from the Broadway High School of Seattle, began taking courses in the Extension Division in 1925. She took courses in English, mathematics, chemistry, astronomy, Spanish, French, and history. In 1931, she got her 90-credit Junior College Certificate. At the June 1940 commencement exercises, Miss Kohout, who has majored in history and minored in French, was given her Bachelor of Arts degree. Miss Kohout, a secretary for a St. Paul law firm, intends to continue her work in Extension classes.

Program of Extension Classes Available Each Day

MONDAY**CLASSES IN MINNEAPOLIS**

- 4:20 p.m.**
Fundamental Experiences in Design
- 6:00 p.m.**
Vocabulary Building I
Solid Geometry
- 6:20 p.m.**
Selecting and Maintaining a Home
General Botany
Preparatory Composition
Composition 4
Short Story Writing 69
Introduction to Literature 22
The English Novel
The Great Books
Book Reviews
Beginning German 1
Beginning German 3
German for Graduate Students
Narrative Prose (German)
European Civilization 1
Harmony 6
General Physics 7
American Government and Politics I
General Psychology 1
Beginning Spanish 1
Rural Sociology
Practical Speech Making
Speech Correction: Stuttering
General Zoology 1
Histology
Interior Decorating 15
Survey of Conditions and Trends in Nursing
Principles of Accounting and Laboratory 20L
Auditing and Public Accounting
Unemployment Insurance Accounting
Direct Mail Advertising
Elements of Money and Banking
Business English
Fire and Marine Insurance
Textiles
- 6:30 p.m.**
Intermediate and Advanced Swimming—for Women
Rhythmic Exercises for Body Building—for Women
- 7:00 p.m.**
Vocabulary Building I
Philosophy and American Education
Hydraulics
- 7:30 p.m.**
General Human Anatomy
Soil Microbiology
Immunity
Beginning Swimming—for Women
Commercial Drawing I
Senior Electrical Engineering 125
Elementary Algebra
Metallography and Heat Treatment of Iron and Steel
- 8:05 p.m.**
Seminar in Writing
Biography
Abnormal Psychology
Speech 1
Extempore Speaking
Ward Administration

CLASSES IN ST. PAUL

- 5:00 p.m.**
Foundations of Elementary School Methods 181
Construction and Use of Educational Tests and Examinations
- 6:20 p.m.**
Family Relations
American History 20
Human Behavior Mechanisms (Wilder Disp.)
Principles of Accounting and Laboratory 20L
Income Tax Accounting
Business Law 51
Economics 6
Transportation: Services and Charges I
- 8:05 p.m.**
Child Training
Behavior Problems
Europe in the Twentieth Century
Business Law 51
Business Law 52

TUESDAY**CLASSES IN MINNEAPOLIS**

- 4:20 p.m.**
Drawing from Still Life and Pose
- 4:40 p.m.**
Family Relations (N. W. Bank)
- 6:20 p.m.**
General Arts
Physics in Modern Life
Composition 4
Composition 5
Advanced Writing 27
Contemporary Literature
Shakespeare 55
Geography of Asia 120
General Geology 1
American History 20
Harmony 4
Man in Nature and Society 1
Recent Social Legislation
Psychology of Advertising
Intermediate French 3
French Conversation 54
Intermediate Spanish 3
Spanish Composition and Conversation 53
Second Year Swedish
Introduction to Sociology
Social Protection of the Child
Legal Aspects of Social Work
Public Welfare 151
Beginning Acting 32
Speech Hygiene I
Curriculum Making in Schools of Nursing
Elements of Preventive Medicine
Principles of Accounting and Laboratory 20L
Cost Accounting 152
Constructive Accounting
Business Law 51
Business Law 52
General Insurance
Production Control
Foundry Control Methods
- 7:00 p.m.**
Interior Decorating 15
Use of Engineer's Slide Rule
Trigonometry
Differential Calculus
- 7:30 p.m.**
General Bacteriology 41
Orchestra—Section 2
Aeronautics 1
Freehand Drawing 1
General Inorganic Chemistry 9ex
Quantitative Analysis 1ex
Advanced Quantitative Analysis 123-124
Petroleum Products and Testing
Plane Surveying
Elementary Structural Design
Alternating Currents Machinery
- 8:05 p.m.**
Dynamic Geology Laboratory
Publicity and Public Relations
Problems of Philosophy
Science and Religion
Social and Political Psychology
Fundamentals of Direction
Swimming—for Men
Income Tax Accounting
Accounting Practice and Procedure
Business Law 53
Cost Estimating

CLASSES IN ST. PAUL

- 6:20 p.m.**
Introduction to Economic History 80-81
General Psychology 1
Beginning French 1
Beginning Spanish 1
Introduction to Sociology
Speech 2
Speech 3
Practical Speech Making
Art Metal Work (Univ. Farm)
- 6:30 p.m.**
Recreational Gymnastics and Plunge—for Women (Univ. Farm)
- 7:30 p.m.**
Home Landscape Planning
Swimming—for Women (Univ. Farm)
- 8:05 p.m.**
Book Reviews
Speech 1
Elementary Advertising
Radio Script Writing 1
Textiles

WEDNESDAY**CLASSES IN MINNEAPOLIS**

- 4:20 p.m.**
General Psychology 1
- 6:20 p.m.**
Current History
Descriptive Astronomy
Elementary Ecology
Advanced Writing 29
American Literature Since 1885
Early Modern European History
Europe in the Twentieth Century
Bach, Beethoven, Wagner, and Brahms
General Physics 7
American Political Parties
Introductory Laboratory Psychology
Beginning French 1
French for Graduate Students
Social Pathology
Speech 1
Practical Speech Making
General Zoology 1
Histology
Orientation in Simple Handicrafts
Intermediate Accounting
Tabulating Equipment Laboratory and Methods
Governmental Accounting
Elementary Advertising
Radio Script Writing III
Investments 146
Business Law 51
Elements of Statistics
International Economic Problems
Textiles (N. W. Bank)
- 6:30 p.m.**
Badminton—for Women
- 7:00 p.m.**
Music Today
Beginning and Intermediate Swimming—for Women
American Country Dancing—for Men and Women
- 7:30 p.m.**
Indoor and Home Gardening
General Human Anatomy
Soil Microbiology
Immunity
Orchestra—Section 1
Aircraft Engines 1
Life Drawing and Painting
Highways and Pavements 1
Advanced Mechanical Drawing
Senior Electrical Engineering 125
Machine Design
Internal Combustion Engines
Air Conditioning

- 8:05 p.m.**
Prehistory
Composition 4
Theory and Practice
Introduction to Reporting
General Psychology 1
The Family
Speech 2
Speech 3
Personnel Work in Schools of Nursing

CLASSES IN ST. PAUL

- 6:00 p.m.**
Vocabulary Building I
- 6:20 p.m.**
Introduction to Literature 22
Problems of Philosophy
Interior Decorating 15
Accounting Practice and Procedure
Elements of Money and Banking
- 7:00 p.m.**
Vocabulary Building I
- 7:30 p.m.**
Architectural Drafting (Mech. Arts H. S.)
Engineering Drawing (Mech. Arts H. S.)
Advanced Mechanical Drawing (Mech. Arts H. S.)
- 8:05 p.m.**
Cos: Accounting
Auditing and Public Accounting
Business English
Elements of Statistics

THURSDAY**CLASSES IN MINNEAPOLIS**

- 5:00 p.m.**
Basic Principles of Measurement (N. W. Bank)
- 6:20 p.m.**
Art Today
The Human Body in Operation
Composition 4
Composition 6
Glacial Geology
Mineralogy 23
Later Modern European History 59
Introduction to Economic History 80-81
History of Music
History of Modern Philosophy
World Politics
Beginning Norwegian 1
Introduction to Sociology
Principles of Case Work
Introduction to the Theater
Radio Speech
Advanced Advertising Procedure
Retail Credits and Collections 76
Business Organization and Management
Business English
Written Communication in English
Advanced Economics
Transportation: Services and Charges
- 6:40 p.m.**
Accounting Practice and Procedure (McKnight Bldg.)
- 7:00 p.m.**
Figure Drawing and Painting
Higher Algebra
Technical Mechanics
Testing Materials
- 7:30 p.m.**
General Bacteriology
General Inorganic Chemistry
Quantitative Analysis
Advanced Quantitative Analysis
Paint Materials
Reinforced Concrete and Concrete Design 1
Engineering Drawing 1
Descriptive Geometry
Structural Drafting
Aeronautical Drafting
Diesel Engines
Air Conditioning 67
- 8:05 p.m.**
Film and Drama Today
Advanced Norwegian
Salesmanship
Economics 6
Economics of Public Utilities

CLASSES IN ST. PAUL

- 6:20 p.m.**
Composition 4
Composition 5
The Great Books
Geography of Commercial Production
German A
Man in Nature and Society
Advanced Public Speaking 51
- 6:30 p.m.**
Swimming—for Women (Univ. Farm)
- 7:00 p.m.**
Trigonometry
- 8:05 p.m.**
Current History
Preparatory Composition

FRIDAY**CLASSES IN MINNEAPOLIS**

- 6:20 p.m.**
Piano Playing for Pleasure
General Psychology 1
Radio Script Writing I
Advanced Traffic and Transportation I
- 6:30 p.m.**
Consultation Period

CLASSES IN ST. PAUL

- 10:00 a.m.**
Recreational Gymnastics and Plunge—for Women (Univ. Farm)
- 6:20 p.m.**
Principles of Accounting and Laboratory 20L

Hobbies - - -

(Continued from page one)

science, where he encountered new ideas about sound. He began a study of wave-lengths and frequencies. It was but a step from this to music—and he is now one of the best informed and most sensitive music lovers I know.

Now all that I have said about hobbies and education so far may sound a bit idealistic. You may feel that the newspaperman I told you about is a very unusual person, and that he offers no very practical and usable illustration of the educational value of hobbies. It is at this point, then, that university extension classes come into the picture. For one of the very important functions of these classes is to *develop* the kind of men and women who reckon age by receptiveness to new ideas—the kind of men and women who are capable of making hobbies something more than prophylactic exercises—the kind of persons who *can* profit educationally by the pursuit of hobbies.

For instance, in my own classes this year I shall find a number of adults who have registered because they have a general interest—perhaps only a passive interest—in writing or in literature. I shall have failed as a teacher if I do not translate this general interest into a hobby before the year is over. And I shall have again failed if some of these adults do not appear NEXT year in the psychology classes, or the philosophy classes, or the sociology classes, for interest in these subjects should grow naturally from a hobby in writing or literature. And teachers of other university extension classes will feel exactly as I do. These classes exist not only to help students explore new fields and understand new ideas, but also to *give* students new ideas which can be explored. That is the practical relation between hobbies and education—through university extension. It makes little difference what the hobby is—if it is a true hobby. Home gardening may lead to botany, entomology, chemistry, and literature. A study of the birds of Minnesota may lead to the *history* of Minnesota, the history of the world, and the study of French. Handicrafts may lead to art, esthetics, philosophy, and psychology.

Thus the hobby is something more than a cure; something more than an ounce of prevention; and something more than a pastime. It is something to make man forget the years and remember only the new ideas. It *can* be an education—something to live *with*, not *on*.

New Films

A new catalogue of the films in the library of the Bureau of Visual Instruction has just been published. The bulletin is available on request.

"The First Letter" - -

(Continued from page two)

learned for living on one level. The Head Chief learned for living on another level. We learn for living in an entirely different way. And our readers will learn too—but many of them will have still more to learn before they can use Taffy's invention to say exactly what they mean *without any mistakes*. (See list of Extension English classes in the new bulletin.)—C.E.A.

Democracy Begins at Home

Democracy, like charity, begins at home. That is a hard lesson to learn, perhaps; but Americans are learning it, and will learn it even more thoroughly in the months to come. One of the most important tenets of democracy demands that we abide by the will of the majority; and that we not only abide by that will, but also that we make it our own will.

This means that in a democracy the minority accepts the decision of the majority, not only in a sportsmanlike way, but—even more—in a loyal and cooperative spirit. And this spirit animates the true democracy, not only in matters of State involving the election of the Chief Executive and the decisions of national legislative bodies, but also in the elections and decisions of even the humblest of clubs and associations of citizens. Democracy is not so much a system as it is a spirit—a state of mind—and it should flourish first and most luxuriantly in our own back yards, at home.—C.E.A.

English Composition

PLACEMENT TEST SCHEDULE

September 26, 7:00 p.m., Room 110, Folwell Hall, Campus

September 26, 7:00 p.m., Room 206, St. Paul Extension Center

October 3, 7:00 p.m., Room 110, Folwell Hall, Campus

Recent American History

Recent American History (History 22) will be offered by Mr. Edward M. Kane as usual. An unfortunate error in the bulletin states that this class is not offered in 1940-41. The class is, of course, one of the most important and popular of all the history classes. It will be offered on the campus only, in Room 104 Folwell Hall, Wednesdays, at 8:05 p.m.

Adult Guidance

All Extension students are invited to check their aptitude for scholastic work by taking a standardized and scientifically prepared test. This opportunity is offered as part of the Guidance Program. The test will be given in Burton Auditorium, Wednesday evening, October 16. Students may come either at 6:30 or at 8:05.

Mrs. Cornelia Williams, the Counselor, is available for conferences with Extension students in the afternoon and evening now, and throughout the semester. Mrs. Williams will help Extension students with their vocational, academic, and personal problems. Mrs. Williams will be in Room 106 Folwell Hall on Mondays, Tuesdays, and Thursdays, from 6:00 to 9:30 p.m. She will be in Room 502 Administration Building from 3:00 to 6:00 p.m. on Wednesdays. Feel free to call on her, or 'phone for an appointment: Extension Division, Main 8177.

Note Well

Please remember that first semester classes in the Extension Division will begin Monday, September 30. It is impossible to overemphasize the importance of early registration, and of attendance at the first meeting of Extension classes. Don't let the class get started ahead of you. Sometimes it is difficult to catch up with it. And don't forget that Saturday, October 5, is the last day for registration without extra fee. Until October 5, all offices of the Extension Division will be open from 8:30 a.m. to 8:30 p.m., including Saturday.

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FRANK K. WALTER, LIBRARIAN
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The Interpreter



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EDUCATION A LIFELONG PROCESS

Vol. XV

NOVEMBER, 1940

No. 3

Songs in the Moorish Night

By Paul A. Minault

(Instructor in Romance Languages)

THE most profound memory one brings back from Morocco, from its old cities or oases, is not of a picturesque nature. Neither is it color nor light, nor crowd rumors, nor the splendor of the desert, nor the peace of the palm groves. It is a memory of ardent voices, monotonous chants, prayers heard as if in a dream while the whole Arabic phantasmagoria melts into moonlit darkness. Those imperious, palpitating melodies, heard by generations of Moslems, hold the essence of faith. There is a will in the age-old melodies! They seize one and transport him to the eternal nucleus of Islam!

You hear the prayer chants by day, too, but it is in darkest night that they reign, and transcend, in shrill succession, all the noise and distractions. When life seems extinct in the oasis, when at last quiet has settled over the minarets—the scores of Moors invisible and silent, engulfed in sleep—then a few muezzins watch atop the mosques. Often, just before dawn, I listened to their modulated scream as it unfolded up there, like the vultures' wings. Uncanny moments when nothing announces the coming day nor belongs to the spent night! Eternity is heard in the vibration of the first "Allah, All-a-a-ah!" above the palm tops, between two languid clouds.

THE first time I heard them, in Morocco, I heard those endless nocturnal chants, was while acting as a night sentinel. It was with me more a matter of sensation than perception; perhaps I was barely awake, propped up by my gun; it must have been one of those moments when consciousness—or sleep—is at its most unreal point, when the flow of awareness is at its slowest trickle. I did not then know that the holy-men sang all night, close by our camp. Nor can I say that I heard voices. Simply, in an indistinct dream, I felt lifted and wafted away by a powerful, continuous and pulsating vitality, surging and repeating as if in waves. At daybreak, when all the veils of slumber were torn, I retained a clearer impression. I felt that, during the night, I had been initiated into some solemn and closed sphere of the Arabian soul—that very soul whose embodiment, men and things, were to me in the daytime—or

(Continued on page two)

How to Judge a Play

By C. Lowell Lees

(Associate Professor of Speech)

THE average theater patron exercises little critical judgment when in the theater, for the goal of drama is to induce the playgoer to suspend criticism. Occasionally, however, when you tell a friend how keenly you enjoyed a certain play, he arches his eyebrows and says with an inflection that you cannot miss, "Oh, did you like *that* play?" His tone implies volumes—among other things that you know very little about the theater. If you are not too stunned by your friend's superiority and by your own implied lack of theatrical knowledge, you will ask in a bewildered tone, "What was wrong with it?" Or, if your defense mechanism is working, you may ask the same question with an arrogance which suggests that you, too, are a critic.

You are told that the acting was poor, that the direction was bad and—with the finality that brooks no appeal—that the play wasn't even good literature. You are told that plays aren't produced primarily to be enjoyed but to be critically evaluated. To talk intelligently about a play is to point out its flaws. Perhaps hereafter you go to plays with a grim determination to see their shortcomings. You smile with savage glee when you discover that someone has forgotten his lines or when someone trips inadvertently on a rug. You list as a failure an evening of play-going in which you have been unable to detect a mistake.



RONDEL FOR ROBERT

By Bess R. Dworsky

Silence is the end of every song,
And every word must hear its echo die
And know itself unheard. However strong
The singing in the heart, who can deny
Its quick mortality or prophesy
That there is any joy man may prolong?
Silence is the end of every song,
And every word must hear its echo die.
Humming my tune apart, or with the throng
Raising my voice to praise and glorify,
Yet have I learned that quiet is not long
In muting every sound my tongue might try.
Silence is the end of every song,
And every word must hear its echo die.

In order to re-establish enjoyment as a real factor in your dramatic criticism, this article is written. Plays are presented for your enjoyment; it is their sole purpose. This enjoyment is not to be had for the asking, for, to be fully enjoyed, all arts require the participation of the spectator. The theater will solicit this participation with all its force, regardless of your learning, or of your attitude—be it skeptical or enthusiastic. From this attitude you will finally project your feelings into the theatrical production and endow the imaginary characters of the play with real life. Actually you know full well that the realness of the play you are witnessing arises from your own willingness to "make believe." Hence you create from these unreal characters, characters of reality.

IN this way you are truly able to approximate from your own experience the experience expressed in the play. Through this emotional bond you are able to be at one with the finest creative minds. You can approximate the creative force of a Shakespeare, a Molière, or a Sophocles. Your evening in the theater, then, is a pleasurable one and usually brings great satisfaction. This experience is known in art as the "aesthetic experience," and must be had if any work of art is to be appreciated.

Aesthetic experience is also the basis for judgment of the work of art. It demands no action from the spectator; he is not required to rush upon the stage and save the heroine; nor is he required to hide from the villain lest he be shot. The reality of the performance depends upon the spectator's power to accept the illusion. A spectator would be cruelly shocked if he learned that the stage murder he had witnessed was real. The emotions that come to the spectators are not strong enough to produce action. If they become real to the spectator at any time, the illusion of the make-believe is destroyed.

The first test by which to judge a theatrical performance is: Does it keep the spectator intent upon his world of make-believe? Any distractions that upset this world are detrimental to the play. This first test presupposes that the spectator enters the theater fully intent upon playing at make-believe—that he assumes an

(Continued on page four)

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer

Richard R. Price - - - - - Director Curtis E. Avery - - - - - Editor

NOVEMBER, 1940

The Rules of the Game

Every so often one hears someone, usually a young person, complaining about the rules, regulations, mores, conventions, traditions, by which society governs itself and guides human intercourse. These discontented people allege that they are restrained, restricted, thwarted by these intangible but cruelly real bonds; they have lost freedom of the will and the liberty of unlicensed enterprise. Whenever they would turn aside from the highway to wander over unfenced fields, they are confronted by the harsh sign "Verboten." They are "cabined, cribbed, confined," hedged in at every turn.

How much validity is there in this complaint? Is real happiness, is the good life, to be found in a state of utter and lawless freedom? Are the impositions of society founded on no essential and fundamental laws of human nature? These questions are worth examining. They have been the problems of philosophers in all ages.

How would you like to play tennis on a court which lacked all white lines? There would be no chance for the acquisition or display of skill. Technique is gained by the use of trained powers against restrictions. The satisfaction of the game comes from control within the limitations.

Would you have any fun playing baseball without foul lines, where there might be any number of men on a side, and where you might run to any base you chose? Manifestly this would be no fun; no skill could be acquired under these circumstances. The interest lies in overcoming the limitations of the rules through the exercise of skill.

Think for a minute of football without sidelines or endlines; or golf without the rough and without bunkers. Think of any game without rules—even a card game—and you get my point. The interest lies in the development of skill within rules and limitations. In no other way can skill be acquired and satisfaction derived.

The painter shows his skill and vision by obeying the principles of space, perspective, and harmony within the limitations of the frame. He could not feel or convey artistic satisfaction, he could not achieve mastery, were it not for the limitations of his medium. No worthy end would be gained if he wandered erratically all over a canvas without boundaries. His mastery is demonstrated by his achievement within the rules.

The masters tell us that the most difficult, the most trying, form of poetic composition is the sonnet. Why? Because this form is encompassed by the most rigorous rules. The thought, the emotion, must be fully expressed within fourteen lines and within this compact and restricted framework the lines must follow an intricate pattern of rhythm and rime. Only the greatest masters have been successful in this form. The achievement is measured by the skill with which the poet succeeds in expressing his message within the restrictions and limitations of the rules. Without the rules there could be no skill and no artistic result. That is why so much free verse is utterly barren. That is also why we have a few imperishable masterpieces in the sonnet form.

The airplane pilot does not disobey the law of gravitation. No; he subjects himself to it, and against it he plays the law of air in motion and other laws of aerodynamics. He shows his skill by functioning within his limitations. The bicycle racer does not disobey natural law when he goes around a banked curve. He shows his skill by balancing centrifugal against centripetal force, and thus maintains equilibrium. The rules, the laws, the limitations generate skill and grant satisfaction and pleasure to the artist and to the beholder.

(Continued on page four)

Our Contributors

Mr. C. Lowell Lees is the Director of the University Theatre. This year he hopes to see a new and much-needed theater building begun on the campus. Our readers may enjoy the plays in the new building—and in the present one—better for having read his "How to Judge a Play." Mr. Lees teaches Extension classes in the theater arts.

"Songs in the Moorish Night" is the product of real experience. Mr. Paul Minault was once a member of the French Foreign Legion. He now teaches classes in French in the University, and for the Extension Division.

Mr. Edward M. Kane, who reviews *The Pattern of Politics*, is a keen student of the history of American politics, and a member of the Extension Division History staff.

Miss Bess R. Dworsky, author of "Rondel for Robert," has achieved an enviable reputation in the writing of verse. She is a member of the Department of English in the Extension Division.

Songs in the Moorish Night

(Continued from page one)

perhaps prior to now—but fragmentary and fugitive expressions: soaring wings of prayer, intermingled wings filling the night with some Islamic ecstasy, high above a sleeping Moorish city. Emerging from sleep into the obscurity wherein all is caught, where everything is nascent or passive and completely poised what a religious thrill to perceive suddenly that poignant presence!

Another night, I know not why, the holy men sang with an unaccustomed élan, vehement and pure, their shrill long notes taut and vibrant as if impelled by a desire to cast their faith outward to the ends of space. Sleep was impossible. My watch indicated two-thirty. My horse was moving about outside, tethered to my tent-poles. I started out and climbed up cedar steps to an adjoining terrace. After I had pushed a heavy iron bolt, the whole night revealed itself to me.

It was powdery blue, vaguely luminous. The moon's Arabic crescent floated softly by—by this sign the hours are told. Between all the crystal stars in the cool tropical night, the North Star beckoned to my homeland. At my first step on the roof, the muezzin was silent—pure coincidence; but there remained to me exactly the same impression as the one you get when, at night, you approach some thicket where a nightingale is singing and whose song instinctively ceases. Far away, during this strident silence, I could

(Continued on page four)

Books in Review

CHILD CARE AND TRAINING. By Marion L. Faegre and John E. Anderson. The University of Minnesota Press. Fifth Edition Revised, 1940.

Reviewed by Curtis E. Avery

THE title of this book might appropriately have been *Child Care and Parent Training*. If that were the title, I should write a testimonial rather than a review, for the old third edition has been an important factor in my life for five years. Modesty forbids me to say that the book made me a good parent; but candidness demands that I say it made me a better parent than I should have been without the training which the book imposed.

And now the new Fifth Edition Revised comes on the scene. There is no need to make a comparison between this and the earlier editions. Suffice it to say that this, unlike some new and revised editions, is really an improvement of a book that was already good. The emphasis is still on parent education and parent training. That is, there is a tacit and reasonable assumption on the part of the authors, that if parents are to train and care for their children intelligently they must first learn how to understand children, and they must be trained in some of the basic principles of parent psychology and child psychology.

These basic principles are augmented by an invaluable and impressive body of facts, illustrations, statistics, and easily accessible rules. The book is at once indispensable as a handbook for everyday reference, and valuable as a basis for systematic study either for an individual or for a group.

Of course, there are critical objections to the book. Sometimes the psychologist's traditional unwillingness to commit himself is exasperating to the parent who wants the answer to an immediately pressing question. And sometimes the style is needlessly obscure. But the first objection probably indicates only that the authors honestly recognize the limitations of their science; and the second is an objection which can be raised against so many books that it is really only the conscientious protest of a literary idealist.

THE PATTERN OF POLITICS. By J. T. Salter. Macmillan Company, 1940.

Reviewed by Edward M. Kane

A most entertaining and readable book, with scarcely any flavor either of the scholar's dissertation or of the classroom lecture, is *The Pattern of Politics* by J. T. Salter, Associate Professor of Political Science in the University of Wisconsin. The author, whose experience as a college

teacher has taken him to Pennsylvania and to Oklahoma as well as to Wisconsin, has made first-hand studies of the actual conduct of politics in these widely separated sections of the country, and writes of them with understanding, tolerance, and humor.

His concern is not with such questions as theories of politics or of the state, direct primaries, proportional representation, or the decisions of the Supreme Court. As his subtitle, "The Folkways of a Democratic People," suggests, Professor Salter is concerned rather with what the voter wants, what qualities in political leaders appeal to him, what are his ethics, his attitudes and his opinions, and what sorts of arguments and oratory really win elections in America.

The serious reader may find the early chapters of this book quite disturbing. The spectacles of the mayor of one of our greatest cities campaigning with the aid of a cage of rats, of Lee O'Daniel winning the governorship of Texas with the aid of a hill-billy band, or of the contrasting brands of hocus practiced upon Oklahoma voters by Jack Walton and Josh Lee, tend to raise doubts of the success of democracy based upon an electorate so immature and so lacking in political intelligence. But Mr. Salter presents the other side of the picture as well. He devotes one of the most interesting sections of his book to the career and methods of Daniel Hoan, the remarkable public servant who served as mayor of Milwaukee for twenty-six consecutive years and who made it recognized as the best governed large city in America. Other veteran soldiers of the common good to whom he pays tribute are Carter Glass of Virginia and George W. Norris of Nebraska, Nestors of the Senate, famed for their rugged independence, whom the voters delight to honor.

The book is written in a delightfully racy and informal style, with frequent anecdotes and characterizations. The reader will not find here an account of the origins, the background or the organization of political parties, their slogans, symbols, financing, etc.—there is a hint that a later volume may supply much of this—but it does give a genuine insight into the human side of politics.

Dean Debatin

Frank Michael Debatin, Dean of University College, Washington University, was killed in an automobile accident in California, August 3. Dean Debatin was one of the dominant figures in adult education in the United States. His death is a serious loss to all those who are interested in university extension.

Technicolor Films

The Bureau of Visual Instruction has recently acquired a remarkable series of technicolor sound films on American history for a three-year lease. The films are produced by Warner Brothers and have had theatrical runs throughout America. The actors are leading Hollywood figures. Technically, the films are distinctly unusual; and educationally they are invaluable. All films in the series are 16 mm. sound-technicolor; all are two reels, and rent for \$3.00 a subject. Here is the list of titles:

Bill of Rights
Declaration of Independence
Give Me Liberty
Lincoln in the White House
Man without a Country
Romance of Louisiana
Song of a Nation
Sons of Liberty
Under Southern Stars

For further details address the Bureau of Visual Instruction, General Extension Division, University of Minnesota.

Holidays!

The heading is misleading. Extension classes must meet seventeen times during the semester, and no official notice of holidays can be taken. However, Extension classes and their instructors may arrange for extra meetings in order to observe scheduled holidays, if they wish to do so.

By proclamation of the Governor of the state, Thanksgiving Day will be observed this year on November 21. Whatever adjustments in class meetings are made should be arranged for November 21 rather than for November 28.

Other holidays which may occasion adjustments of class meetings are Election Day, November 5; and Armistice Day, November 11.

Advice

**For if despite my youth I too may think
 My thought, I'll say that best it is by far
 That men should be all-knowing if they
 may,**

**But if—as off the scale inclines—not so
 Why then, by good advice 'tis good to
 learn.**

—Sophocles' *Antigone*
 (Translated by Gilbert Murray)

Mrs. Cornelia D. Williams, Counsellor for Extension students is available for conferences at the following times and places:

**6:00 to 9:30 p.m., Mondays, Tuesdays,
 and Thursdays; Room 106 Folwell
 Hall**

**3:00 to 6:00 p.m., Wednesdays, Room
 502 Administration Building**

Call Extension Division, Main 8177 for appointment.

How to Judge a Play

(Continued from page one)

attitude of contemplation toward the production. The entire design of the theater is to hold the spectator through an appeal to his senses. The craftsmen are careful to simplify the patterns of life which they seek to express so that the patterns may be readily understood. On this basis all plays should be quickly understood by anyone. All great artists of the theater have been careful to make this appeal. But, if art is rendered too simple it loses its interest for many. In good plays this difficulty is overcome by keeping the dominant theme or characters simple, at the same time suggesting a diversity of situations and complexities in the background. The play, *Hamlet*, for example, may be enjoyed by anyone because its plot is appealing and understandable. Yet many of the ideas expressed in the play are so complicated that scholars have engaged themselves for years in an attempt to understand them. So, as a corollary to the first test, the play must catch and hold the interest of the spectators.

As the spectator grows in discernment (having seen and compared many plays) he discovers that there are many appeals in the theater other than the purely sensory one. He may contemplate the skill of the artists in producing theatrical art. While a good production is so blended as to defy careful inspection, yet it is an exciting game to note the arrangement of materials, to note how they were selected and arranged. There were so many craftsmen employed in the theater, each creating his own phase of the production, that any analysis of the materials used is a real task. The playwright has selected characters and situations; the director, actors and technicians; the technicians, lights and scene flats; and the actor, his past experiences and observations. It is fascinating to see and to contemplate the skill these artists have used in producing their work, to evaluate their techniques, to estimate the tools that fashioned the materials into a design. This attempt to see how the ghost is manipulated, or rather, see the ghost itself, may upset the illusion of make-believe for a time, but it opens up another source of enjoyment. This permits another test for the production. This is the test a mechanic would use in judging an automobile—does it run smoothly and efficiently without the consumption of too much energy? From the materials used, has a powerful production evolved?

Another method of judging a play is to evaluate it as a composition. This brings us to an analysis of its form. From an artistic standpoint this is the highest level of judgment. An art object may be pleasing to the eye. This further analysis seeks to discover why this is so. In this

The Rules of the Game—

(Continued from page two)

These examples might be multiplied but they suffice for my purpose. Life itself is not governed otherwise. The living of a good life within the rules of the game is itself an artistic achievement. We are told that a man is not judged by the cards he is dealt but rather by the way he plays his hand. "God will not look you over for degrees and titles but for scars." The man who lives his life conscious of its rules, restrictions and limitations but determined, nevertheless, to develop and use his skill in obedience to those laws, will achieve artistic success. The rules of the game and the mastery of them through the acquisition of skill are the essential conditions of worthy living.—R.R.P.

study, unity of the production is the first aspect, for without it the production would be a hopeless confusion. The actor, director, technicians, all work together to produce a unified whole. If the scenery overshadows the play or the acting falls short of the play, the unity will be destroyed.

Other aspects that may be considered in the analysis are the proportion of the play, its balance, its rhythm, its grace or effortlessness. All these elements underlie the spectator's view of the form of the play. The spectator, then, going to a play may enjoy it for its artistic form, for its design and technique, or for the sheer joy of creating a make-believe world. A play may be a very good play and well-produced, and still we may not like it, for our tastes play a great part in our appreciation of any art form. The fundamental basis for our criticism must rest upon the extent to which we enjoy a play, either because it reveals artistic values and skill, or because it affords us the aesthetic experience.

Songs in the Moorish Night

(Continued from page two)

hear the other muezzins responding.

My muezzin replied in turn, and at once there was no one but he, nothing but the biting, sharp clamor which in one long-held breath, filled all space. Of the man I could see nothing; only the tower from which arose the voice, separated from my terrace by two others farther away, a silhouette of shadow almost spectral in the blue depths. But what certainty of being; what a living force; what a triumphant will in this utterance of an enthusiastic faith! It was no longer to me the naïve, almost raucous, call to prayer; it seemed to evolve, to modulate, and to cease, recommencing according to a set pattern of waves, a tide of inspiration. It was as if the man were chanting for himself, like the nightingale, drunk with solitude, with possession of the night, drunk with freely venting his passion for the absolute.

And beyond the minaret, the sprawled expanse of the *casbah* was vague and pallid. Not a soul in sight. No other noise

but those voices. The changing detail of beings and things had disappeared. Only the essential and the permanent remained. This chant was of the soul, the Islamic soul which is incarnate in millions of beings, will be in millions yet to come.

An Educational Exercise

"Take up a book on some subject with which you have more than casual familiarity; sharpen two lead pencils, one black and the other red; underline in black each sentence or word that expresses a fact that you know to be a fact or can verify as such; underline in red each word or sentence that expresses a mere opinion as to the desirability or undesirability of the matter in hand. When you have finished, look it all over. Then do the same thing with the works of three or four writers or speakers who are pretending to inform the public on current affairs. Two benefits should result. You will sharpen your wits for reading and for the quest of truth. You will have some basis for discrimination among those pretending to instruct you. Surely the process is educative and the outcome is educational."

—Charles A. Beard,
In *Journal of Adult Education*

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EDUCATION A LIFELONG PROCESS

Vol. XV

DECEMBER, 1940

No. 4

Our Non-Reading Public

By Edwin H. Ford

(Assistant Professor of Journalism)

ALTHOUGH we pride ourselves in the United States upon our high percentage of literacy, the fact remains that of our three media of mass appeal, the radio, motion pictures, and the press (which is here used to include books, magazines and newspapers), only the last named serves its public by means of the printed word. The popularity of motion pictures and radio as sources of entertainment and information carries the implication that large numbers of our people are becoming increasingly interested in receiving impressions through pictures and the spoken word. If we add to the considerable number of literate devotees of motion pictures and radio, those of our population who do not read easily, it may be inferred that for millions of our countrymen the pull of the printed page is not so compelling as some of us would like to believe.

If this inference is accepted, it cannot be ignored or shrugged off with the smug reflection that there will always be an intellectual minority receptive to communication through printed words. Minorities, no matter how ably constituted, do not have today the prestige they held in earlier and less socialized eras. Moreover, if the United States is to unify and integrate its democratic culture, the techniques by means of which impressions and ideas are presented to the public need thoughtful scrutiny.

NOT only is the problem of significance to readers, but it is also perhaps of greater moment to writers. The manner in which the golden glitter of Hollywood has diverted to its own purposes the output of the dramatist and fiction writer is generally recognized. It is difficult today to write a play or book without seeing the genial spectre of the Hollywood talent scout.

From the field of entertainment, in which it has offered serious competition to books and the theater, the screen has moved on, with its news reel journalism, to provide a fragmentary substitute for newspapers and magazines. To many people it is more thrilling to see and hear Senator Hornblower intone fifty words in a screen presentation than it is to wade through a verbatim account of his speech in a newspaper, or to follow a penetrating analysis of his policies in a magazine.

The spoken word, with its radius increased in motion picture houses a thousand-fold over that of theaters and the lecture platform, now assails the nation from the varnished throats of some 40,000,000 radios. If reading bores you, if the movies, the theater, or the lecture hall is not convenient, you have an arm-chair substitute in your radio. Music, drama, news, lectures, serial stories are here available from dawn until midnight. It is not difficult to believe that the average American turns on his radio before he brings in the morning milk.

IN the sphere of entertainment, the very real service which the radio performs by providing millions of listeners with a better musical background than has heretofore been possible, has been momentarily eclipsed by the incredible success of the radio serial story, called by the trade, "soap operas," because soap companies were among the first to sponsor such programs. The way in which vast numbers of people, chiefly women, have welcomed this modern form of spoken narrative casts a still larger and darker shadow over the beleaguered publisher. Housewives may now dust their living rooms to the accompaniment of Handsome Harry Heathcote's impassioned protestations of undying love, or substitute the fragrance of a moonlit garden for the more prosaic aroma of a simmering pot-roast.

As the radio has drawn to itself a large audience in the realms of fiction and

drama, so has it, to an even greater extent, created a demand for news and informational service. No longer does the newspaper expect to be first with the announcement of an important news event. When it is remembered, however, that radio news service is largely provided by newspaper men and newspaper facilities and that radio flashes in amplified form in newspapers are available to radio listeners for more complete information, it is seen that the spoken words of the radio and the printed words of the newspaper are oftener complementary than competitive.

To what extent the American public will become ear-minded rather than eye-minded it is difficult to say. In both speech and writing there is much which does not need nor merit close attention; but the radio can provide a background of blurred, half-formed impressions more easily and pleasantly than can reading. The disinclination of the masses to accept other than emotional appeals has been recognized by a majority of our newspapers since the days of the elder James Gordon Bennett. Simplification of written content and the use, first of line drawings and later of half-tone illustrations were chief among the devices used to catch the attention of the fickle public. The comic strip, introduced into journalism in the '80's, soon outdistanced the caricature and cartoon in popular favor, and the introduction of the continuity strip, or story told by a series of drawings, made an appeal as great as that of the radio serial, and to a group similar in many respects.

THE advent of the modern camera with its vastly improved lens and speed gave newspapers another opportunity to increase their non-reader appeal. Since newsprint paper did not at first lend itself readily to photographic reproduction, and the laboratory side of photography had to be speeded up considerably to meet the demands of daily publication, magazines, with their glossy paper stock and their less frequent publication dates, led the way in the development of modern camera journalism. The picture tabloids have been using photography for mass appeal since 1920, but it is chiefly during the latter half of the 1930's that the ad-

(Continued on page two)

CHRISTMAS
SEALS



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Your Home from
Tuberculosis

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - Director Curtis E. Avery - - - - Editor

DECEMBER, 1940

Tune Up!

MODERN education prides itself on its excellent music training program in the elementary and high schools. "Pride goeth before a fall." Recently we saw a letter from Mr. Burke Morrissey, former pianist and accompanist with the Ritz Trumpeteers, who has in recent years toured the United States from coast-to-coast, giving programs before high school and college audiences. He wrote: "The general musical education and inspiration of the students and their musical organizations would be advanced immeasurably if the discordant piano could be educated out of our schools."

Mr. Morrissey goes on to say that most of the school pianos he has used in his many years of concert work are "unfit to play."

"The piano itself not only sounds bad, but it throws all the instruments off, causing bad intonation and a bad musical impression in general.

"It is rarely a lack of money which is responsible for a bad piano," says Mr. Morrissey, "as one will often find that thousands of dollars have been spent on things of much less importance—even in the music field, such as band uniforms, and so on—while the harmony of all the general musical work, individual and collective, is sacrificed to a cheap, discordant piano!

"Those who know the value of this much-needed improvement, surely should find it advisable, helpful and worthy to make an effort to do something about it, in fairness to the pupils and all concerned."—**H.B.G.**

Consider the Pioneer

WITHIN the last year, several perspicacious critics have attacked America's spiritual unpreparedness. Among the leaders in this attack is Archibald MacLeish, poet, and librarian for the Library of Congress. Mr. MacLeish speaks for many when he says:

"... unless we regain in this democracy the conviction that there are final things for which democracy will fight—unless we recover a faith in the expression of these things in words—we can leave our planes unbuilt and our battleships on paper, for we shall not need them."

Now we submit that many of us in the Middle West have access to a reservoir of spiritual preparedness because of our especial closeness to the pioneers who established those things which we are now arming to defend. To us, the pioneer is not a mysterious figure. Neither is he a cold historical fact. When we talk of pioneers, we are apt to find ourselves talking about our own families or the families of our friends. The Minnesota pioneer has gone but a few steps over the hill; his shadow hovers even now over our prairies and along our rivers. What can that shadow teach us? What can we learn that will give us spiritual preparedness?

These things, at least, we wish to point out: Although the pioneer was an innovator, a "trail breaker," his traditions bound him closely to the past. Willa Cather said of him, "When an adventurer carries his gods with him into a remote and savage country, the colony he founds will from the beginning have graces, traditions, riches of the mind and spirit. Its history will shine with bright incidents, slight perhaps, but precious, as in life itself, where the great matters are often as worthless as astronomical distances, and the trifles dear as heart's blood."

Consider well! How much of what we in Minnesota hold dearest comes from "nearly a thousand years of history" which our pioneers brought with them from Norway, Denmark, Sweden, Ireland, Germany, and England?

(Continued on page four)

Our Non-Reading Public

(Continued from page one)

vance of camera techniques and the skilful adaptation of them by editors of picture magazines have had their effect upon newspapers.

The result has been that newspaper picture editors are coming more and more to consider the part that photographs may play in the service of entertainment and information. Metropolitan papers are today equipped with cameras ranging in size from the miniature types to the immense "howitzers" that catch a dozen or more players in action on a football field, and a camera is coming to be as indispensable to the reporter's kit as pencil and paper. Word pictures of snowbound citizens digging out after a storm are graphically supplemented by photographic illustration; the dramatic and sobering result of an automobile accident adds its candid testimony to the newspaper's record of American life, not as we should like it, but as it is.

The power of pictures to arouse emotion has long been recognized. In general, the camera shot which depicts physical activity or interesting facial expression will find a receptive public. Picture editors call the first type, "the action of motion," and the second, "the action of expression." A third type, known as "the action of thought," is of more recent development and offers opportunities in pictorial reporting that go somewhat beyond the limits of the strictly emotional response. A photograph of Marian Anderson, the negro contralto, singing against a background of the Lincoln Memorial in Washington, D.C., suggests relationships which may do more than merely arouse emotion.

This development of camera journalism on the part of the newspapers has been largely an attempt to give additional interest to their pages for a public which wants to get its information quickly and painlessly. Newspaper circulation shows no symptoms of a decline, but editors are not overlooking any bets in a field of mass appeal shared by such powerful media as the radio and the screen. Radio is now looked upon by intelligent editors as an important ally of the newspaper's news and feature columns, but the wide ownership of radio stations by publishers indicates that the newspaper is resolved to keep a watchful eye upon the potentialities of this vigorous ally.

A survey of the resources which exist in radio, the screen, and pictorial journalism suggests that it is possible to get a fragmentary, evocative concept of what is going on in America with little or no reading. Millions of Americans apparently prefer such a method to the more logical, more difficult task of weighing ideas as they are presented on the printed

(Continued on page four)

Books in Review

FOR WHOM THE BELL TOLLS. By Ernest Hemingway. Charles Scribner's Sons. 1940.

Reviewed by Curtis E. Avery

To the ordinary reader, let me say this: Hemingway's latest novel is one of the most engrossing stories written in America during the last twenty years. Save for one somewhat gruesome digression, it moves smoothly and swiftly with a force that is undeniable. And the digression, although it does retard the development of the main story, is a skilful narrative and not to be regretted. The novel offers romance, suspense, adventure. Above all, it is human. The ending is not "happy"—(horrid word); but neither is it depressing. It leaves the reader, as the endings of great books should leave him, "Calm of mind, all passion spent."

To the prejudiced, let me say this: Don't expect in this latest book by Hemingway whatever it is that you have learned to expect in his novels. Whether your prejudice is for or against, you will forget the earlier Hemingway in this product of a mature artist. This is not only an immeasurably better book than any he has written before; but it is also, save in superficial ways, an entirely different kind of book from the earlier ones.

To the really serious reader, let me say this: Before you begin *For Whom the Bell Tolls*, read "Devotion" number XVII by John Donne (from whence Hemingway takes his title). Read all the "Devotions" if you can. Then read Aristotle's *Poetics* and review his *Nicomachean Ethics*. This preparation will add to your appreciation of the Hemingway book and will illustrate again the continuity of all great literature.

Another thing. If you are a serious reader, you will find this novel almost disturbingly significant in this hour. I mean this: The book presents a pattern for the "conduct of life" in a time of personal and public danger and privation. If the days that lie ahead of us are to be as dark and difficult as many believe, this pattern in *For Whom the Bell Tolls* is, to say the least, challenging.

I am particularly impressed by the fact that the characters who outline this pattern are neither heroic nor resigned; they are human. It is not said of Fernando, for instance, that he is good, or brave, or skilful. It is said, "*Es muy hombre!* (He is much man!) Do you see the force of that? And Anselmo, one of the best characters I have met in modern fiction, says, "I am an old man who will live until I die. And I am not afraid of foxes." Robert Jordan, the hero, is an American. (I hope the fact is significant.) He, too, is *muy hombre*. He, too, is unafraid of foxes.

MY NAME IS MILLION. Anonymous. The Macmillan Company. 1940.

Reviewed by Bess R. Dworsky

In the crash of countries and empires, the fall of Poland seems already like an echo from yesterday's distant past. But *My Name is Million* reminds one movingly and forcibly that for the people who themselves experienced the German invasion, those dark days are not forgotten.

The book is written by an Englishwoman—anonymous for the present—who was married to a Pole and was living in Warsaw at the time of the invasion. In part, the story is her account of the collapse of Poland as she saw it in her flight toward England. But in addition, it is the account of the collapse and destruction of those smaller private worlds which are composed of the people we love and the things we cherish.

There are no quietly idyllic passages in the book. Over the whole story lies the gloom of inevitable disaster and vain hoping. There is the tense waiting in Warsaw for news of England's entry into the war; the waiting by the author and "A," her husband, for organized resistance to the Germans, and later to the Russians; and finally, the waiting for the hour of their escape from the enemy—the author intending to go to England, "A" to France to join the then Allied army.

The ironic tragedy of the book lies in the fact that on the final lap of their flight, after three months of acute physical and emotional suffering, they are captured—almost safe within Swedish territorial waters—by the Germans, removed from their ship, and sent to a German concentration camp. Some time later, the author is permitted to resume her journey to England. "A" is not heard of again.

But the book is more than a personal tragedy, more than an elegy for a fallen Poland. More than the author intended, *My Name is Million* is a disturbing revelation of the narrowness of human sympathy. The characters in the book are united enough in their common misery, but rarely in their understanding. The writer, for example, early in the book praises the intense love which the Pole feels for his land, for the very earth of Poland; but she seems to have no understanding of the desire of the peasant to be himself a landowner, nor does she express any sympathy for him in his bungling mismanagement of affairs he had never been taught or encouraged to manage.

The personal tragedy of the book wrings the heart. But one leaves the story feeling that misery which constricts instead of enlarging the sympathies and the understanding and human values is tragic, unmitigated waste.

New Films Sound

	Rental fee
America Builds Ships (Kodachrome) (1 reel)	\$.25
Shows ship construction in relation to the national defense program. (Advisory Commission to Council of National Defense)	
Causes and Immediate Effects of the First World War (2 reels)	2.00
Starting with Bismarck's formation of the Triple Alliance, the film explains the rising world ambitions of the Reich and the Kaiser's dream of a Middle-European Empire. The war itself is briefly but dramatically chronicled with special reference to the collapse of Russia, the Treaty of Brest-Litovsk, and the formation of the Baltic Republics. The effects of the war are emphasized in the detailed coverage of the treaties of Versailles, St. Germaine, Neuilly, Trianon, and Lausanne. (International Geographic)	
Children of the Sun (1 reel)	1.00
This film shows scenes of wharves, fishing, boats, village streets, community laundries, etc. on the island of Guatemala. (Gutlohn)	
The Fireman (1 reel)	1.00
Portrays in detail the organization and activities of a company of firemen in a modern city. (Erpi)	
Flagships of the Air (1 reel)25
This film is intended to give a complete story of modern commercial air transportation. (American Airlines, Inc.)	
Prophet Without Honor (1 reel)	1.00
This is the story of the midshipman Maury, who being unfit for active service, retired to service in a Bureau, where he made an intensive study of old weather records and mapped out a chart of the ocean's behavior regarding currents and wind directions. When news came to a shipowner that one of his vessels was reported rudderless and that all aboard might be lost, Maury charted its position and found it. He was honored by the whole world. (Teaching Film Custodians)	
Syphony in "F" (Technicolor) (2 reels)50
The theme of the film is suggested by the "Ford Cycle of Production,"	
(Continued on page four)	

News Note

An address on The Adult in Courses in Literature was given by Curtis E. Avery, Assistant Professor of English in the Extension Division, at the annual meeting of the National Council of Teachers of English, which met in Chicago November 21 to 23. Mr. Avery's paper was one of several papers in a symposium on Adult Education. Other papers in the symposium were The Adult in Courses in Writing by William G. Bowling of Washington University in St. Louis, and The Adult in Courses in Speech by Irving J. Lee of Northwestern University. Ralph McCallister of The Adult Education Council of Chicago led the discussion.

Our Non-Reading Public

(Continued from page two)

page. The modern counterpart of the Browning Club of the 1890's now listens to a radio book review, retains a few phrases from it, and sallies forth to present them in what passes for literary conversation. The pamphlet service which radio networks provide to backstop their more solid programs is not, it seems safe to say, appreciably increasing the numbers of readers in the country. In so far as radio broadcasts call the attention of listeners to writers and to material in books, magazines, and newspapers they may be said to exert an influence in behalf of reading.

If reading is to be broadly encouraged, authorship for reading must be developed. Fiction writers today are turning more and more to the screen and radio. If the problems which non-fiction writers present can't be made into motion picture dramas, radio sketches, or news reel episodes, relatively few Americans will give them more than passing notice. Newspapers cover the news, but with only a few exceptions they are giving more space to the limited concept of news provided by cameras and less space to news provided by the brains and skill of writing newspaper men.

The three R's, pride of the little red schoolhouse, and the basis of our traditional educational structure, are being mechanized for the uses of a machine age. Writing has forsaken the pen for the typewriter and the dictaphone, arithmetic is being taken over by the computing machine—while reading, fostered for five hundred years by the development of the printing press, now gears itself, for the purposes of mass consumption, to the intricacies of frequency and wave length, and to the tempo of the camera shutter.

E.S.A. Section Officers

Recently elected class representatives of the Evening Students' Association met on Friday, November 1, 1940, and elected the following section officers:

Collegiate Section

President—Jennie Schey, 727 15th Avenue S.E., Minneapolis, Gl 5354.

Vice Pres.—Dick Cooney, 219 Vernon St., St. Paul, Em 4145.

Recording Sec.—Marjory Lips, 195 Macalester, St. Paul, Em 6429.

Credential Sec.—Harriet Pitchford, 501 Ridgewood, Minneapolis, Ke 5353.

Treasurer.—L. R. Anshus, 3307 Morgan Avenue No., Minneapolis, Hy 0866.

Engineering Section

President—Frank Litfin, 4115 Kenwood Avenue, St. Louis Park, Wa 6951

Vice Pres.—Nicholas Koren, 1519 6th Street N.E., Minneapolis, Gr 5405.

Recording Sec.—Maryella Smith, 697 Jackson St., St. Paul, Ga 1181.

Consider the Pioneer

(Continued from page two)

Next, our pioneer had imagination; that is, he "was able to enjoy the idea of things more than the things themselves." It was this imagination that made the pioneer a creator. It was this that led him to break the prairie sod and build homes and cities when every step of the creative process taxed his ingenuity because he did not have the tools to build easily. Consider well! How much do we rely on the "ready-made" today? Does the shadow of the pioneer suggest another way of meeting the indictment of spiritual unpreparedness? There are still things to be made, books to be written. Can we recapture the joy in the ideas which lead to constructive industry and creative endeavor?

Finally, the pioneer had courage—or faith. He had faith in himself, not in some outside agency which did things for him. He had faith in his own individuality, faith in his traditions, faith in his ideas. Consider well! Do we have this courage, this faith?

Perhaps MacLeish and the other critics are right. We fear that they are. But we in the Middle West at least have the shadow of our pioneers to direct us in spiritual rearmament. And, come to think of it, the rest of the country had its pioneers too. Perhaps we should all consider the pioneer.

C.E.A.

Credential Sec.—Bob Koch, 2174 Summit Avenue, St. Paul, Em 2192.

Treasurer—Jack Thames, 2336 Seabury Avenue, Minneapolis, Dr 2674.

Business Section

President—F. Bertram Guilfoyle, 2123 Irving Avenue No., Minneapolis, Hy 7275.

Vice Pres.—John Roosen, 939 Wakefield, St. Paul, To 3506.

Recording Sec.—Mary Santee, 5520 Osseo Road, Minneapolis, Hy 2806.

Credential Sec.—Virginia Fitzpatrick, 1400 25th Avenue No., Minneapolis, Hy 4482.

Treasurer—Gerald Flattem, 3208 42nd Avenue So., Minneapolis, Dr 6578.

New Films

(Continued from page three)

a giant turntable display at the Ford Exposition Building at the New York World's Fair. In the film, miniature figures come to life and present the story of the influence of many raw material purchases throughout the world.

(Ford Motor Co.)

Wasted Waters (2 reels)..... .50

A picture of the TVA's unified development program in the Tennessee Valley. Available only January to June. (TVA Educational Films)

Silent

Rental
fee

Donald Duck's Day Off and Super Service (1 reel)50

Walt Disney comedies in black and white.

Hamlin Garland (625 feet) 1.50

The introductory sequence of this subject shows the late Hamlin Garland in a series of still pictures revealing scenes of his childhood and following his career on through early manhood into the prolific years of accomplishment. (Haselton)

Address Bureau of Visual Instruction, General Extension Division, University of Minnesota.

Holiday Frolic

The annual Holiday Frolic, Saturday, December 14, will be the first social event of the Evening Students' Association to take place in the new Coffman Memorial Union. The party, which is being planned by Mary Santee and John Roosen, assisted by the General Arrangements Committee, is sponsored by the Executive Council of the organization.

There will be dancing in the main ballroom from 9 to 12:30 with Eddie Fleck's orchestra furnishing the music. Refreshments will be served in the large dining room. Tickets may be purchased from class representatives for 55c including tax, or for 75c at the door.

NOTICE

The opening date for the class in Highways and Pavements 52, taught by Mr. F. C. Lang and originally scheduled to begin November 13, has been postponed to January 8, 1941.

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The Interpreter



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

Vol. XV

JANUARY, 1941

No. 5

The Engineering Manner

By C. H. Dow

(Assistant Professor of Civil Engineering)

THREE or four men scattered about the landscape—two drawing a steel tape along the ground, occasionally taking a measurement or driving a stake; another waving his arms, squinting through a telescope mounted on three legs; and a fourth holding a red and white staff or moving a target up and down a graduated rod—this represents the commonest and perhaps the only picture that most people have of the engineer at work. And even in this picture there is no apparent connection between the engineer and the variety of finished structures which he is known to have planned and for the construction of which he is held technically responsible.

A few words about the simple operations just mentioned may dispel the impression of their apparent casualness and serve to explain what is meant by "the engineering manner." With one type of instrument, the "Y" level, whose telescope swings in a horizontal plane, the height of various points relative to each other may be ascertained; thus, for example, the level stretches and graduated slopes of a highway or railway may be planned to fit the ground over which it passes. Or the "Y" level may be used to determine successive levels in foundation and superstructure where it is impossible to use foot rules and tapes. The other common instrument, the transit or theodolite, is used in exploratory operations to run straight lines, turn angles and get data for mapping and planning. After the location or route has been determined by a study of the map and the data, the theodolite is again used to reproduce, on the ground, the straight lines (called tangents), curves, or layouts as planned.

BUT these instruments must be used by a man who has "the engineering manner." The ability to make precise measurements and observations, to split a division on the graduated measure, to read precisely the figure on the rod through the quivering heat, to be able to set up an instrument relative to its spirit level—all these require that peculiar knack which characterizes the trained engineer. Any engineer may, in a few hours, grasp the

(Continued on page two)

Education Takes to the Network

By Elmer W. Ziebarth

(Instructor in Speech, and Program Director, Minnesota School of the Air)

LAST year, the startling concept of the state as a classroom was developed in connection with the Minnesota School of the Air. Today, we should like to bring to your attention an even more startling concept—that of the entire Northwest as a classroom. Cooperation between the North Central Broadcasting System and WLB has made possible an extension of school services equaled in importance only by the major networks.

This year, through the cooperation of the ten stations which make up the Network, these school programs are available in five states: Minnesota, North Dakota, South Dakota, Wisconsin, and Iowa. That the present semester will show an increase in the number of student listeners is indicated by the fact that within one week of the opening of the fall semester, requests from administrators and teachers for program schedules were approximately two thousand in excess of the supply. The response from school administrators has been most gratifying. That the response from radio officials has been equally enthusiastic, is indicated by the following statement from the manager of one of the stations carrying the programs:

"We sincerely believe that these programs are most helpful to the students in our area and that they are also educational to persons outside the school. We feel fortunate in being able to carry these programs and shall do all in our power to keep the listeners posted about them. We have made arrangements to have the listings of the programs sent to all the schools in this area and shall keep them informed weekly about the School of the Air series."

The growth of the Minnesota School of the Air from the time of its organization in the fall of 1938 has been startling evidence of the general need for supplementary educational programs. During their first semester on the air, these programs had 17,000 classroom listeners a week. During the second semester there were 26,000 listeners; and by the spring of 1940, a survey covering Minnesota and parts of Iowa and Wisconsin showed a regular listening audience of more than 50,000 students a week. The active support of the organizations listed at the end

of this article has been gained during this period, and their help has made the programs increasingly authoritative and valuable.

TEACHERS in the Northwest have ceased to think of school radio as a novelty or as an entertaining stunt and are now eager to utilize educational programs which fit into the organized school curriculum and which contribute to the general educational objectives of that curriculum. For many years, general service radio stations have been producing programs which have been labeled *educational*, but teachers today want to know just how these programs serve the special interests of the pupil. They are not satisfied to tune in programs simply because someone labels them educational. These teachers, too, are looking upon radio with less suspicion than formerly. There was a time when many of them feared that radio would ultimately be used as a substitute for certain types of direct instruction; but now these teachers are beginning to realize that radio is only a *part* of the teaching situation.

Efficient teachers find that there is a tremendous difference between *guiding* a child to *listen* to the radio and *allowing* him to *hear* it. Despite the frequent criticism that educational radio programs do not provide for activity on the part of the student, the listening to which I have referred is an active process. A student who listens carefully and who has had the proper pre-broadcast preparation to enable him to listen effectively, is as active as the child who draws a map, makes a picture, or for that matter, does setting-

(Continued on page four)



Thought for the New Year

By Bess R. Dworsky

Let come no bitterness upon the tongue!
Though long the strain and deep the taste
of pain,
Yet you are not the first whose heart was
wrung.
(What bitter speech lies aching on the
tongue!)

Keep faith alive for those you walk
among;
The spirit has no room for words of doom
Until the final challenge has been flung.
Let come no bitterness upon the tongue.

THE INTERPRETER

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - - Director Curtis E. Avery - - - - - Editor

JANUARY, 1941

New Classes

Registration for second semester classes in the General Extension Division begins January 27. Second semester classes begin February 10. Some of the interesting new classes which begin in the second semester are here listed:

- American Archeology
- American Short Story
- Clothing Selection, Purchase, and Care
- Purchasing Policies and Methods
- Recent Social Trends
- Sales Management
- Stagecraft
- The Newspaper in a Democracy

The following classes, not listed in the Bulletin of the Extension Division, are tentatively scheduled for the second semester:

- Latin America in the Twentieth Century (Hist. 95a)
- Guidance Problems for Workers in Adult Education Agencies (Ed. Psych. 88)
- Community Organization and the Social Setting of Recreation (Soc. 146)
- Alternating Current Machinery (continuation of first semester).

Activities Meeting Jan. 10

A meeting will be held in Physics 150 at 8 p.m. Friday, January 10, to organize evening student groups in some of the activities favored on the Interest Record circulated early in the semester. All students interested in seasonal athletic activities such as basketball, bowling, handball, hiking, hockey, ice skating, ping pong, skiing, swimming, tobogganing are urged to attend. If desired, teams can be formed for participation in regular university leagues.

The Holiday Frolic featured dancing, bridge, and bowling—all high on the Interest Record. It is planned to hold more frequent dances rather than only two annual parties as in the past. Mrs. Helen Mudgett, Instructor in History and an expert at contract bridge, has generously consented to assist with the organization of bridge instruction and parties. Bowling is being organized by individual contact with those who voted this the most popular activity on the Interest Record. For plans concerning new activities, watch *The Interpreter* and keep in touch with Carlyle Smith, chairman, activities committee, 1628 8th St. S.E., Gladstone 1464.

The Engineering Manner

(Continued from page one)

principles involved in the use of an instrument; but the securing of valid results which require precision in observation and accuracy in computation and execution of plans comes only with practice and experience.

During the construction of the foundation for a bridge, we see the engineer in charge walking about rather casually, occasionally conferring with the contractor, the superintendent, or the foreman. But if we follow him into his shanty office, we will see him poring over his blueprints, checking his observations. If we look about the grounds again, we see another figure, the inspector, a sort of fifth wheel in the enterprise, who seldom speaks, but who keeps a watchful, alert eye on the construction activities. Once, when the writer was a youthful inspector, he reproved a workman who was hastily covering defective masonry with an overabundance of mortar. The response was, "Charrlie, ye have an eye like an aigle." The inspector, present during every working moment, is responsible to the engineer in charge for the faithful execution of the details called for in the construction plans. If a patch shells out of the surface of a concrete highway, or if a loose rivet is found in a steel structure, the situation is characterized as "faulty inspection."

These are some of the visible evidences of the "engineering manner" at work; but back of this, unseen, except when one ferrets it out, is the vast amount of calculating, drafting, and planning which underlie each important project. Also, before the first sketches are made, there are preliminary conferences with policy-making bodies, investors, and others holding purse strings. In these conferences, only the engineer with prestige coming from conspicuous accomplishment is sought for advice. Such conferences also demand "the engineering manner."

A consulting engineer will sometimes have a faculty for quick observation which seems uncanny even to his fellows. To illustrate: the operation of railroad trains by steam engines through a certain tunnel in the summit of the Cascade Mountains some years ago had proved to be difficult and dangerous. After the operating officials had decided to change to electricity, an exploratory party was sent out from St. Paul by the chief engineer

to find a suitable site for hydro-electric development. We took along from Minneapolis a celebrated consulting hydraulic engineer. On the way out he examined in great detail the maps of the original railroad location in so far as they threw light upon the topography of the canyon which contained both the railroad and the river which the railroad would harness.

Upon arriving at the scene of our work, we took the hydraulic expert up the canyon and back on a railway handcar (going slowly and making frequent stops)—all in the space of a few hours. At one stop on the return trip he said to our chief of party, "Mr. . . . , build the dam here. Landmark the place in your mind." At a point farther down stream he said again tersely, "Build the power-house here, note the situation carefully." He then returned to the Twin Cities alone and presumably made his report to the chief engineer of the railway. Although we spent an entire winter surveying and mapping, our work only confirmed his judgment; the dam and the power-house were later built on the precise spots indicated during the first handcar survey.

At the camp we had a copy of a textbook on hydraulics by our expert. The rather unimaginative chief of our party often searched its pages in vain for the secret of that elusive, seeming instinct with which the sites for the dam and power-house had been determined. You see, the expert had the "engineering manner," born of thorough training, exact knowledge, and wide experience.

Noteworthyies

A sonata for violin and piano, composed by Jack Conklin, Instructor in English for the Extension Division, will be played at the Art Museum Concert in Cleveland on January 14.

Mr. Conklin, who teaches the second semester course in contemporary literature, will have an article in the February issue of *The Interpreter*. Asked for a brief summary of his essay, he wrote in reply: "It will deal with the importance of having an understanding of contemporary literature for the proper understanding of our contemporary scene. It will show how the complexities of the present age are reflected in the literature, and how the literature is invaluable in arriving at the proper appreciation and evaluation of these complexities and perplexities—the whole directed at the general reader—not the student."

The Extension Division of the University of Minnesota is represented on three committees of the National University Extension Association for 1940-41. Mr. Richard R. Price is a member of the Committee for Constitutional Revision and of the Committee on Federal Aid.

Mr. Curtis E. Avery has been appointed chairman of the Committee to Study Publicity Materials.

Books in Review

TRELAWNEY. By Margaret Armstrong. Macmillan Company.

Reviewed by Bess R. Dworsky

THIS biography of Edward Trelawney should bring delight not only to the reader of biographies but even to young boys in search of a great swashbuckling hero whom they may admire and—perhaps to the distress of their parents—seek to emulate.

As in *Fanny Kemble*, Margaret Armstrong succeeds in imbuing her historical characters with that vitality which too many writers can achieve only in their fiction. But the very nature of the biographical material here makes Trelawney more colorful and exciting than *Fanny Kemble*, that is, as soon as Miss Armstrong finishes her introductory genealogical discussion and gets the hero of the story on the scene.

Time and again in the course of the book one reads passages that seem vaguely familiar. That feeling of familiarity, however, is traced down to its source: one is recalling related scenes in *Two Years Before the Mast*, in *Roderick Random*, in *The Dauber*, and in other tales of the sea. And on the other hand, the delicate idyllic passages of the book remind one of *Typee* and of *Green Mansions*.

Most of all, of course, one is struck by the similarity between the real Edward Trelawney and Byron's Don Juan. Storms at sea, lovely exotic maidens, bold chieftains, caves, courageous rescues, brave encounters—these were as much the fare of Trelawney's life as of Don Juan's. More than that, in physical appearance, too, Trelawney was the sort of man Byron himself would have liked to be.

For that reason, it seems very strange that when Trelawney met Byron and his friends, it was Shelley not Byron towards whom Trelawney felt himself drawn. In fact, Shelley was one of the two people—the other was Zela, Trelawney's first wife—who left the most lasting effect on the adventurer. And both of these, for Trelawney, passed through his life like a stream of liquid fire.

Shelley's friends did not fare so well. They seemed to be of less stature than Shelley himself and less greathearted than Trelawney. Even Byron seems petulant rather than Byronic.

One can be sure, of course, that *Trelawney* is not an exhaustive biography. One might even suspect that to some extent incidents have been slightly Bowdlerized—else one must conclude that in the midst of great temptations remarkably little sinning occurs. But even though this criticism be true, the book is none the less an exciting and useful addition to one's reading.

ODD NUMBERS, or ARITHMETIC REVISITED. By Herbert McKay. Cambridge University Press. Macmillan Company.

Reviewed by Thomas A. H. Teeter

EVERY public school teacher and every student of elementary mathematics can well afford to read *Odd Numbers, or Arithmetic Revisited*. As the author points out in his foreword—arithmetic is the Cinderella of mathematics—doing all the drudgery—"but Cinderella has her glass slippers."

Our attention is especially attracted to the discussion of Logarithms, Proportion, Comparisons, Weights and Measures, "the delusive average," and Scales of Notation. The author takes the magic and mysticism out of the subject of logarithms so that even the grade-school student can see how they were created and what they signify. In the treatment of the much-neglected subject of proportion, the author points out the usefulness and practical application of this valuable arithmetical tool by numerous homespun examples.

Much more could have been done with the chapter on Comparisons, especially for American readers, who are interested not so much in how many herrings laid head to tail will reach around the world as in how many feet they can stop a motor car in when it is traveling sixty miles per hour. The author might have saved more lives, if not more souls, had he pointed out that sixty miles per hour is equivalent to eighty-eight feet per second and that it takes a considerable fraction of a second to get the brake pedal in action.

The discussion of weights and measures is an intelligent treatment of the subject and presents the best argument for the status quo, and against the metric system, we have seen. There is real scientific basis for the arguments here presented.

The simple but delusive arithmetical sport of averaging is often indulged in by half-baked statisticians. A chapter is devoted to enlightening the uninitiated on this treacherous practice. It is interestingly written and is not beyond the comprehension of the average reader.

A discussion of approximations leads the reader gently by the hand through the subject of incommensurable numbers such as the familiar π and e of arithmetic and algebra, with a passing mention of the *sine* and *cosine* series of trigonometry.

In conclusion, scales of notation are very briefly discussed showing the relationship between the familiar decimal and duodecimal systems of notation. A great deal more could have been done with this chapter, but it is ended hurriedly as if the author were off to stop Hitler.

Feature Films

The films listed below are among the most interesting and most popular films offered by the Bureau of Visual Instruction. The films, which the Bureau secured at great expense, are highly recommended for schools and other organizations that can use them. Last year both the *Lincoln* film and the *Tundra* film were particularly popular. Their appeal should be as great this year.

ABRAHAM LINCOLN (10 reels)

All months except February.....\$10.00
February.....\$12.00

Directed by David Ward Griffith; story by Stephen Vincent Benet. Traces life of the Great Emancipator from log cabin to death in presidential theater box. Made "with charity toward all and malice toward none." Absolutely free from sectional bias. In it Lincoln—portrayed by Mr. Walter Huston—lives as Boy, Youth, Man—his life an epic of America. Not the Lincoln of Bronze Monuments and Marble Sculpture, but the Lincoln of Flesh and Blood; divinely human—loving—thinking—fighting. (Walter Huston, Una Merkel, and all-star cast.)

TUNDRA (8 reels).....\$8.00

A saga of the North. Dramatizes the triumph over the bleak wasteland perils of a physician whose plane crashes as he flies alone to a stricken Eskimo village. Afoot he struggles to his goal; but, ironically, only he is saved. He outwits menacing bears, wild dogs, moose, caribou. He catches for food: porcupines, rabbits, and fish; makes friends of other small animals.

SILENT ENEMY (6 reels).....\$6.00

Hailed as one of the screen's greatest achievements, it tells the story of the American woods Indians before the White Man came to take away their hunting grounds. Produced by W. Douglas Burden of the American Museum of Natural History, it unfolds an absorbing chronicle of the Indians' never ending quest for game and their ceaseless struggle against hunger—their "silent enemy." Authentic throughout, with an all-Indian cast, a tensely dramatic story and thrilling animal fights, this production appeals to all groups and to all ages.

LITTLE MEN (8 reels).....\$6.00

The film version of the famed Louisa M. Alcott classic.

OLIVER TWIST (7 reels).....\$7.00

This story by Charles Dickens concerns the adventures of a young orphan, Oliver Twist, in the heartless city of London. The boy, penniless and unversed in the ways of the city, falls in with a gang of crooks. He is trained to be a pickpocket, falls to make good, is rescued by a benevolent gentleman, and climbs at last into an atmosphere of respectability and affluence. Dickie Moore has the title role. Simple, appealing and childish, he wins all hearts and supplies a quaint central figure. Irvin Pichel as the cunning Fagin is superb. William (Stage) Boyd is the evil Bill Sikes.

Calendar 1941

January 6	Classes resumed after Christmas recess.
January 27	Registration for second semester begins.
February 3-7	Final examination period for first semester.
February 6	English placement tests.
February 10	Classes for second semester begin.

Education Takes to the Network

(Continued from page one)

up exercises. It is simply a different kind of activity. Utilization in general, of course, consists in preparation, participation, and follow-up methods and procedures. These may be divided into subject-matter classifications, and radio education experts producing school programs do so for the convenience of teachers.

These broadcasts frequently serve as a source of materials; they make possible the presentation of conflicting points of view; they increase, as has been pointed out by many educators, "the number, the variety and the intensity of children's interests;" they tell the student something about what is going on in other parts of the world, familiarize him with current events, and guide him in judgment and evaluation. They contribute both directly and indirectly to the worthwhile use of leisure time.

The three following programs have been added to the Minnesota School of the Air this year:

Let Freedom Ring! John W. Studebaker, United States Commissioner of Education says: "The purpose of this program is the promotion of a study of our civil liberties as they were formulated in the Constitution of the United States." Scripts for this series are made available through the cooperation of the United States Office of Education. In these programs the student will find evidence of the courage, the struggle and the triumph of men and women who fought to win and safeguard the civil liberties expressed in the Bill of Rights.

Your Health and You. This is a program planned and presented by Dr. William A. O'Brien, Professor of Preventive Medicine and Public Health at the University of Minnesota. Questions concerning the health and hygiene of students are authoritatively answered by these discussions.

Following Congress. This nationally recognized program, the script for which is being made available through Station WHA at the University of Wisconsin, dramatizes the activities of the United States Senate and the House of Representatives.

The following schedule of the Minnesota School of the Air indicates the grade level for which the features are designed, as well as the nature of the broadcasts:

MONDAY	
11:00 a.m.	Old Tales and New—Primary Grades
2:00 p.m.	Guidance for the Future Worker—Junior and Senior High School
TUESDAY	
11:00 a.m.	(No School of the Air)
2:00 p.m.	Current Events—Grades 6 through 9
WEDNESDAY	
11:00 a.m.	Your Health and You—Ele-

	mentary Grades and Junior High School
2:00 p.m.	German and French—High School and College
4:15 p.m.	Band Clinic—School Bands

THURSDAY	
11:00 a.m.	Music Appreciation—Junior and Senior High Schools
2:00 p.m.	Representative Authors—Junior and Senior High School English Classes

FRIDAY	
11:00 a.m.	Let Freedom Ring—All Social Study Classes
2:00 p.m.	Following Congress—All Social Study Classes

These programs are originated and broadcast by WLB, and are carried by the following stations comprising the North Central Broadcasting System.

Station	Location	Frequency
KWNO	Winona	1200
KATE	Albert Lea	1420
KGDE	Fergus Falls	1200
KVOX	Moorhead-Fargo	1310
KRMC	Jamestown	1370
KDLR	Devils Lake	1210
KGCU	Bismark-Mandan	1240
KLPM	Minot	1360
KABR	Aberdeen	1390
WDSM	Duluth-Superior	1200

Following are some of the educational and scientific agencies which cooperate in producing the programs of the School of the Air:

State Department of Education
Radio Committee of the Minnesota Education Association
United States Office of Education
South Dakota Education Association
National Vocational Guidance Association
Minnesota State Medical Association
Minnesota Public Health Association
American Association of Teachers of French
American Association of Teachers of German
Minnesota Band Masters Association

Study Institute

The General Extension Division cordially invites all students and 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.

Charles Bird, Professor of Psychology, will be in charge of the institute. Mr. Bird is the author of *Effective Study Habits*, the textbook used in the How To Study classes in the day session of the University.

The study institute at the beginning of the first semester had a total attendance of approximately fifteen hundred students. The lectures this semester will provide students who were unable to attend in the fall with another opportunity to get advice on how to study effectively.

The institute will be held on five consecutive nights from Monday, February 3, to Friday, February 7. Meetings will be from 7:00 to 9:00 p.m. in Room 1, Vincent Hall.

An Adventure in Literature

By Allan G. Campbell

(Written in the class, Preparatory Composition)

My tastes in reading have changed continually since I first began to read books. By the time I was twelve years old, I had, as a result of an indolent nature—abetted by a pleasant-voiced father, who sought me as a companion on his constant literary excursions, which included almost every book available to him—failed to develop any specific literary preference. Comfortably relaxed in his great soft lap, I fought Indians, crossed the Red Sea with Moses and braved the icy Delaware with Washington. My taste shifted to fit the book or paper at hand—the Bible, the *Encyclopaedia Britannica*, the Alger Series, as well as a classic or two. Any independent reading accomplished during those years was confined to textbooks, for which I most certainly lacked taste.

During my high school years my tastes in reading began to develop. My father's lap had become the sanctum of a younger member of the family; forlornly I went in search of adventure. For a long time I plundered the seas with John Silver, Captain Blood, and others of that ilk. I defended France with the three musketeers and fought the Arabs with Beau Geste. Then like an aged and weary Crusader home at last, I found a haven with David Grayson in his *Adventures in Contentment*, *The Friendly Road* and *Adventures in Solitude*. That fine simple philosophy of Grayson's found an eager ear, an ear still ringing from the clang of swords and shrieks of dying men. Now soothed and sustained by those homely tales, I was content to lead a more peaceful life, and Philosophy found an ardent pupil.

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

FRANK K. WALTER, LIBRARIAN
UNIVERSITY OF MINNESOTA LIBRARY
MINNEAPOLIS, MINNESOTA

The Interpreter



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EDUCATION A LIFELONG PROCESS

Vol. XV

FEBRUARY, 1941

No. 6

The University of Minnesota Press

By Dorothy A. Bennett

(The University of Minnesota Press)

LETTERS carried by convoy, envelopes opened by the censor, and checks authorized by government inspectors in the far corners of the world come each day to a small office in Wesbrook Hall. Those letters are orders for books—not war materials. In Berlin, Moscow, Tokyo, Brussels, Genoa, Peiping, Cairo, Bombay, Sydney; in Poland, Switzerland, the Dutch East Indies, Rumania, the Netherlands, Brazil, and the West Indies, there are still people who, despite war, defeat, or precarious peace, believe that the search for truth and the diffusion of knowledge are important to the world.

And they call on the University of Minnesota for help. In response, messengers of the University are dispatched daily—missionaries, if you will, in the fields of medicine, law, literature, economics, government, history, botany, geology, child training—and almost any other field of knowledge which you may name. These messengers are the books published by the University of Minnesota Press.

The Press extends the University campus to the ends of the earth. It sends the wisdom of its professors into classrooms the world over, and shares the findings of inquiring minds with eager seekers after information in forty-eight states and as many foreign lands.

THE sign on the door of Wesbrook Hall reads: "University of Minnesota Press Editorial Office, Room 108—Sales Office, Room 100." Under the feet of General College, around the corner from the anthropology museum, over the heads of visual education, are the offices of the University's publishing house. And where is Wesbrook Hall? It's the old dentistry building, now flanked by Northrop Auditorium and the Music Building. Not much room to store paper, set type, print millions of pages, bind some 50,000 books yearly, is it? Room enough, however, because the University of Minnesota Press doesn't do any of these things.

The word "press," in this case, means publishing house. It does not mean a printing machine. Of course, a publisher needs paper, type, and printing machines to make books; but he does not have to keep them under his own roof. In Wes-

Editor's Note: Mr. Jack Conklin, author of "The Value of the Contemporary" will teach Contemporary Literature for the Extension Division during the second semester. This is one of the most successful literature classes in the University.

The University of Minnesota Press and the General Extension Division are, in a way, allied in the task of extending the facilities of the University to the general public. In Miss Bennett's article The Interpreter offers an explanation of what its ally is doing to further the cause of university extension.

brook Hall the University Press does not print the *Minnesota Daily*, it does not print the University bulletins—but it does act as a receiving house for book manuscripts, the meeting place for a faculty committee, the office of highly skilled editors, the headquarters for an active sales department.

IN that old building is a safe full of manuscripts. Some have been delivered by hand, some by post, some from near, some from far away. They are written by members of the faculty, business men, housewives, doctors, lawyers, and others from all walks of life. And what happens to these well guarded manuscripts? Each day one is lifted from the safe, carefully read by an editor, reported on to the director of the Press. Sometimes the director makes the first evaluation of the manuscript.

Now and then, one look is enough to tell that the manuscript is very good or very bad. If it is very bad, it is returned with a kind but frank, truthful note. If it is fair but not suited to the use of the Press, it may be returned with suggestions for revision or for sending it elsewhere.

If the verdict is "good," the official wheels of the Press begin to turn. The director calls a meeting of the Faculty Committee. To this committee Mrs. Harding, director of the Press, then submits her recommendations. They will include

(Continued on page four)

**Second Semester Classes
Begin
February 10**

The Value of the Contemporary

By Jack Conklin

(Instructor in English)

THERE was once a kind, neighborly lady living next door to us, who liked to excuse her really excessive indulgence in detective stories on the grounds that if she were ever to find herself in the predicaments they describe, she would know precisely what to do. And she undoubtedly would. She even confessed to getting a good bit of innocent amusement out of wondering just what she would do first if, some fine evening when she returned from Wednesday night prayer-meeting, she were to find her husband dead among his newspapers, a Malay kris sticking from between his shoulders, and her daughter across the room dying from the poisoned chocolates sent by the latest boy-friend. To me she always seemed a genuinely comic character, but there was no question that she was managing to live a very vivid and exciting life, if only in her own imagination.

What she was doing, of course, was to heighten her awareness to her none too eventful life. Her environment took on a new interest for her, and the seriousness with which she justified herself testified to her complete success. She was no doubt an extreme case—I am sure I have never met another quite like her—but perhaps in the very absurdity of her escape we may find something of value.

TO the minds of many people there are two kinds of books: those which are written today, and which are presumably interesting; and those which were written in the past, looming forbiddingly over the horizon, which are presumably great. Such a distinction will not survive any logical examination, but we can be certain that if contemporary books do seem more interesting to some readers, it is because they do for all of us what the detective stories did for the imaginative neighbor lady: they heighten our awareness of the present, of our intellectual, social, and even physical environment.

Such a heightening of our awareness is invaluable in itself, but all literature contributes to the same end. All good literature, past and present, is, in Matthew Arnold's phrase, "a criticism of life," and as such gives us new and deeper insight

(Continued on page two)

THE INTERPRETER

Published monthly, except July and August, by the General Extension Division, University of Minnesota, at Minneapolis.
Entered as second-class matter, October 2, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - Director Curtis E. Avery - - - - - Editor

FEBRUARY, 1941

How To Register

Students may register for Extension classes by mail or by personal application, from January 27 to February 15. Late registrations are subject to a late 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 February 3 to February 15, all offices will be open from 8:30 a.m. to 8:30 p.m., including Saturdays.

WHERE TO REGISTER

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

English Composition

(Composition 4, 5, and 6)

All students who plan to register for Composition 4, 5, or 6 should note the following regulations:

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

2. 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.

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

4. 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.**

Schedule

February 6, 7:00 p.m., Room 110, Folwell Hall, Campus
February 6, 7:00 p.m., Room 206, St. Paul Extension Center
February 13, 7:00 p.m., Room 110, Folwell Hall, Campus

. . . . Contemporary

(Continued from page one)

into the world in which we live. And there is no reason for joining in the rather fruitless controversy of "why study contemporary writers in college when the classics can teach us so much more?" Only a year ago Willa Cather and Henry Seidel Canby came out against courses in contemporary literature, and the trade journals of the teaching profession were filled with irate and impassioned replies. It is not, after all, a desert-island choice between one and the other, for it goes without saying that a knowledge of the literature of the past is essential to any critical and understanding reading of the literature of the present. But it is also true that contemporary literature, as the great English poet Coleridge said over a hundred years ago, often has a value simply because it is contemporary, and therefore deserves any man's careful study.

To make us aware of the present day and its problems is, in fact, one of the aims of education. If, in a sober mood, we were to ask ourselves again just what, in the last analysis, education is for, we should still find the oldest answer the best: education should serve primarily to teach men and women how to get the most good out of their lives. It may be that, as at present, "the most good" may tend in some minds to be identified with learning a trade or a profession; but the fact remains that this is now, and of necessity must always be, but part of the answer. It requires more than a merely professional education to enable one to think to some purpose about Fascism, Communism, modern art, or a hundred and one other contemporary issues which may be brought to mind simply by leafing through a single copy of *Life*. In other words, it may be said that education has failed if it does not teach one how to live intelligently in the present.

There is much to be said for being closely in touch with one's own times. The great men of the past are often great because they seem so perfectly to sum up their times. In the present day, failure to understand or to keep abreast of what is going on has proved costly to whole countries and ways of living. And the same may be said of the individual and his individual problems. We have heard a great deal from psychologists and educators about the dangers of emotional mal-

adjustment. It may be pointed out that there are also dangers in intellectual maladjustment—in a failure to realize that, whether we like it or not, there are new ideas afloat, or—as more often happens—new interpretations of old ideas, and that they have it in their power to interfere rather seriously with our effectiveness as individuals.

The good woman mentioned at first could make her life reasonably satisfying by trimming it with all the flamboyant paraphernalia of her favorite detective stories, but most of us would not escape into such bizarre ivory towers even if we could. And with the radio bombarding us from the air, and the newspapers and news magazines laying siege to us on land, we run the risk either of being overcome by the incessant shower of tragedy and triviality that constitutes the bulk of any Present, or of becoming impervious to it altogether through sheer over-familiarity. And yet to recognize and understand those ideas and trends which give our age its distinctive and complex flavor should be one of the pleasures of life. And to miss them is to miss that exhilaration and stimulus that living in touch with the present almost always brings.

For every year, every decade, may be said to have its own distinctive color and character. The Roaring Twenties have now been succeeded by the Terrible Thirties, and what name the Forties will bear, perhaps fortunately for us, yet remains to be seen. But the poets and the novelists and the other thinkers who write our books have been quick to feel the changes; they interpret their significance as they see them and as they have affected their own lives. And so it is that the first world war, the furious impact of the Russian Revolution, Mussolini's march on Rome, the fantastic Jazz Age of the twenties in this country, the perfection of the airplane and the radio, Hitler's coming to power, the great Depression—to name but a few significant forces—and, behind them all, the tremendous rise of science in the nineteenth century, that directly or indirectly made most of these phenomena possible, are found everywhere reflected in our literature. And the reader who reads with his eyes open, and is aware, in addition to the story, of what lies behind the book, who sees how *The Grapes of Wrath* or *For Whom the Bell Tolls* are themselves the product of the complex of ideas which in various forms appear in the newspapers, the pages of *Life*, or the talk of the man on the street, finds himself close to a better understanding of his own times. Read in this light, even such frank escapes into the past as *Gone with the Wind* or *Northwest Passage* may acquire a new significance, and the very variety and incongruity of the elements in themselves provide an index to the character of the age.

(Continued on page four)

Program of Second Semester Extension Classes Available Each Day

MONDAY**TUESDAY****WEDNESDAY****THURSDAY****CLASSES IN MINNEAPOLIS**

5:00 p.m.
Psychology of Adolescence

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

6:20 p.m.
Clothing Selection, Purchase, and Care
Minnesota Plant Life
Composition 5
Short Story Writing 70
Introduction to Literature 23
The Great Books
Book Reviews
Beginning German 2
Intermediate German 4
German for Graduate Students
Modern Drama 65
European Civilization 2
General Physics 8
American Government and Politics II
General Psychology 2
Beginning Spanish 2
Social Interaction 6
Rural Organization 110
Extempore Speaking
General Zoology 2
Interior Decorating 15
Health of the School Child
Accounting 25L, Principles and Laboratory
Internal Auditing and Accounting Control 136
Direct Mail Advertising
Radio Script Writing I
Corporation Finance 155
Business Correspondence
Casualty Insurance

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

7:00 p.m.
Vocabulary Building II
Intermediate Tennis—Women
Golf
Senior Topics: Transportation
Hydraulics 129b

7:30 p.m.
Advanced Human Anatomy
Bacteriological Methods
Beginning Swimming—Women
Intermediate Golf—Women
Commercial Drawing II
Elementary Algebra
Metallography 2ex

8:05 p.m.
Seminar in Writing
Latin America in the Twentieth Century
Abnormal Psychology 145
Speech 1
Salesmanship
Hotel Organization and Operation
Business English
Personnel Administration 167

CLASSES IN ST. PAUL

5:00 p.m.
Basic Principles of Measurement

6:20 p.m.
Later Childhood and Adolescence
Human Geography
American History 21
Psychiatric Aspects of Social Case Work (Wilder Dispensary)
Accounting 25L, Principles and Laboratory
Business Law 51
Economics 7

8:05 p.m.
Child Psychology
Europe in the Twentieth Century
Business Law 53
Business Law 54
Cartooning

CLASSES IN MINNEAPOLIS

4:20 p.m.
Drawing from Still Life and Pose

4:40 p.m.
Child Training (N. W. Bank Bldg.)

6:20 p.m.
General Arts 21B
Chemistry in Modern Life
Composition 6
Advanced Writing 28
Contemporary Literature
Shakespeare 56
Geography of North America
Historical Geology 2
American History 21
Early Modern European History 57
Harmony 5
Man in Nature and Society 2
Functions of Government
Intermediate French 4
French Conversation 55
Intermediate Spanish 4
Second Year Swedish
Introduction to Sociology
Public Welfare 152
Speech 2
Speech 3
Beginning Acting 33
Speech Hygiene II
Birds of Minnesota
Principles of P.H.N. 54
Accounting 25L, Principles and Laboratory
Accounting 20L-25L, Principles and Laboratory (Combined)
Cost Accounting 153
Accounting Systems
Business Law 53
Production Management—Time and Motion Studies
Foundry Control Methods

6:30 p.m.
Beginning Golf—Women

7:00 p.m.
Advanced Interior Decorating 22
Water Safety Instructors' Course
Use of Engineer's Slide Rule
Analytical Geometry 13
Integral Calculus

7:30 p.m.
Home Landscape Planting and Materials
Special Bacteriology
Orchestra (Sec. 2)
Aero. II: Elementary Navigation and Meteorology
Freehand Drawing II
Qualitative Analysis—Chemistry 12
Quantitative Analysis—Volumetric
Quantitative Analysis—Premedical
Advanced Quantitative Analysis
Petroleum Products and Testing
Curves and Earthwork

8:05 p.m.
Preparatory Composition
Composition 4
Historical Geology Laboratory B
The Newspaper in a Democracy
History of Religions
Social and Political Psychology
Fundamentals of Direction
Principles of Teaching and Supervision in Schools of Nursing
Swimming—for Men
Accounting Practice and Procedure
Business Law 51
Senior Topics: Statistics
Cost Estimating G.E. 81

CLASSES IN ST. PAUL

6:20 p.m.
Introduction to Economic History 81-82
General Psychology 2
Beginning French 2
Beginning Spanish 2
Speech 1
Extempore Speaking
Art Metal Work (Univ. Farm)
Accounting 20L-25L, Principles and Laboratory (Combined)

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

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

8:05 p.m.
Book Reviews
Social Interaction 6
Speech 2
Speech 3

CLASSES IN MINNEAPOLIS

6:20 p.m.
Current History
Practical and Stellar Astronomy
Taxonomy of Flowering Plants
Theory and Practice
American Short Story
Later Modern European History
Europe in the Twentieth Century
Wagner's Ring of the Nibelungen
Ethics
General Physics 8
European Dictatorships
Introductory Laboratory Psychology
Beginning French 2
French for Graduate Students
Community Organization (Soc. 146)
Speech 2
Speech 3
Practical Speech Making
General Zoology 2
Orientation in Simple Handicrafts
Public Health Administration 106
Advanced General Accounting 139
Cost Methods 133
Advanced Money and Banking
The Securities Market
Purchasing Policies and Methods
Business Law 54
Principles of Economics 6
Business Cycles 149

6:30 p.m.
Intermediate Golf—Women

7:00 p.m.
Music Today 24B
Beginning and Intermediate Swimming—Women

7:30 p.m.
Home Gardening
Advanced Human Anatomy
Bacteriological Methods
Orchestra (Sec. 1)
Intermediate Golf—Women
Aircraft Engines 2
Life Drawing and Painting
Central Stations
Elements of Machine Design
Internal Combustion Engines
Air Conditioning 66ex

8:05 p.m.
Composition 5
Newspaper and Magazine Articles
The Philosophy of History
Guidance Problems for Workers in Adult Education
Business Statistics 112

CLASSES IN ST. PAUL

6:00 p.m.
Vocabulary Building II

6:20 p.m.
Preparatory Composition
Composition 6
Introduction to Literature 23
Advanced Interior Decorating 22
Accounting Practice and Procedure

7:00 p.m.
Vocabulary Building I

7:30 p.m.
Architectural Drafting (Mech. Arts H. S.)
Engineering Drawing 2 (Mech. Arts H. S.)
Advanced Mechanical Drawing (Mech. Arts H. S.)

8:05 p.m.
Current History
Composition 4
Cost Accounting 153
Accounting Topics—Audits and Investigations
Salesmanship
Business Correspondence

CLASSES IN MINNEAPOLIS

4:20 p.m.
General Psychology 2

5:00 p.m.
Construction and Use of Group Aptitude Tests (N. W. Bank Bldg.)

6:20 p.m.
The Human Body in Health and Disease
Composition 5
Elements of Rock Study
History of Music 35-36
Logic
Problems of World Politics
Beginning Norwegian 2
Recent Social Trends
Supervision in Social Case Work
Stagecraft 34
Radio Speech
Camp Leadership
Accounting 25L, Principles and Laboratory
Accounting 25L, Principles and Laboratory (N. W. Bank Bldg.)
Sales Management
Advanced Advertising Procedure
Retail Credits and Collections 76B
Advanced Economics 104
Transportation: Services and Charges II

6:40 p.m.
Accounting Practice and Procedure (McKnight Bldg.)

7:00 p.m.
Figure Drawing and Painting
College Algebra
Technical Mechanics 127

7:30 p.m.
Special Bacteriology
Qualitative Analysis 12ex
Quantitative Analysis—Volumetric
Quantitative Analysis—Premedical
Advanced Quantitative Analysis 124-125
Paint Materials
Engineering Drawing 2
Structural Drafting 22
Diesel Engines
Air Conditioning 68ex

8:05 p.m.
Film and Drama Today
American Archeology
Composition 4
Elements of Public Finance
Principles of Economics 7

CLASSES IN ST. PAUL

6:20 p.m.
Composition 5
The Great Books
Beginning German 2
Psychology Applied to Daily Life
Advanced Public Speaking 52
Accounting 20L-25L, Principles and Laboratory (Combined)

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

7:00 p.m.
Analytical Geometry

8:05 p.m.
Man in Nature and Society 2

FRIDAY**CLASSES IN MINNEAPOLIS**

6:20 p.m.
Piano Playing for Pleasure
Psychology Applied to Daily Life
The Modern Scandinavian Drama
Accounting 20L-25L, Principles and Laboratory (Combined)
Radio Script Writing II
Advanced Traffic and Transportation II

CLASSES IN ST. PAUL

10:00 a.m.
Recreational Gymnastics and Plunge (Univ. Farm)

6:20 p.m.
Accounting 25L, Principles and Laboratory

... Minnesota Press

(Continued from page one)

a record of other publications in the field, an estimate of the size of the edition, cost of production, and probable sale.

If the committee considers the project promising, the members name some campus expert to whom the manuscript will be sent for evaluation. Then the manuscript goes on to some acknowledged specialist outside the University. If the experts say "Do not recommend," the material is packed off to the author with regrets and perhaps a brief summary of the opinion of the experts. If revision might make the material publishable, the author may be encouraged to submit it again after it has been revised. Of course, in many cases, the author has consulted the Press in the early stages of writing his book, and plans for its publication have been mutually developed.

If the experts say "Go ahead"—then the sparks begin to fly. The editorial department swings into action with their red pencils, commas, and special cure for dangling participles. The manufacturing department leafs through the manuscript for the gist of the text and then goes off to consider samples of Baskerville, Scotch, or Janson. Designer Jane McCarthy chooses type, paper, illustrations, bindings, and endsheets to express the message and the mood of the book. And the sales department borrows the manuscript over the week-end to read it carefully in search of information for the book jacket, for prospectuses, and for other advertising pieces. A blank is sent to the author, asking him for his life history, whether he has written other books, what they are about, why he wrote this book, who will buy it, and does he eat crackers in bed?

For the authors are human. There's housewife Daisy Abbott working in her St. Paul garden; political scientist Denis Brogan in the War Office in England; world-famous economist Marco Fanno recently fled from Padua, whereabouts now unknown; foremost bird artist Francis Lee Jaques at work in his New York studio; American introducer of sulfanilamide, Perrin H. Long; labor mediator William Leiserson busy in Washington; Caribbean authority Chester Lloyd Jones; and baby specialist H. Kent Tenney in Wisconsin. And don't overlook Rikstag member Nils Herlitz in Sweden; scholar Douglas Bush in Cambridge; translator Rabbi Levin in Minneapolis; Community Chest director Atwater in Chicago.

There are also faculty authors, for the University Press is a department of the University. One of its main responsibilities, like that of the University, is to seek the truth and make it known. And where better than in its own world-famous faculty can the Press find partners to advance and diffuse knowledge? There are many local authors, for ours is a state institution and our obligation is to serve the

state. More often than not the local author is the one best informed on local problems.

In fact, the first publication of the University was a natural history survey of the state, dated 1872, three years after Dr. Folwell became head of the University. The Press itself was not authorized until 1925, or officially launched until 1927. Since that time it has published more than three hundred titles, almost a million separate volumes, in addition to hundreds of thousands of tests and scales.

How does the Press publish, if it does not print? Someone prints the books, of course, but the Press has no plant. All books are let out for competitive bids, and most of the printing and binding is done by local firms. In fact, in the thirteen years of its existence, the Press has brought hundreds of thousands of dollars from outside the state to be spent on books published by the Press. Some books are financed by University grants, some by learned societies, some by foundations, some by the authors. The Colonial Dames of Minnesota, the Spelman Fund, the Carnegie Corporation, the General Education Board, and others have cooperated in the publication of University books. Some have been financed by Press funds accumulated from the sales of books.

And many of the books do pay royalties. Take *Child Care and Training* by Faegre and Anderson. More than 32,000 copies of this book have been sold (and remember, the average sale of all books of all publishers is *generously* figured at 2,000). Royalties on this book have been turned over by the authors to the Institute of Child Welfare for the publication of the Child Welfare Monograph Series. In like manner all the proceeds (above expenses) from the sale of Dr. Roberts' remarkable bird books have been paid back into the Thomas S. Roberts Fund—a permanent trust for the purchase of books for the University's Museum of Natural History.

Whereas in the early days of university presses, the books dealt entirely with scholarly work, now many volumes that have an informational basis are written for and sold to the general public. For the work of the presses is to diffuse knowledge among all people. The Press carries the findings and the name of the University to far corners of the world where no other word of it has penetrated. Still reaching the scholarly audience with the greater number of titles, the University of Minnesota Press also sells tens of thousands of books to the layman.

Thus a book which bears the imprint of the University of Minnesota Press assures the reader of its reliability—its authoritative place in the field. And it may bear the imprint of some other publisher as well. For the Press has issued many books jointly with the Oxford University Press, the oldest publishing house in the world.

..... Contemporary

(Continued from page two)

The word *literature* is being used very loosely here, and I am aware that nothing has been said about either the relative greatness or the lasting value of the best of contemporary writing. But most books which are also good literature are directed to the general reader, to all of us, whatever our business may be. And the books of today speak to us at first hand, are the results of the age in which we have to live. Simply through this they make us more aware of our age, of its possibilities, problems, and limitations. They let us see ourselves in perspective, so to speak, showing us that we are going about our occupations in the midst of great events and intellectual ferment. They help us to adjust ourselves intellectually to the changing times, and so have a peculiar value all their own.

Sigma Xi Lectures

The Minnesota chapter of Sigma Xi, honorary scientific society, cordially invites students of the General Extension Division to attend the fourteenth annual series of lectures by outstanding University scientists. The lectures will be given in Northrop Memorial Auditorium at 8:15 p.m. Admission free. The schedule is as follows: Friday, January 31, "Chemistry and Our National Defense," Dr. Lloyd H. Reyerson; Friday, February 7, "Your Heart and You," Dr. Maurice B. Visscher; Friday, February 14, "The Common Cold," Dr. Harold S. Diehl; Friday, February 21, "Meeting Middle Age," Dr. William A. O'Brien.

How To Study

Five Lectures

Burton Auditorium, February 3-7
7:00 to 9:00 p.m. No charge

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



The Interpreter

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EDUCATION A LIFELONG PROCESS

Vol. XV

MARCH, 1941

No. 7

Correspondence Study For Groups

By A. H. Speer

(Head of Correspondence Study)

THE University of Minnesota began a new and almost unprecedented plan for correspondence study work for high school graduates of this state in 1932. The plan was the result of an emergency need—the need to provide aid to high school graduates who were unable to attend college away from their home towns because of the restrictions imposed by the depression. That the plan was virtually unprecedented was shown in 1934 when an investigation disclosed that only five other universities and one state department of education had offered, or were offering, similar plans.

The essence of this new plan as devised and put into operation by the University of Minnesota was this: any high school system might offer freshman college courses in its own locality, using the University's correspondence study courses as a basis for the work. The school system secured special teachers to supervise the home study room. Students who registered for this group study plan were required to spend five days each week in study. Specially prepared comprehensive examinations were given by a university proctor when the sequences of work were completed.

THIS plan was started as a measure to cope with the educational emergency of the depression. The enthusiasm of the students and the cooperation of educational officials, however, carried the plan beyond the limits of the emergency. The group study plan is still in operation in the state of Minnesota. Many towns have consistently carried on this college credit study work. Notable among these towns are Appleton, Montevideo, and Little Falls.

About 200 high school graduates have undertaken to earn college credit by pursuing this plan; and, since 1934, 130 of these have entered twenty different colleges or universities. Many of these students have earned forty-five or more college quarter credits before leaving their home towns. The average number of credits earned in one year in these college credit study groups is about thirty per student.

(Continued on page two)

The Two Americas Look at Each Other

By Samuel N. Dicken

(Assistant Professor of Geography)

A SHORT time ago the Brazilian foreign minister remarked that for the first time the United States is taking some notice of Brazil. He was right; the Export-Import Bank had just granted Brazil a loan of 25 million dollars, a substantial notice from more than one point of view. But the new interest of the Americas in each other goes beyond financial transactions; we are learning that a number of our problems of production, trade, and defense are mutual.

In the past the attitude of the Americas toward each other has been one of indifference, except in times of wars, revolutions, elections, epidemics, and earthquakes. Why have we waited for a war in Europe, why have we waited for the shadow of the swastika over the Americas, to drive us into a consideration of our mutual problems? Ignorance accounts for most of the indifference; the people of one part of the Americas know little about the lands and people of other parts. Many North Americans assume that all Latin American countries are tropical, steamy lowlands, and that the people are dirty, lazy, illiterate, and treacherous. Nobody knows what the Latin Americans think of the North Americans, but their observation of the tourists may suggest that all are rich, many are inebriated, immoral, and inclined to have a very superior attitude, either in a bullying or in a patronizing sort of way. There can be little wonder at the extent of the ignorance, on both sides, when it is recalled how little attention is given to the other America in the schools and newspapers of every country on the continent from Canada to Argentine Patagonia.

WHERE the attitude of indifference does not exist, there is often suspicion and distrust. On the part of the Latin Americans there was, and still is, the natural suspicion of a powerful neighbor, a neighbor who has invaded Mexico more than once, sent the marines to Nicaragua, and fomented a revolution in Colombia. Nor has the "good neighbor policy" always created a good impression. More than one Latin American has criticized the lenient attitude of the United States, since they feel that by non-interference, it has al-

lowed left-wing movements to advance in some Latin American countries. The policy of the United States toward Latin America has, it appears, varied from that of a bully with a big stick to a policy of patronizing indulgence; neither has been entirely popular or successful.

BUT, many people say, these differences and causes of friction can be adjusted; the good neighbor policy can be extended, along with numerous trade agreements; and the Americas will become complementary; each will produce what the other needs. This is possible; but the difficulties are greater than most people suppose. For one thing, North and Latin America have certain similarities in climate, products, even in points of view. Mexico is an excellent example of this. Two-thirds of the country is an elevated plateau, fringed with mountains, upon which about three-fourths of the people live, including nearly all the influential people. The summer climate is about like that of central Minnesota, a little warmer in the northern part because of decreasing altitude. The winters are mild, but there is frost and, occasionally, freezing weather. However, since the winter climate has little to do with production, it is not surprising that the products of the plateau are those of the temperate belt: corn, wheat, beans, potatoes, cotton, and, in addition, silver, lead, and zinc. The United States buys some of the minerals, largely because some of the mining properties are owned by United States citizens, but the fact remains that North America does not need any of the staple products of the Mexican plateau.

What we do need in the United States and Canada are the products of the Mexican lowlands, the sugar, bananas, coffee, rubber, and cacao. Some of these, like bananas and coffee, we do get from Mexico, but we could use other products also.

Why don't we get them? In the first place the outlook of the Mexican Government is based upon conditions on the plateau, and little attention has been given to the lowlands. The natives of the lowlands are not trained to grow many crops which would find a ready market in the United States. On the other hand, the United States might have been more willing to supply capital and the tech-

(Continued on page three)

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
 Richard R. Price - - - - Director Curtis E. Avery - - - - - Editor

MARCH, 1941

Correspondence Study . . .

(Continued from page one)

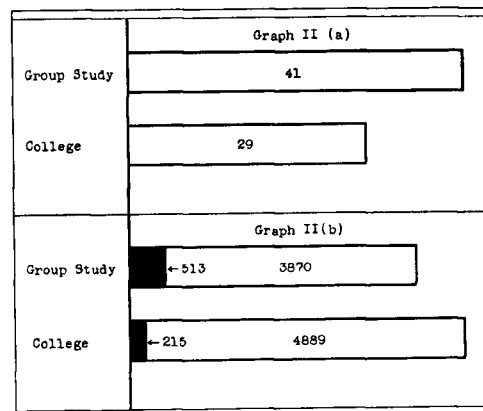
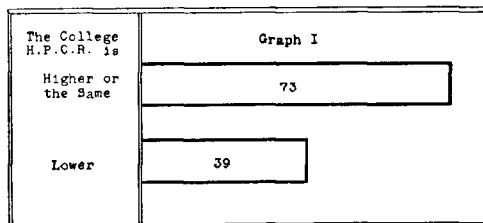
The plan has been successful because it has enabled high school graduates to use their enforced leisure profitably and to feel that they are part of the way toward their goal when they enter college. In another way, the plan has been valuable in that it has tended to eliminate inefficient students and thus to keep from college attendance many who would have been certain to fail in their freshman year.

A comparison between the records of students in these study groups and their subsequent records in college demonstrates the value of group study. Inquiries were directed to the respective school superintendents to learn in what colleges their students had registered. College records were then obtained at the close of the first full year of advanced work, and were compared with the records made in the previous study groups. Grades obtained from the group work and grades obtained from the colleges were reduced to the same honor point credit ratio (H.P.C.R.) basis used in the University of Minnesota. The method of reduction was as follows: three points were given for each credit in a course in which an "A" was earned; two points for each "B" credit; one point for each "C" credit; zero for each "D" credit—and one point was subtracted for each credit in a course in which a failure was recorded. For example, an "A" scored in a five-credit course allows the student fifteen honor points; a failure in the same course results in the subtraction of five honor points. In this investigation, attention was centered on four groups which entered colleges in four different years.

In brief, this investigation reveals three facts: (1) that the percentage of students maintaining or increasing their honor point credit ratio during college residence was about twice as great as the percentage of students accomplishing this feat in group study; (2) that the number of individuals who failed in college work was much smaller than the number of those who failed in group work; and (3) that the percentage of failures of credits attempted was, for the college work, only about one-third of the percentage of failures of credits attempted in the group work.

Point One: The total number of students involved in the four groups was 112. In the first group (46 students), twenty-six students maintained or raised their group-study grade averages after entering college, and twenty lowered their averages. In the second group (27 students), fifteen maintained or raised their averages and twelve lowered their records. In the third group (25 students), twenty-one maintained or raised their averages and four lowered their grades. In the fourth group (14 students), eleven maintained or raised their averages and three lowered their averages. Of the 112 students, seventy-three, or sixty-five per cent, maintained or raised their averages after entering college, and thirty-nine, or thirty-five per cent, lowered their averages. This is shown by Graph I, below.

Points Two and Three: Graph IIa shows that of the total number of persons involved, 36.6% failed in their group work while only 25.9% failed in their college work. Graph IIb shows that there were only 4.2% failures of credits attempted in college as against 11.7% failures of credits attempted in the group study.



Explanation of graphs: Graph I shows the number of students (out of a total 112) who maintained their honor point credit ratio (H.P.C.R.) in college residence compared with the number who lowered their H.P.C.R.

Graph IIa represents a comparison between the number of students (out of 112) who failed in one or more subjects in group study and the number who failed in college residence work.

Graph IIb shows the number of credits failed by 112 students in group study and in college residence. These students attempted 4,383 credits in group study; 5,104 credits in college residence. The black represent the failures. The white represents the credits passed.

Apparently the college credit study plan in local high schools has not only allowed high school graduates to earn advanced credits at home when they were unable to go to college, but has also so trained them that they have done better work in college.

New Film

An unusually interesting film, "The Adventures of Chico" (6 reels sound) has recently been added to the film library. This film, produced by Woodard Brothers, who have made a name for themselves as producers of wild life pictures, was rented to schools for \$25 a day; more recently for \$15 a day. The film bureau has a three-year lease on the film with the promise that it may not be rented for less than \$8 a day.

Listening Hour

One of the most valuable and popular services of the General Extension Division is the Tuesday evening "listening hour" which was inaugurated this year for students who like good music or who hope to learn to like good music.

Each Tuesday evening, from 8:05 to 9:45 Extension students gather in room 202 Westbrook Hall. Here Grieg Aspnes, one of the assistants in charge of the General College Music Laboratory, plays the records which the students request, while they browse among the books, scores, magazines, and related material on the tables and shelves of the room. The music is played on a specially built phonograph and is selected from the 1600 records in the library of the General College. Mr. Aspnes answers questions and gives valuable aid to those interested in music and in the collection of records.

This Tuesday evening listening hour is open to all Extension students without charge. It is completely informal, designed specifically to make available to Extension students the incalculable values inherent in the hearing of good music.

Transfers

Students transferring from one class in the Extension Division to another must inform the Extension office of such changes.

Two Americas

(Continued from page one)

nical skill which is needed on a rubber or sugar plantation, for example. Tariffs and custom regulations have often prevented Mexico from marketing goods in the United States.

What is true of Mexico is true also of many other Latin American countries where the principal activity is either in the highlands or in the temperate belt. In Brazil, Colombia, Peru, and Bolivia most of the people live in the highlands; in Argentina and Chile most of the people live in the temperate belt. In either case, many of the products do not find a ready market in North America.

To sum up the general situation, it seems fair to say that Latin America has developed only one phase of her resources, the temperate belt or highland phase. The tropical lowlands, the products of which could mean so much to North America have been scarcely touched. Nor is this situation to be blamed entirely on the Latin Americans; North American tariff walls and lack of cooperation have been important factors also. But before any far-reaching conclusions are drawn, let us list the major surplus products of the American countries at the present time. Products which the United States needs to import, in large quantities, are listed in bold face type. (It is obvious that we need more specific information about the present and potential production of Latin America.)

Surplus Commodities

Canada	Wheat, linseed, dairy products.
United States	Wheat, cotton, tobacco, corn, oil. (many others)
Mexico	Silver, oil, coffee, bananas, cotton.
Middle America	Coffee, cacao, sugar, bananas.
Cuba, Haiti, Santo Domingo	Sugar, tobacco.
Colombia	Coffee, oil, bananas.
Venezuela	Oil.
Guianas	Sugar, bauxite.
Ecuador	Cacao.
Peru	Cotton, sugar, copper.
Brazil	Coffee, cotton, hides, tobacco.
Uruguay	Meat, linseed, hides.
Bolivia	Tin.
Chile	Copper, nitrates.
Argentina	Wheat, corn, meat, hides, wool.

With many of these surplus products, which normally went to Europe, accumulating in the warehouses, the Americas need each other as never before. For the moment defense problems are uppermost; but naval and air bases and huge loans will not solve the problems, necessary though they be. North America needs more tropical products from Latin America so that the dependence on southeastern

Asia can be reduced. Latin America needs North America as a source of machines, for both war and peace, and of manufactured products.

What is being done, what can be done, to integrate the Americas? In the first place there are the trade agreements which have been arranged with some countries and are being arranged with other countries. Perhaps in the end something substantially like free trade can be established in the Americas, at least with respect to certain products. One can imagine the horrified yowls from the California orange growers at the thought of cheap Mexican oranges; the protests in the corn belt against cheap Argentine beef; the reluctance on the part of many Latin American countries to whom import duties are an important source of revenue. It is obvious, however, that if an effective Pan-American Union is to be created, sacrifices will have to be made.

Trade agreements and even free trade will not necessarily create trade, which is still, in the main, a matter of free enterprise. What is needed is more penetration of North American businessmen into Latin America and vice versa, of course. Why are there not more United States businessmen in Latin America? Because there are restrictions and prejudice against them. (The restrictions apply to all foreign businessmen). Why were the German businessmen successful in Latin America before the war? Because they were subsidized and because they were willing to operate in the face of restrictions and in many cases on a small scale. Perhaps more could be accomplished by subsidizing our tradesmen in Latin America, than by huge loans, the benefit of which, in terms of good will, is soon dissipated.

New Correspondence Study Courses

A number of new courses are now being listed by the Correspondence Study Department. These courses are available now, or will be available in the near future. They are as follows:

Social Psychology, written by Mr. Clifford Kirkpatrick of the Sociology Department. This course will offer an analysis of the social aspects of personality growth and personality interaction.

Psychology of Adolescence has just been completed by Miss Marcia Edwards, assistant to the Dean of the College of Education. **The Physical Basis of Music** is now being written by Mr. Abe Pepinsky. **Child Psychology and Conflicting Issues in Modern Education** are also new offerings. **Mandarin Chinese** and **Visual Education** will be ready soon, and **Survey of Adult Education** and **Elementary Business Statistics** will be available in the autumn of 1941.

Books in Review

HOLY SUBURB. By Elizabeth Atkins.
E. P. Dutton & Company, Inc.

Reviewed by Bess R. Dworsky

TO anyone who, as I did, spent his childhood thinking that the glory of God and the glories of Education were inseparably related in some mystical fashion, *Holy Suburb* will bring not new insight but keener awareness of the power which religion and a desire for learning have in shaping the life of a family, or a community, or even a whole people.

But this novel of the middle-class, Middle-West Admire family, written by a University of Minnesota professor, is not primarily a sociological document. It lies closer to the heart than that, and comes—one suspects—from close to the heart. Its charm for many of us will lie largely in its warm perception of the little sorrows and little delights and little frustrate dreams which, known, form the bonds that make a family one, and which, unknown, form the walls that make that family into separate individuals.

Much of the appeal of the book comes from the recognizable humanness of the characters. No one Admire is admirable with an unnatural consistency. Our sympathy and understanding go now to one, now to another of the family. To Pa, fiery and sensitive, and blundering. To Ma, little and retiring, yet fiercely protective towards those who have been hurt. To Addison, lost in his own world of poetry and mathematics—or perhaps not lost in it but hiding. To Averil, whose dream is of the hearth. Sometimes to Ted, that terrifying and not quite human little sister, all ears and tongue and precocious self-consciousness. Occasionally even to the very proper Susanne. And yes, even to Little Brother, whose young gentleness makes him a separate character in his own unobtrusive right.

Miss Atkins is particularly effective in describing those pleasures and disappointments and embarrassments which strike at the quick of our inner worlds with a strength all out of proportion to their importance in the world outside ourselves.

I do not mean to suggest that the book is flawless. The bustle of characters outside the Admire circle becomes at times a bit confusing. And within that circle, young Ted succeeds least in being a flesh and blood character, although of all the Admirers, we know most about what Ted thinks. Instead, she is largely a disembodied, intense little busybody, an interesting kind of self-motivated jack-in-the-box, popping up in unexpected places. But perhaps Ted will have another novel in which to win her author's affection and—by that token—our affection as well.

University of Minnesota Correspondence Study Courses

ANTHROPOLOGY
Introduction to Anthropology..... 27

ART EDUCATION
Fundamental Experiences in Design..... 16
Interior Decoration..... 16
Advanced Interior Decoration..... 16
Orientation in Handicrafts..... 16

ASTRONOMY
Descriptive Astronomy..... 27

BUSINESS
*Business English..... 16
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
Credits and Collections..... 16
Cost Accounting..... 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
Child Psychology..... 16

CHINESE
*Mandarin Chinese..... 16

CLASSICAL LANGUAGES
Greek
Beginning Greek I, II, III (Three courses)..... 27
Dramatic Poetry..... 16
History—Herodotus..... 16
Latin
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
Principles of Accounting I, II (Two courses)..... 16
Elements of Statistics..... 16
Labor Problems and Trade Unionism..... 16

EDUCATION
Educational Sociology..... 16
Introduction to Secondary School Teaching I, III (Two courses)..... 16
Introduction to Statistical Methods..... 16
Historical Foundations of Modern Education..... 16
History of Modern Secondary Education..... 16
History of Modern Elementary Education..... 16
Junior High School..... 16
Rural Education and Community Leadership..... 16
Extra-curricular Activities..... 16
Basic Principles of Measurement..... 16
Visual Aids..... 16
Adult Education..... 16
Conflicting Issues in Modern Education..... 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
Analytic Geometry..... 27
Differential Calculus..... 27
Integral Calculus..... 27
*Elementary Mechanics..... 16
Technical Mechanics—Statics..... 27
Technical Mechanics—Dynamics..... 27
Strength of Materials..... 27
*Elementary Aeronautics..... 16
Elementary Structural Steel Design..... 16
Steel Bridge Design..... 16

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
20 lessons—½ unit—\$12.50

Steel Building Design..... 16
Plain Concrete..... 16
Advanced Reinforced Concrete Design..... 16
*Direct Current Machinery I..... 16
*Steam Power Plants I..... 16
Heating and Ventilating..... 16
Refrigeration..... 16
*Diesel Engines..... 16
Elementary Air Conditioning..... 16

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
Twentieth-Century Literature II, III (Two courses)..... 16
Shakespeare I, II (Two courses)..... 16
American Literature I, II (Two courses)..... 16
*Preparatory 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

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
Europe in the Middle Ages..... 27
History of Minnesota..... 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
Radio Writing..... 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
Physical Basis of Music..... 16

PHILOSOPHY
Logic..... 16

PHYSICAL EDUCATION
Introductory Principles..... 16
Organization and Administration..... 16
Nature and Function of Play..... 16
Physical Education for Women..... 16
Principles and Curriculum..... 16
Health Education..... 16
Administration..... 16

PHYSICS
Elements of Mechanics..... 16
Introduction to Meteorology..... 16

POLISH
*Beginning Polish..... 16
*Advanced Polish..... 16
*History of Polish Literature..... 16
*Modern Polish Literature..... 16

POLITICAL SCIENCE
American Government and Politics I, II, III (Three courses)..... 16
Comparative European Government..... 27
Elements of Political Science..... 27
World Politics..... 16
American Parties and Politics..... 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
Björnson..... 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

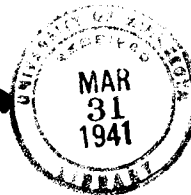
SOCIOLOGY
Introduction to Sociology..... 27
Social Interaction..... 16
Rural Sociology..... 16
Social Pathology..... 16
Social Protection of the Child..... 16
Social Organization..... 16
Rural Community Organization..... 16
The Family..... 16
Social Life and Cultural Change..... 16
The Field of Social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

SPEECH
*Speech Composition..... 16
Playwriting..... 16

HIGH SCHOOL COURSES
Elementary Bookkeeping..... 20
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
Elementary Algebra A, B (Two courses)..... 20
Plane Geometry A, B (Two courses)..... 20
Solid Geometry..... 20
Higher Algebra..... 20
Beginning German I, II, III (Three courses)..... 27
Intermediate German IV..... 27
Beginning French I, II (Two courses)..... 27
Intermediate French I, II (Two courses)..... 27
Beginning Spanish I, II (Two courses)..... 27
Intermediate Spanish I, II (Two courses)..... 27
Beginning Norwegian I, II (Two courses)..... 27
Intermediate Norwegian..... 27
Advanced Norwegian..... 27
Beginning Swedish I, II (Two courses)..... 27
Intermediate Swedish..... 27
Social Sciences A, B (Two courses)..... 20

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The Interpreter



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EDUCATION A LIFELONG PROCESS

Vol. XV

APRIL, 1941

No. 8

Pioneer Minnesota Artist

By Josephine Lutz

(Department of Art Education)

IT is one of the pleasanter tasks of the various adult education agencies to increase the people's awareness of the richness of their lives: the richness of the history which precedes and surrounds them; the richness of the life about them once they have learned to observe and to express their observations.

The writings and sketchbooks of Robert Ormsby Sweeny, recently acquired by the Minnesota Historical Society, should contribute to both kinds of awareness. For they not only provide useful information on some phases of early Minnesota history, but also furnish in the author an excellent example of just such an alert and inquiring adult. (One who might have been an ideal "extension student.")

Biographical data is fragmentary, but the interesting thing is that, lacking the usual material on which biography is built, we are able to reconstruct the life and activities of Robert Sweeny from a study of his paintings and drawings. We are aided in our research by the fact that he dated and annotated them freely and that the manuscripts which he left, but never published, are profusely illustrated.

Robert Ormsby Sweeny was born in Philadelphia in 1831. In 1852 during the wave of immigration which flowed west to the newly opened territories, he came to St. Paul, where eventually he became owner of a drug store. He was instrumental in founding the first Pharmaceutical Society in the state and was a member of the State Pharmacy Board until 1890. Conservation problems were of great interest to him. In fact, in 1875 he became chairman of the State Fish Commission, a connection which terminated at his death in 1902. In 1888 through his efforts a fish hatchery was built in Duluth, and Sweeny moved there to head the new project. Sweeny's professional life was an active one, but it is his art, his avocation, which is our primary interest here.

Art seemingly dominated his attention from the beginning of his life in St. Paul. He early began a graphic record of the buildings in St. Paul. These drawings are accurate, almost to the degree of showing every nail and clapboard, and are

(Continued on page two)

Personality and the Voice

By Melba Hurd

(Department of Speech)

WHEN T. H. Pear, the British psychologist, had been in America only six weeks, he concluded that the faces of American women are among the most pleasing in the world, but that their voices are among the most unpleasing. He wondered if America might not some day think voices as well as faces worth making beautiful.

Since then, "charm" columns in magazines and newspapers occasionally have included articles on the voice. However, since broadcasting has put a definite market value on the speaking voice, and has stressed the importance of suggesting certain personality characteristics vocally, interest in voice has extended far beyond the reach of "Vocal Beauticians." For both men and women are probably less interested in beauty of voice, *per se*, than in what voice says about us as individuals. We are all aware of Mr. Public's propensity for evaluating personality in part on the basis of voice. Observations of this kind are common:

"That woman drives me wild! Her voice sounds as if she hates everybody!"

"My, you can just tell from his voice that he's substantial and conservative, can't you!"

Mr. Public may be wrong, but he knows what he thinks about voice and personality.

Now, although there are as many definitions of personality as there are psychologists writing about it, let us agree that personality is that unique organization of behavior characteristics which results from interaction of the human organism with its environment. Thus, a number of interesting questions arise on the relationships between voice and that whole organization which differentiates one individual from another.

First: Are there any good reasons why we should EXPECT voice, as one aspect of behavior, to reveal personality traits? The answer must be the irritating one so often made, "Yes, and no." The trend in psychology has been to regard very dubiously efforts to judge personality by isolating one independent variable. Thus we look with disfavor upon phrenology, graphology, judgment of personality from

photographs, or generalizations on the basis of skin, hair, shape of hands.

Facial expression, at first glance, might be expected to be a "true" revelation of personality. Yet facial cues are not entirely personal, since they are influenced by conventional standards of expression, by the universality of some emotions, by hereditary structure. The same holds true of vocalization. Constitutional build is a determinant apart from "the life within," as is convention, and conditioning by habits of speech in the environment.

On the other hand, voice may reflect the dimensions of personality we call temperament, attitudes, motives. These affect the muscle tensions, which in turn cause changes in breathing, in the valve-like action of the vocal folds, in degree of constriction of the resonators, and in movements of the parts we call modifiers or articulators. The mechanism we employ for speech purposes is not set off for that use alone. Because vocalization involves so many parts, all of which have more fundamental biological functions, changes in the tension pattern of the body can be expected to have some effect on voice.

We should remember in this connection that it is undoubtedly true that various aspects of expression have different significance in different individuals. Voices, like faces, and handwriting, gait, or clothes, may reveal more about some people than about others. It stands to reason that the trained speaker, for example, probably has better control of the so-called "voice mechanism" than the untrained speaker. That is, he is apt to have better command of the localization of the function of vocalization, so that he can prevent nervousness, unhappiness, anger, or lack of interest from dominating the pattern of tension in larynx, walls of throat, lips, tongue, jaw, soft palate. For this reason, professional radio announcers are usually excluded as subjects in research on judgments of personality from voice.

That degree of tension or relaxation in parts of the body may be determined in large measure by the way you feel about life at the moment, or most of the time, is a matter of common observation. Of course it is possible that a habit of throat con-

(Continued on page four)

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APRIL, 1941

Pioneer Artist

(Continued from page one)

valuable as historical records, but they are not artistically comparable to his other works. A painting of Father Lucien Galtier's little log chapel, Saint Paul's, from which the city took its name, is very well done. The monochromatic tones of the grey-colored, dark-roofed chapel with a stockade or fence at the side, are relieved by the painting of two figures in front of the church door—a priest in a black cassock facing an Indian in a bright red robe. Strong shadows are cast from the figures against the building and on to the ground.

The dates on drawings and paintings of Indian curios, tools, weapons, costumes and utensils indicate his early interest in the Indians and their culture. Many of the sketches are on the backs of prescription blanks, so that we may assume that Sweeny was prompted to make the sketches as the red men came into the drug store. To facilitate relations with the Indians, he learned the languages of the Sioux and Chippewa. His interest in frontier Indian lore is further reflected in a series of drawings concerned with the life of the various tribes: their ceremonies, domestic life, mode of living and dressing. The excellently done drawings of bowls, tools, and weapons, together with the annotations, have been of particular value because the actual collection of Indian artifacts gathered by the St. Paul Academy of Science was destroyed when the old capitol building burned in 1881. Sweeny, incidentally, had been one of the organizers of the Academy and served as first president.

Other sketches show his scientific interests. There are drawings of Minnesota flowers done in 1870, of varieties of mushrooms sketched in 1896, diagrams indicating kind and composition of pottery, with measurements to show thickness and characteristic Indian designs. In 1867 he must have assisted at the opening of an Indian mound at Starvation Point, for there are several scientific drawings of the skulls of Indians marked with notes giving measurements from above and from the side, facial angles, diameters and circumferences. This feeling for detailed information is sustained by a note in the St. Paul sketchbooks which tell how, in 1853, he "had the curiosity to count annual rings on some large tree stumps; the

681 concentric circles showing the tree to have been 320 years old when Columbus first came to the West Indies." Drawings of Carver's Cave made at the time of the Centennial celebration in 1867 are dramatic in light effects and are accompanied by maps and measurements. Sweeny's drawings of the first Ice Carnival in 1886 and the second in 1887 are so detailed that they might be used as diagrams to reconstruct the parade as it passed down the street in those years.

Facial expressions and picturesque poses apparently interested Sweeny always. His best portraits are those of the Sioux Indians who were condemned to be hanged at Mankato after the massacres at New Ulm. Other portrait studies portray emotion; some delineate character. He also took time to copy classical studies of this type.

Landscape painting and drawing was by far his most constant artistic pursuit. He had a facility for choosing spots with good compositional values. Dozens of drawings in pen and ink, pencil or watercolor remain to attest his great interest in the Minnesota countryside. By studying these sketches one can trace Sweeny's travels around frontier regions. The greater portion of his leisure time must have been spent in wandering about the state on foot or by canoe in all seasons of the year. There is extant a series of little paintings which trace a winter trip up the St. Croix valley from Stillwater to Superior, most of them dated 1885. Observations from the lumbering industry, especially on the St. Croix, show lumberjacks on snowshoes or sleds, camps, bunkhouses, Indians, dog trains, carts and other objects and events which form a pictorial history of the early activities in the Northwest.

Comparison of sketchbook material with the thirty-eight illustrations in *Ka Ka Beeka*, his story of a canoe trip, show that for each landscape or panoramic view in the story there is a drawing or painting that served as a basis for it. For the fictitious part—the episode of camping out or the experiences of a stop-over in a country tavern, there are no preliminary drawings. A surprising omission, however, is that there is no illustration used for a walk through dense woody bottom land described as being unearthly and weird, for his sketchbooks contain many drawings verging on the supernatural, which could well have illustrated these passages. When Sweeny used human

figures, the scale in size makes them add to the feeling of height and grandeur of the majestic rocks or to the expanse of the unfolding landscape. The problems of lighting and cast shadow are well handled, sometimes with dramatic effect.

Sweeny's love of landscape, his interest in nature, his fascination with the scientific aspects of what he saw and experienced, his imagination, his sense of mystery, and his poetic fancy combine to give him stature as an artist. We can be glad that a man of his talents has enabled us to recapture much of the drama of the passing frontier.

A Positive Philosophy

"Appreciation of values becomes most intensive when they are in danger. It is likely that the present emergency will revive faith in our American way of life and enthusiasm for its preservation and development. The universities must take the lead in this resurgence of conviction, which alone can give to the nation a unifying force. They have been the first to profit by the freedom and security proceeding from our American system; they are the most keenly alive to the spiritual values that disappear in a totalitarian system; to them is entrusted the guidance of the youth of the land whose lot it is to defend and carry on the American tradition. This is a responsibility that has fallen upon our shoulders and which we cannot evade. If it is properly fulfilled our young men will graduate with a flaming faith in the American ideal. No other contribution to national defense which we can make will be of equal importance."

—Charles Seymour, President
of Yale University

May Mixer

Arrangements are now being made for the annual May Mixer of the Evening Students' Association, which will be held on Saturday evening, May 3, in the Main Ballroom of the Coffman Memorial Union. An interesting program is being planned for the party. Tickets will be available from class representatives or at the General Extension office.

Lost Film

The sound film "A CRIMINAL IS BORN" (2 reels) has been temporarily misplaced or lost. If you can throw any light on this, please address Bureau of Visual Instruction, 404 Administration Building, University of Minnesota.

Books in Review

SOLD TO THE LADIES. By Dorothy A. Bennett. George W. Stewart, Publisher. New York. 1940.

SOUTH SEA VAGABONDS. By J. W. Wray. D. Appleton-Century Company. New York. 1941.

Reviewed by Bess R. Dworsky

This is the time of year when the land-locked plainsman thinks he can get whiffs of the salt ocean fifteen hundred miles away; when the blood remembers its old heritage of wanderlust; when Masefield's "Sea Fever" becomes something more compelling than a poem one had to memorize in high school; when all over the country, the work-world Andromedas of both sexes, chained to their desks and their jobs, seek a second-hand deliverance in books about boats and barges and binnacles and barnacles.

To this large school of would-be fish, the books by Miss Bennett and by Mr. Wray come as a particularly satisfying kind of sea-food. For both books are first-hand accounts of adventures made possible by people who wanted to escape from an exclusively earth-bound life.

J. W. Wray is a young New Zealander who, having lost his office job, spends the next two years as an amateur shipbuilder, assisted by a wide assortment of friends and enough kegs of beer, it would seem, to float an ocean liner. *South Sea Vagabonds* is the account of the building of the yacht and of the several voyages taken on the *Ngataki* to the near and far reaches of the South Seas.

As long as Mr. Wray talks about boats and sailing, the book makes entertaining reading. But he would have benefited from the services of a semi-ghost writer—if the creatures come in halves—who would have removed the "humble opinions" and other such tame phrases which stub the toe even of the landlubber, to say nothing of the more impatient feet of the seafarer.

It is this greater feeling for the effect of words—not literary words, but straightforward, unapologetic words—which in part makes *Sold to the Ladies* a more engaging and a more satisfying book. True, the backdrop this time is not the wide expanse of the South Pacific but the canals and sounds and bays near New York City. And the craft is not a yacht, but a greasy old barge, bought by three girls at an auction. Through dint of slivers and scraped shins and paint and what seems like a wholesale conspiracy of generosity, our filthy Pygmalion rises like—like—like, to let our figure of speech run berserk under the influence of the season, a Phoenix to take its clumsy but proud place among the yachts and other vessels of the Yacht Club.

A barge may not be in itself a romantic object. But the joy of the book is the joy of creation, perhaps better the joy of transformation, the joy and solid pleasure that comes from being able to say, "This I have done through the power of a dream and the strength of my muscles."

Besides that, reading *Sold to the Ladies*, one remembers that the Mississippi is right at one's door. And this is spring. And a house boat would be a pleasant thing, God wot.

MS. Lost at Sea

The University of Minnesota Press has just lost a book manuscript to Hitler, but the author is certain that he will yet succeed in getting another copy across the Atlantic. The manuscript is by Lennox A. Mills, Associate Professor of Political Science, and it is entitled *British Rule in Eastern Asia*. (A year ago Mr. Mills wrote a series of articles on this subject for *The Interpreter*.)

The manuscript was sent to the Oxford University Press for printing in two sections last November and December. The first installment went on the *Silver Cedar*. Apparently the ship was "lost at sea"—whether torpedoed or bombed is not known.

The book is to be a joint publication of the University of Minnesota Press and the Oxford University Press. Oxford, when it finally receives a copy of the manuscript, will print the book and handle British distribution. The American edition will be shipped in flat sheets to the United States, where the Minnesota Press will arrange for binding and distribution. The book is a comprehensive survey of every phase of life in Eastern Asia as it is affected by British rule.

Childhood Books

Mae A. Kotala

(Written as a class exercise in
Preparatory Composition)

My tastes in reading have not remained constant since I first began to read books. By the time I was twelve years old my curiosity about the world outside my limited surroundings had been aroused by the usual elementary course of study in history, geography, and English. In Sunday School I studied the history of Christ, and the Catechism I committed to memory while I herded cows in the open meadows. Upstairs in my bed by kerosene light, I lived in a world of beauty and terror created by James Oliver Curwood's *Flaming Forest*, and Jack London's stories, *Kazan*, *Son of Kazan* and others. Downstairs by the kitchen fire, late into the night, my sister kept me in restrained tears and happiness over the Finnish translation of Charles Dickens' *Oliver Twist*. In the woods by Crow River I chanted Henry Wadsworth Longfellow's rhythmical poem,

Hiawatha. In the haystacks I assimilated Hans Christian Andersen's fairy tales, and wove my own tales in the white, fleecy clouds that sailed in the clear blue sky above me. Those clouds eventually carried me into the world beyond the tall, straight row of poplars that fenced the tobacco field and me, and opened a library of broader reading for me.

Assembly Programs

Listed below are the offerings of the Lecture and Lyceum Bureau for the school year 1941-42. These programs are available to schools and other organizations in the state. The prices given are for a single performance and not by the day, and are the same for evening or day performances.

Schedule of Programs

Lectures

- POLOMEME POTTERS:** Demonstration lecture on pottery making. (February, March, April, May, 1942) \$17.50
- EDWIN A. ROWLANDS:** "The Value of a Hobby." (September, October, November, December, 1941) 16.00
- ROELAND VAN CAVAL:** "Glimpses of Holland." (January, February, March, 1942) 14.50
- HARRY C. WHITE:** "Man's Progress through the Ages." (September, October, November, December, 1941) 17.50
- WILLIAM BLODGETT HOLMES:** "Europe Sunny Side Up." (September, October, November, December, 1941) 16.00
- DAN STILES:** "Maritime New England." (December, 1941; January and February, 1942) 14.50

Music

- THE AMERICAN SONG BAG COMPANY:** Trio; Bass Baritone, Lyric Soprano, Violinist, and Pianist. (September, October, November, December, 1941, and January, 1942) 21.00
- NELIDOFF TRIO:** Distinguished Russian Baritone, assisted by Melba Rinker, Soprano, and Dorothy Jones, Concert Pianist. (January and February, 1942) 37.50
- SCHEURER-WILLIAMS:** (Violin and Harp) Minneapolis Symphony Orchestra Artists. (September, October, 1941, and May, 1942) 24.00
- MUSICAL PROGRAM:** Novelty Musical Program, featuring popular music on piano, accordion, and electric singing guitar. (April and May, 1942) 16.00
- Novelty Programs**
- HAPPY-GO-LUCKY MARIO-NETTES:** "Pinocchio" (Ethel Hanley Production) (February, March, April, May, 1942) 21.00
- TOM THUMB CIRCUS:** Dogs, Ponies, Monkeys. (February March, April, May, 1942) 17.50

Personality and Voice

(Continued from page one)

striction may be a remnant of some former feeling of strain and resistance (or you may have worn too tight a collar for years!), and may not represent a present attitude. There may be a vocal lag, or persistence of traces of poor adjustment after a wholesome outlook has been achieved. The muscular habits become set, and physical retraining may be necessary. For example, take the case of the Extension student who had "buttoned up" his articulation and muffled his voice quality since an unhappy adolescence. It was too much to expect that increased interest in life from improvement in his job could effect a sudden and complete improvement in energy of articulation, in activity of tongue, lips, and jaw.

A second question of interest is: Do we have *stereotyped* beliefs on the personality traits reflected by certain types of voice? The answer is "Yes."

Allport and Cantril in experiments in the Harvard psychological laboratory and over station WEEL in Boston, had six "outer" or physical features and six "inner" characteristics or traits of personality matched with vocalization of twenty-four male speakers, unseen by the listeners. It was found that impression of personality from voice is likely to be the same for a large group of listeners (for example, "He's a politician"), even though that impression may be false. When a voice does touch off a stereotype, we are apt to jump to the conclusion that a number of characteristics of personality belong to that person.

We get our stereotypes from many sources—from movies, plays, radio, observation, etc. It would be interesting to check through some of the best sellers among novels, to see how the authors have used description of voice in their characterizations. In one novel, for example, a device used to make understandable the hero's infatuation with a woman whose ignoble qualities he recognized, was repeated reference to her voice as deep, veiled, husky, rich, dark.

A third question follows: Can we then depend on our judgments of any aspects of personality on the basis of voice? Or, to get at it another way, can we predict a person's score on a personality inventory from his voice? So far as our present evidence goes, we should be wise to refrain from jumping to hasty conclusions; predictive value seems to be doubtful. The evidence, however, is not all in. Published studies have been slight, with many broad generalizations drawn from a few cases. It is true that in the elaborate Allport and Cantril research the "inner" personality—that is, the more highly organized traits such as extroversion, submission, political preference—were found to be judged more consistently

and more correctly from voice than were physique and appearance.

One of the very few pieces of research which have been concerned solely with a selection of poor voices, showed that breathy voices were associated with lack of dominance and high neurotic tendencies, as indicated by scores on personality inventories. Nasal whine was related, significantly, to emotional instability and lack of dominance, while harsh and metallic voices were accompanied by dominance and more emotional stability. Other studies using this approach should be carried out for verification.

Interest in the relationships between voice and social and emotional adjustment is aroused by examples such as the following. In one class of twenty speech students at Minnesota the instructor was surprised to find an unusual collection of poor voices. None was bad enough to refer to the Speech Clinic; there were no cleft palates or nasal obstruction cases. But ten students were rated low in voice *quality* even by their classmates, usually inclined to be overgenerous. Seven of these ten had scores of "Unsatisfactory" on the social adjustment area of the Bell personality inventory. In another class of twenty-three, only one person was rated low on voice quality. She and one other were the only students in that class with unsatisfactory scores on the social area of the inventory. It is hoped that an investigation in speech classes at Minnesota, at present incompleting, will yield more information on the value of voice as prediction of social and emotional adjustment.

What should the average person do about his voice as a "reflection" of his personality? The following advice may be given safely in the light of our present knowledge:

1. Try to gain insight into human behavior in general, your own in particular; learn to make satisfactory adult adjustments to life.

2. Have a record of your voice made every year or so. You may be shocked, but steel yourself and take it. You don't know how you sound to others because you hear your voice partly through the bones of your head, and because you "hear" your own impression of your personality. A voice record is the only mirror to reveal to you how you sound to others. Good recordings are easy to obtain these days. The Visual Education department at the University will make records for students by appointment. In many speech classes voice recording is a part of the routine. There are commercial studios in most cities, where recordings may be made for a dollar and up, depending on the length of the record.

If you don't like your record, in addition to learning what you can about sound mental hygiene, consult an expert to get advice on speech. Insight is some-

times of more value than exercises. Both may be needed.

3. Try to avoid, in your vocal habits the kind of unpleasantness which irritates you when you hear it in others. If it touches off a picture of undesirable features of personality for you, it probably does for others. Experiment with your own suggestibility. Do you feel more confident and well-organized when you try to sound competent and controlled?

4. Experiment with exaggeration of the unpleasantness you detect in your voice. The exaggeration will help you localize the wrong tensions or the sluggishness which is responsible, physically, for the quality you dislike.

5. Have a hobby. Do what you can to make your life varied and interesting, and you will increase your chances of keeping your voice "alive" and pleasant.

Studio Hours

Another interesting service of the General College open to evening students is the Studio Hours—similar to the music Listening Hours described in last month's *Interpreter*. In the pleasant informal atmosphere of the General College art workshop, students putter and tinker at whatever interests them—from fashioning costume jewelry to weaving on full size looms. Particularly popular are activities aimed at furnishing and redecorating one's own room. A special attraction is an art exhibit which is changed each month.

Miss Fisher, Mr. Ziegfeld, and Miss Stoick are on hand to give advice and instruction. There is no charge. Many evening students have been enjoying this unusual opportunity and there is room for more. The Studio Hours session is Wednesday, 7:00-10:00 p.m., and Friday, 1:30-5:00 p.m., in Wesbrook 301.

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EDUCATION A LIFELONG PROCESS



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No. 9

Dental Education

By Netta W. Wilson

(Educational Assistant, Minnesota
Department of Health)

Editor's note: Education is not restricted to the classroom. And "Learn for Living," this year's motto for the Extension Division, may apply to any information which overcomes our ignorance of the factors interfering with the good and full life. The Minnesota Department of Health in some of its functions belongs to the group of educational agencies which war against ignorance in one field or another—physical or mental. Because of this fact we asked Mrs. Wilson to write the following article.

MODERN MAN is afflicted with a number of diseases for which the fundamental causes are unknown. Usually we do not know how to prevent or cure such diseases, but often we possess the means of preventing many of the deaths that might be caused by them.

One of these diseases of unknown origin is dental caries or decay of the teeth. Until very recently, education for dental health was based on various none-too-sound theories of "caries prevention." Today, since we have to confess that we possess no practical means to this end, our educational programs must be based, at least temporarily, on the possibility of *saving teeth*—in other words, of preventing the "deaths" of teeth affected by a disease that we have not yet learned to prevent.

Caries is still viewed rather tolerantly as a minor ailment, despite the fact that it is responsible for a vast amount of expense, great discomfort, the loss of natural good looks, and sometimes severe pain and even chronic disease. The reason for the general apathy about dental caries probably is that it never appears on a death certificate.

It has been suggested that people might be more impressed with the seriousness of caries and its results if a "death certificate" were required for every tooth extracted. Advanced caries inevitably ends in extraction, and an extracted tooth

(Continued on page two)

Literature in Defense

By Curtis E. Avery

(Assistant Professor of English)

THE phrase, "defense education" has become a shibboleth. Accordingly as a teacher pronounces it confidently or diffidently, he is admitted to the company of the angels or relegated to the ranks of the useless.

He who mentions literature in the same breath with "defense education" must be particularly careful in his pronunciation of the shibboleth. It is expected that he will utter the words either hesitantly or with unconvincing bravado. And there have certainly been occasions recently when this expectation was justified. I remember especially a certain radio forum in which the redoubtable H. V. Kaltenborn scored a technical knockout over two university professors who advocated a study of "the great books" as part of a national program of defense education. The professors were alternately diffident and bombastic, and made a poor showing withal.

Personally, as a teacher of literature, I am sorry to see my colleagues fail to meet the test of the shibboleth. I am afraid that many of them have settled down in little bomb-proof ivory towers, dwelling in forlorn isolation—compiling bibliographies, charting "literary influences," and muttering in scholarly but defeatist tones, "They also serve who only stand and wait."

Now, I think that teachers of literature can serve in ways other than in standing and waiting. It seems to me that the study of literature is as much a part of education for defense as is the study of metallurgy, or the study of engineering, or the frantic effort to master Spanish in anticipation of bigger and better business in Latin America. I think that in the national arsenal of books (on which education must ultimately rely) *The Oxford Book of English Verse* deserves a place alongside the *Infantry Drill Regulations* and the latest manuals for spot welders or aircraft mechanics.

Personally, I believe that real defense education should teach literature in every training camp and to all adults who "missed the draft" because of age, sex, luck, or disability. And this assertion is, I maintain, neither bombastic nor unrealistic. Of course, I am thinking of a

particular kind of teaching of literature that does not emanate from ivory towers—either bomb-proof or otherwise.

The teaching of literature of which I am thinking would make at least two very definite and realistic contributions to a national program of defense education. In the first place, it would promote the emotional health—and hence the physical health as well—of the civilian and the military population. In the second place, it would promote the change and interchange of ideas which we call (with some protest from certain quarters) the growth or progress of human thought.

That these contributions are worth while in the defense of democracy is obvious. It remains for me to suggest how the study (or the teaching) of literature can so contribute. This I can do only sketchily in the space available; but I can at least outline areas for further exploration.

Begin with literature's contribution to health by means of promoting emotional life and balance. Here the first task of the teacher will be to combat a disease that was endemic in the United States even before the present emergency. The symptoms of the disease are emotional paralysis, intellectual constipation, and general hypochondria. One way to identify the disease is to note the patient's own words. He will inevitably say, "Since my time is limited, I must make every reading minute count—and since I am so afraid that what I read will not be *good for me*, I just don't read much." The disease is made worse, I believe, by fanatical devotion to a nostrum put out by certain quacks under the label, "Worth-while Reading." This nostrum is usually made up of predigested literature, sugar-coated, and compressed into small pills which are easily swallowed.

I know many people who suffer from this disease. They are doomed to go through what remains of their lives, plodding dully and stodgily up the hill, burdened by a stupid gravity which renders them unfit for the companionship of others and utterly incapable of having a happy and spontaneous idea of their own. So burdened and so worn with stodgy plodding, these people are especially vulnerable to physical disorders which result from emotional paralysis or instability.

(Continued on page four)

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MAY, 1941

Dental Education

(Continued from page one)

is to the mouth what a dead man is to his community. Since it is usually the most useful teeth—the molars—that require extraction because of advanced decay, and since the human dental community normally contains only thirty-two individuals, the premature “death” of one valuable member may be a serious matter.

Teeth sometimes must be extracted because of advanced pyorrhea. This is another dental disease of unspecified cause. But unlike caries, pyorrhea is curable if dental treatment is obtained early enough and if the patient is properly cooperative. To some extent also pyorrhea is preventable, but we do not know of any dependable methods to prevent or to cure caries.

For centuries a preventive has been vainly sought. The hundreds of suggestions that have been made for keeping one's teeth free from caries include the advice to drink more milk; refrain from drinking milk or water except through straws; eat less salt, less sugar, less white bread, more animal entrails, more raw carrots; brush the teeth five times a day; and stop using pastes, powders, and dental floss. The prevalence of caries has at various times been blamed on all manner of things, including malnutrition, over-eating, adulteration of foods, mouth breathing, boiled drinking water, pregnancy, nerve strain, and higher education. One contemporary writer seriously suggests extracting the “weakest” tooth from each quadrant of the mouth in order to give the remaining ones a better chance.

Probably all these and the innumerable other theories that have been offered as preventives of caries are worth about as much as the old superstition that tooth decay could be prevented by eating a whole mouse twice a month. There may be deep wisdom in this mouse theory; cats' teeth are apparently immune to caries.

Since enough mice might be difficult to obtain, and a cooperative public attitude toward their semi-monthly consumption equally difficult to inculcate, we are left with no dependable means of preventing caries. But we do possess a dependable, simple, and inexpensive means of preventing loss or “death” of our teeth.

Why haven't we been told about this? We have. Practically every piece of dental health literature contains the advice to

visit a dentist at least twice a year. The trouble is that such advice is almost invariably compressed into a debilitated sentence tacked on as a seeming afterthought at the end of many lush paragraphs concerning the results to be looked for from spending much time on a special system of tooth-brushing or from eating so-called “tooth-building” foods.

Brushing the teeth is an excellent practice; so is taking a bath. But brushing the teeth will not prevent decay, any more than frequent bathing will prevent smallpox, Bright's disease, or hay fever. Eating nutritious foods is also to be commended. But considerable doubt exists as to how various elements in the diet affect the teeth and also as to whether even the best nutrition can do anything to improve the teeth after they are fully formed—at about nine years of age.

The one thing that we can depend on to prevent loss of our teeth is the filling of small cavities before they develop into large ones. A tooth properly filled during the early stages of decay will survive for an indefinitely long time. A tooth allowed to decay beyond the danger line cannot be saved by any known means. There is nothing the conscientious dentist can do except extract it. In the wake of extraction come more time and money spent on dental treatments, more inconvenience, and more unpleasantness.

Bridges, inlays, crowns, dentures, even in some cases the straightening of irregular teeth, can often be avoided if one begins early enough in life to have the teeth regularly checked by a dentist. The simplest, least painful, and least expensive bit of dental work is the placing of a small filling in a small cavity. This is all the dental work that 90 per cent of us would ever need if we had started going to a dentist at the age of two years and had kept it up from that time on. Because individual needs vary, no one except your own dentist can tell you how often you ought to see him. Probably twice a year is the average minimum.

Most of us do not realize that baby teeth, as well as permanent teeth, should have adequate dental care. No baby teeth should be lost because of caries. A child with one or more decayed teeth may suffer from a hidden gum abscess which is apt to discharge poison all through his body, or he may have a violent toothache when decay has progressed into the pulp or nerve-center of an affected tooth. In-

sertion of small fillings in the baby teeth during the early stages of decay will protect the child against these conditions, and retention of the baby teeth until the normal time for their shedding will maintain the space for the permanent teeth and thereby frequently prevent irregularities.

In the laboratories of American dental schools and other research centers, work is now going on which in the future may bring forth indisputable evidence as to the underlying cause or causes of dental caries. On the other hand, the cause may not be identified within the lifetime of our generation. Education for dental health, therefore, must consist for the present mainly of the advice to seek early and frequent dental care. If any other practical means of saving teeth were available, public health dentists would be delighted to give it wide publicity. But no other means is available.

Meanwhile, what physicians continually tell us in regard to cancer and other diseases about which we lack full knowledge can with equal cogency be said about dental decay. We do not know everything about it, but we accomplish nothing by bemoaning that fact. We know enough to prevent serious illness and death from many diseases, and we know enough about dental decay and its treatment to prevent serious illness and “death” of our teeth. Prompt and intelligent action during the early stages of dental decay will prevent much suffering, both physical and mental, and save much time and expense. To paraphrase the Salvation Army's valiant phrase, a tooth may be “down” but it need never be out.

May Mixer

Tickets for the May Mixer to be held May 3 in the Coffman Memorial Union are now available from class representatives, at the Extension offices in downtown Minneapolis and St. Paul, and at the General Extension office on the campus. The price of tickets is fifty-five cents if bought in advance, or seventy-five cents if bought at the door. Lois Johnson and Carlyle Smith, co-chairmen of the party, state that Bud Strawn's orchestra will play for the dancing and that there will be other kinds of entertainment as well as refreshments.

Mandarin Chinese

The new course in beginning Mandarin Chinese, now offered by the Correspondence Study Department should delight the doodler as well as the linguist and others interested in learning Chinese. The course consists of sixteen lessons and includes, in addition to the vocabulary material, a series of charts to illustrate the formation of the Chinese characters. It will be taught by Mr. A. J. Pacini, who has long made languages his special avocation.

The World of Books •

"The world of books is the most remarkable creation of man. Nothing else that he builds ever lasts. Monuments fall, nations perish, civilizations grow old and die out, and after an era of darkness new races build others. But in the world of books are volumes that have seen this happen again and again and yet live on, still young, still as fresh as the day they were written, still telling men's hearts of the hearts of men centuries dead."

—CLARENCE DAY

THE DOUBLE MAN. By W. H. Auden.
Random House, 1941.

Reviewed by Bess R. Dworsky

READING contemporary poetry often makes one feel stupid with the stupidity which comes from a bad head cold; one feels that both breathing and understanding have been impaired somehow, and words that look neat and sensible on the page leave murky unwilling tracks across one's comprehension.

Do not mistake me. Mr. Auden is not the worst offender. There is much of value and poetic merit in his new book of poetry, *The Double Man*. I am sure I could not do so well or sustain even a middle flight so long. But such comparisons aren't the point of battle here.

I am writing here as part of the *poetry reading public* (a public much smaller than it should be—thanks in part to the poets themselves), which comes to poetry for either intellectual enlightenment, emotional enlightenment, or entertainment in one or the other of these realms.

Very well. As such a person, what is my most likely reaction to a first reading of poetry like Mr. Auden's? Uncomfortable mystification. True, this twentieth-century *Essay on Man* is presenting man in the confusion of our times. But one might well apply here the dictum applied to the drama—the bore on the stage should not be a bore to the audience. That is, a picture of confusion should not itself be confusing but should transcend the scene so that one can see the nature of the trend or pattern—even though it be of destruction and chaos.

There is, though at first reading it may not appear, a center of thought in *The Double Man*—and a personal philosophy. The title of the book, itself a clue to that philosophy, is based on a quotation from Montaigne: "We are, I know not how, double in ourselves, so that what we believe we disbelieve, and cannot rid ourselves of what we condemn." The ambivalent nature of mankind is surely fit subject for poetry. But the poet who scans the mystery of man with us should clear, not befuddle, our vision.

Mr. Auden does, however, improve upon second and third reading—particularly if one has read the notes following the long poem. Then, to some extent, the special pieces of psychological, anthropological, political, economic, literary erudition which are incorporated into the

poem begin to fall into a more comprehensible pattern. And passages like the following, which comes almost at the end of "New Year Letter," together with the notes forming the greatest part of the book, shed light on the underlying thought of the whole:

Our news is seldom good: the heart,
As ZOLA said, must always start
The day by swallowing its toad
Of failure and disgust. Our road
Gets worse and we seem altogether
Lost as our theories, like the weather,
Veer round completely every day,
And all that we can always say
Is: true democracy begins
With free confession of our sins.

And all real unity commences
In consciousness of differences,
That all have needs to satisfy
And each a power to supply.
We need to love all since we are
Each a unique particular.

We can love each because we know
All, all of us, that this is so:
Can live because we've lived, the powers
That we create with are not ours.

Certainly, not a triumphant philosophy, but we have need of a decent humility and kindness if existence is to have anything of glory in it.

THE CROCK OF GOLD. By James Stephens.

Reviewed by Monica Molander

Editor's Note: THE CROCK OF GOLD is not a new book, but it is certainly worth reviewing. Miss Molander wrote the following review in a Composition 6 class. She is now a member of the Advanced Writing class.

A TALE told by an Irishman is usually a good one, and James Stephens has not sullied the prestige of Celtic raconteurs in his telling of *The Crock of Gold*. It is a strange story, hauntingly beautiful in some parts, cozily humorous in others, its true meaning almost always hidden behind a screen of allegory and symbol. The reader may interpret it as he wishes—that is his privilege—but he cannot deny that it is, and Stephens meant it to be, more than a fanciful tale of Irish fairies and their strange influence upon mortal beings.

The most prized possession of the Leprechauns of Gort na Cloca Mora is their Crock of Gold, and when it is stolen from them by Meehawl MacMurrachu, they take revenge that is swift and terrible. They send the Greek god, Pan, to Meehawl's daughter, Caitilin, young, unknowing, beautiful; and he takes her away with him to the delights of the earth and the body. The Philosopher, the Man of Great Intellect and Wisdom, who, because he had revealed the hiding place of the

Crock of Gold to Meehawl, feels that he is responsible for the evil that has befallen Caitilin, goes on his journey, seeking the aid of the great Angus Og, the happiest and yet saddest of all the gods. And Angus, himself, goes to Caitilin and Pan, and what passes between them is contained in some of the most beautiful lyrical prose in the book. But the Leprechauns still have not their gold, and in their anger they bring about the arrest and incarceration of the Philosopher (the sudden appearance of four ordinary, blue-coated Irish policemen among such a host of immortals is rather breathtaking); and so the Philosopher's Wife, the woman of strong emotions, starts upon her journey to the gods.

There is a mystical quality about Stephen's writing, a feeling of things unsaid or else hidden within strange garbs. His characters wear a cloak of unreality—even those of the earth do not seem human, but rather symbolic of something else. Caitilin sought happiness with Pan and thought thus to fulfill herself, but found real joy only in aiding him who really needed her—Angus Og. The Philosopher found his way to the gods not through his great intellect, as he had thought, but rather by coming down to the level of ordinary man and consequently being able to help and serve him. The Philosopher's Wife, the Thin Woman of Inis Magrath, laid aside her violent angers and wild passions to comfort her two small children on their long and strange journey, and thus she, too, came to the place of the gods. Each of the three had to silence the imperious demands of self in each of its forms by helping and giving himself in service to his fellow beings, and thus he reached the place of the gods, the place of supreme joy and happiness, the place of serenity, of universality and greatness of spirit. This is the path that all mankind travels—this must be the symbolism of Caitilin and the Philosopher and the Philosopher's Wife.

Stephens is especially fond of the epigram and the succinct saying: "You must be fit to give before you can be fit to receive" "The beginning of wisdom is carelessness," "The head does not hear anything until the heart has listened, and that what the heart knows today the head will understand tomorrow." And he asks, "Which is the Earth or the creatures that move upon it, the more important?" and answers, ". . . in life there is no greater and no less. The thing that is has justified its own importance by mere existence, for that is the great and equal achievement."

(Continued on page four)

A Roe by Any Other Name

What's in a name that it should mar
The pleasure that we know?
The general gets his caviar:
The private gets his roe.

—BESS R. DWORSKY

Literature in Defense

(Continued from page one)

By teaching people the values of apparently illogical laughter or tears, defense education in literature will first try to alleviate the suffering caused by this disease. Next it will teach the values of "escape" literature, and thus help people to avoid the stupid and stodgy burden. Escape, psychologically, is as much a natural function of human beings as is eating or sleeping. Granted that over-attention to these natural functions will result in ill-health, so will neglect of the same functions. And I must add that what we generally call *escape* is really *substitution* or *change*. Thus, I should like to see defense education in literature demonstrate that carefree reading has positive—not negative—values. Let me quote, in this connection, an editorial by Henry Seidel Canby:

" . . . if all of us, bombed or not bombed, but certainly already on the firing line of 'all we have and are' make a practice of escaping (if you choose to call it that) to the wisdom, the beauty, the courage, the good sense, the fortitude, the unsparing truth, and hope in the best that has been thought and said before us, we shall be strengthening and supplying the fibres of the mind. Good books are part of the arsenal of democracy."

I should include, in the program of national defense education, training in escaping to this wisdom, beauty, courage, good sense, fortitude, and truth in literature. I should teach how to escape by means of Homer's *Odyssey* as well as by means of a Van Wyke Mason tale of international intrigue. And in teaching this, I am certain that I should contribute to national health. I should teach, too, as part of the emotional catharsis which contributes to health, the beauties of the English language, "that glorious and imperial mongrel, [that] great synthesis of the Teutonic and the French, the Latin and the Greek, [that] most hospitable of tongues, [that] raider of the world's ideas, full of words from the Arabic desert and the Roman forum and the lists of the Crusades."

And, once I have got the teachers of literature out of their bomb-proof ivory towers, I shall contribute to national defense education by teaching all this to every man, woman, and child in the country—regardless of his previous experience in the schoolroom.

Thus, the study of literature as part of the program of national defense education, will promote health by offering escape from overstrain or from emotional stagnation.

Next, the teaching of literature as part of the national program of defense education will stimulate the continued growth of human thought. It has been said that

"without the courage to change perpetually there is no growth, and without reverence for tradition there is human and social disaster." The teaching of literature should promote this courage and this reverence. In this courage and in this reverence lies the essential kernel of education for defense. Without them I can see no valid reason for the building of ships and tanks and airplanes—no valid reason for the whole defense program which we have undertaken. Without education to promote this courage and this reverence I can see no hope of successful defense of democracy. And the study of literature is one of the best means of developing the courage to change perpetually and the reverence for tradition which keeps change from becoming mere instability. This controlled but perpetual change is what I mean by the continued growth of human thought.

In fine, when our defense education is at last in full swing I would have the teachers of literature quote a Milton who did not "only stand and wait," but who said:

"Behold now this vast city [nation] . . . the mansion-house of liberty . . . the shop of war hath not there more anvils and hammers working, to fashion out the plates and instruments of armed justice in defence of beleaguered truth, than there be pens and heads there, sitting by their studious lamps, musing, searching, revolving new notions and ideas wherewith to present, as with their homage and their fealty, the approaching reformation: others as fast reading, trying all things, assenting to the force of reason and conviction."

N.U.E.A. Meets

Two members of the University Extension staff will take an active part in the National University Extension Association Convention, which will be held May 5-7 at Oklahoma City and at the University of Oklahoma campus in Norman.

Director Richard R. Price will preside at the second General Meeting on Monday, May 5, when the subject will be Labor Education. He will also participate in the discussion of the General Meeting on Tuesday, May 6, on the subject of Defense Training and University Extension.

Curtis E. Avery, chairman of the Association's committee on publicity, will lead the panel discussion of Publicity Changes and Problems—1941, on Tuesday, May 6.

Extension students expecting to get degrees or certificates at the graduation exercises in June, 1941, should communicate with Mr. Watson Dickerman, 409 Administration Building, as soon as possible.

The World of Books

(Continued from page three)

Although the mood of the book is essentially light-hearted and gay (we chuckled over a heated argument between a spider [married] and an ass [a bachelor] on the merits of wedded life), the thoughtful reader will ponder more than a moment over the first passages.

Stephens was also a poet, and thus it is no wonder that there are passages in *The Crock of Gold* that sing with joy. For instance, in the last pages of the book, the gods cry to the multitude: "Come to us, ye who do not know where ye are—ye who live among strangers in the house of dismay and self-righteousness. . . . Innocents! in what prison are ye flung? To what lowliness are ye bowed? . . . Believe it, that the sun does shine, the flowers grow, and the birds sing pleasantly in the trees. The free winds are everywhere, the water tumbles on the hills, the eagle calls aloud through the solitude, and his mate comes speedily. The bees are gathering honey in the sunlight, the midges dance together, and the great bull bellows across the river. The crow says a word to his brethren, and the wren snuggles her young in the hedge. . . . Come away! for the dance has begun lightly, the wind is sounding over the hill, the sun laughs down into the valley, and the sea leaps upon the shingle, panting for joy, dancing, dancing, dancing for joy. . . ."

Within this summons is contained, I think, Stephens' purpose in writing the book. He calls to his readers to break loose from the bonds of narrow thinking and mean living, and to go out into the world, joyously giving themselves in service to others, exultantly embracing life, and thus gloriously and supremely fulfilling their destiny.

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EDUCATION A LIFELONG PROCESS



Vol. XV

JUNE, 1941

No. 10

For Next Year

By **Watson Dickerman**
(Program Director)

THE schedule of Extension classes for 1941-42 is now taking shape. It forecasts many interesting and profitable opportunities for the thousands of Minnesota men and women who practice the Division's slogan, "Learn for Living."

In recognition of the fact that educational institutions are playing as vital a rôle in the defense effort as are armories and factories, the Division will offer appropriate classes in engineering and technological subjects. To its already broad program of classes in mathematics, it has added SHOP MATHEMATICS. The present popular classes in AERONAUTICAL ENGINEERING, HEAT TREATMENT OF IRON AND STEEL, PRODUCTION CONTROL, and PRODUCTION MANAGEMENT will appear again. Three new foundry classes are scheduled, including INDUSTRIAL X-RAY. There will be new ELECTRICAL ENGINEERING classes and a new class in geology, MINERAL RESOURCES OF NORTH AMERICA.

Last month the editor of *The Interpreter* pointed out that in times such as these people will find it easier to keep mentally alert and cheerful if they take occasional and intelligent excursions into recreational and cultural activities. In keeping with this maxim of adult education, the Division has planned a number of interesting offerings. In the realm of nature study there will be classes in FISH AND FISHING IN MINNESOTA, BIRDS OF MINNESOTA, MINNESOTA PLANT LIFE, PREPARATION AND PRESERVATION OF NATURAL HISTORY SPECIMENS, GARDENING, and THE NATIONAL PARKS OF THE WEST AND SOUTHWEST. Other hobbies will be represented by ARCHERY, FOLK DANCING, PHOTOGRAPHY, and STAMP COLLECTING. New cultural opportunities include AMERICAN LITERATURE, MYTHOLOGY, PRINCIPLES OF MATURE THINKING, THE MEANING OF MODERN SCIENCE, GREAT PERIODS IN ARCHITECTURE, and an introductory course in anthropology, THE GROWTH OF CULTURES.

Returning to the current scene, something quite new is planned in THE UNI-

(Continued on page two)

English—High School and College

By **James T. Hillhouse**
(Associate Professor of English)

TEACHERS in graduate and advanced courses, in both our own and other departments, often ask us why we don't teach our students to write decently—why the students who come to them can't write plain, straightforward papers in clear, literate English. I myself ask the question about term papers I get from some graduate students, from seniors in Education who expect next year to be teaching English in some high school and who have taken not only Freshman English but other writing courses as well.

High school teachers doubtless have the same experience. The blame is pushed back from senior high school to junior, then down into the lower grades until I suppose it finally lands in the kindergarten or nursery school, though I myself never traced it farther than the fifth or sixth grade.

Anyone who has any information on the subject and who has thought about it very much knows that it is a complicated problem and is not to be solved by some little short cut like a new course of study or some clever new teaching device in the eighth or the tenth grade or in college.

A year ago I heard my late colleague Mr. Martin Ruud speak of the necessities of certain sanctions or driving forces for the cultivation of language. A boy certainly has the opportunity to get such cultivation in school and college, and he

Editor's Note: For several years, *The Interpreter* has "struck an annual blow" in the cause of better English. This year we are publishing as it was given part of the address delivered by Mr. James T. Hillhouse, Head of Freshman English, University of Minnesota, before the Spring Conference of Minnesota High School English Teachers (April 18, 1941). We greatly regret that it is impossible to print the entire address; but we are sure that the parts we have chosen for publication will be interesting and challenging to every Extension student and to all who are concerned with education.

may get it; but he will not keep it or develop it unless he has some social or financial motive. If, to get a job he wants, he has to speak or write well, he will make every effort to do so; if he wishes to associate with a group of people who read widely and whose conversation is of an intellectual sort, he will try to make himself their peer. This I think is perfectly true. On the other hand, he may hurry to slough off any cultivated habits of expression he has acquired in school or college if they tend to make him seem stuck-up or highbrow or affected to his business or social intimates. How many people have a strong enough or a genuine enough fondness for cultivated English to practice it for its own sake, irrespective of these favorable or adverse forces?

Our students do not live, most of them, in an atmosphere of good English. It is not the natural air they breathe. Walk across this campus with your ears open and see if this is not so. The only consolation is that what you hear is by no means so bad as what you'd hear in the average pool hall or in a crowd down town.

The point is that most of our students never reach the stage where they can easily and naturally formulate a subject, limit it properly, organize their material, and then write about it in lucid, plain English. They never get a firm grasp of the technic—it's too difficult to exercise, and, not being exercised, it slips from them. Everything has to be done conscientiously and with exceeding pains, even elementary grammar. If they let themselves go and "do it natural," they're likely to explode into a sunburst of confused idioms and bad grammar. These are all sad facts, but I'm sure they're true. And again, we must take consolation in the fact that the students would be worse if they hadn't been exposed to us.

Moreover, I don't suppose that there will be much change unless there is a public demand for it. I suppose again if we believe in it, it's up to us to convince the general public that it is desirable; parents will then put pressure on their own children and on their school boards and principals, and the English teacher

(Continued on page three)

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Richard R. Price - - - - - Director Curtis E. Avery - - - - - Editor

JUNE, 1941

For Next Year

(Continued from page one)

UNIVERSITY'S TOWN MEETING, a class which will be connected with the popular radio program, "Town Meeting of the Air," and which is designed to train leaders and participants for discussion groups. Students who are seeking reliable interpretation of problems of the day will find help in PROPAGANDA ANALYSIS, CURRENT AFFAIRS, NEW GOVERNMENTS IN EUROPE, THE ECONOMICS OF WAR, and PROBLEMS OF WORLD POLITICS. The growing interest in Latin America has been reflected in large enrollments in Spanish classes. There will be numerous offerings in Spanish, and also classes in HISTORY OF LATIN AMERICA and GEOGRAPHY OF SOUTH AMERICA.

Several interesting new opportunities in music will be available. For the first time Extension students are invited to participate in the University Chorus, on the same basis as they have for some time been eligible to play in the University Symphony Orchestra. A feature of the music offerings will be a series of talks on the program of the Minneapolis Symphony Orchestra, scheduled for an evening immediately before each concert of this famous orchestra. The present popular offerings, MUSIC TODAY and the LISTENING HOURS, will be continued next year.

New classes for teachers scheduled for the coming year include VISUAL AIDS, CONFLICTING ISSUES IN MODERN EDUCATION, EDUCATION OF HANDICAPPED CHILDREN, and EXTRACURRICULAR ACTIVITIES.

Several experiments are planned in the field of English. Heretofore, completion of the basic sequence, COMPOSITION 4-5-6 has required three semesters. This year one section will be conducted on an intensive schedule that will permit students to finish the entire sequence in one year. A new short class, ENGLISH REVIEW, will provide a "refresher" course for persons who want to brush up on their English. It will consist of eight sessions and will be more intensive than the present PREPARATORY COMPOSITION. A technical course for persons writing for publication, MARKETING MANUSCRIPTS, will be offered for the first time.

(Continued on page four)

New Films

The Bureau of Visual Instruction will have the following new films available for distribution next fall.

Sound

	Rental Fee
ALASKA'S SILVER MILLIONS (3 reels)	\$.50
A beautifully made instructional film on the subject of Alaska and salmon. Narration by Father Hubbard. (American Can Co.)	
ARGENTINA (1 reel)	1.00
Depicts the modern metropolis of Buenos Aires as the commercial, financial, and industrial hub of predominantly agricultural Argentina. (Erpi)	
AUTOMOTIVE SERVICE (1 reel)	1.00
This film gives a young man an overview picture of the jobs in this field so he may better choose what particular kind of work in this field he would like. (Vocational Guidance)	
BOSKO'S EASTER EGGS (1 reel technicolor comedy)	1.50
Animated cartoon characters in a humorous Easter story. (Teaching Film Custodians)	
BOSS DIDN'T SAY GOOD MORN- ING (1 reel)	1.00
A story about the psychological effect a boss' failure to say good morning has on an employee. (Teaching Film Custodians)	
BOY IN COURT (1 reel)	1.00
Thousands of young offenders stand before juvenile courts of the nation each year. From the typical experience of one of these, Johnny Marvin, the National Probation Association has built "Boy in Court"—an appealing film story of the juvenile court and probation. Suitable for schools and all groups interested in the treatment of children and the prevention of crime. (National Probation Association)	
BOY MEETS DOG (1 reel)75
A new, up-to-the-minute fun cartoon!	
BRAZIL (1 reel)	1.00
Provides a geographical orientation to Brazil's vast extent, its regional contrasts, and its coast cities, before concentrating on the coffee-growing area. (Erpi)	
CHILDREN OF CHINA (1 reel)	1.00
Reproduces episodes from the home, school and play life of children in a representative village deep in the interior of China. (Erpi)	
CHILDREN OF JAPAN (1 reel)	1.00
In an environment obviously influenced by Western technology, the film presents events in the daily life of a middle-class Japanese family. (Erpi)	
CHILE (1 reel)	1.00
Calls attention to varied aspects of the Chilean scene—mountains, deserts, glaciers, mines, ports, and pastoral areas—before proceeding to an estate in the agricultural Central Valley. (Erpi)	
ELEPHANTS (1 reel)	1.00
Photographed on an animal training farm, this film depicts general characteristics of elephants. (Erpi)	
ENGLAND'S CORONATION (1 reel)	1.00
Pictures, scenes of the coronation, including royal parade to Westminster Abbey, and historic ceremonies in the Abbey.	

HONEY BEE, THE (1 reel)	1.00
Egg, larvae, and cocoon stages in the lives of the workers. (Erpi)	
HORSEPOWER IN ACTION (2 reels)50
Ton-weight drafters pit their muscles against dynamometer pulling tests; hunters soar in perfect form over barriers. Experts point out excellent types in some of the finest specimens of American-bred horse and mule flesh. (Horse and Mule Association)	
HOW WE HEAR (1 reel)	1.00
A complete and comprehensive explanation of the entire ear structure and its mechanism, showing how sound waves are received by the inner ear, where they are converted into nerve impulses. (Knowledge Builders)	
NEW WORLD THROUGH CHEM- ISTRY (2 reels Cinecolor)50
This color film tells of the activities science has made in bringing to our everyday life new and useful products made possible through chemical research. (du Pont)	
PASSENGER TRAIN (1 reel)	1.00
Interprets a journey on a modern, streamlined, Diesel-electric-powered passenger train from a large city through a picturesque countryside. (Erpi)	
PEOPLE OF HAWAII (1 reel)	1.00
Describes the setting of the Hawaiian Islands and provides an insight into the native economy. (Erpi)	
RIDE 'EM COWBOY (1 reel)75
Bronco-busting battle between man and beast, snorting steers, Brahma bulls, Texas longhorns, trick riding, bulldogging, expert roping. (Castle)	
SINGING WHEELS (2 reels)50
The epic of the American truck and the many services it renders. The melodic strains of "The Song of the Trucker" is heard at intervals throughout the film. (Automobile Manufacturers Association)	
SNAPPING TURTLE (1 reel)	1.00
Presents the life story of an interesting reptile in its natural habitat. (Erpi)	
TENNIS TACTICS (1 reel)	1.00
Here Fred Perry shows us the technique in practicing for sustained rallies and for short placement. This is followed by illustrations of teaching technique for service, pivot shots, a spinning ball, and a service stance. (Teaching Film Custodians)	
Silent	
PRINCIPLES OF FLIGHT (1 reel)75
By means of animation and straight photography of laboratory apparatus and wind tunnels, the elementary principles of lift and flight are illustrated by the kite, the glider, and the airplane. The standard controls of an airplane are demonstrated both in straight photography and by means of animated diagrams—rudder elevators, ailerons, stabilizer, and fin. (Eastman)	
TEETH AND GOOD HEALTH (2 reels Kodachrome)	2.00
Rural School Project under the direction of L. H. Steele, County Superintendent of Schools, Freeborn County, Minnesota. Depicts in detail a comprehensive school program for instructing pupils in the proper care of the teeth. Highly recommended by the College of Education of the University of Minnesota.	

Next Fall:

Registration Begins
Monday, September 15

Classes Begin
Monday, September 29

At any time during the summer months, officers of the General Extension Division will be glad to advise you and to help you plan your work for next year.

New Correspondence Study Courses

A new bulletin will shortly be issued by the Correspondence Study Department. It will list a number of new and interesting courses.

SOILS ENGINEERING, now being written by Mr. Miles S. Kersten, was requested by the Highway Department of the State of Minnesota. RETAIL STORE MANAGEMENT FOR PHARMACISTS is being written in cooperation with the Minnesota State Association of Retail Druggists and with the College of Pharmacy of the University. It is being prepared by Mr. A. Hamilton Chute. COMMERCIAL SPANISH will be written by Mr. Santiago Cúneo, ART METAL WORK by Mr. J. Grant Dent, and VOCABULARY BUILDING by Miss Melba Hurd. The former Ancient History courses of the Department are now being replaced by GRECIAN HISTORY (three sections) and ROMAN HISTORY (three sections) to be prepared by Mr. Tom B. Jones.

Records for Foreign Languages

An innovation in connection with language teaching by correspondence study is the use of phonographic records to help beginners master the difficulties of pronunciation. A pronunciation record for the French language course has been made available. Records for the beginning work in Spanish and German are being prepared. These records are sold at a minimum charge to the student and to high school and college teachers as well. The French record was dictated by Mr. Jacques Fermaud; the Spanish record is being dictated by Mr. Santiago Cúneo; the German record by Mr. Oscar Burkhard. Letters for further particulars should be addressed to the Correspondence Study Department, General Extension Division, University of Minnesota.

E.S.A. Officers

At the final business meeting of the school year, held Friday, May 9, representatives of the evening classes elected the following officers to serve the Evening Students' Association during the school year 1941-1942:

John Mikulak, president; John Roosen, vice president; Lois M. Johnson, recording secretary; Virginia Fitzpatrick, credential secretary. Frank J. Litfin was re-elected treasurer.

The fifteen members elected to serve on the executive council are: Mary Santee, Maryella Smith, Agnes Olsen, Blanche Lien, Beulah Marrs, Annette Kangas, Robert Koch, Nickolas Koren, Roy I. Olson, Ronald Schulz, Carlyle Smith, Al M. Spany, William Hendel, Byron McCullagh, and John Fried.

English

(Continued from page one)

will become as big a person as the football coach or the band leader. Then—oh happy day—she will be able to discipline her students as the football coach or the band leader disciplines his. Then she may be able to teach directly and rapidly, and what she teaches may stick.

At present there are several situations which lead us to ask questions from time to time. For one thing we are told that the high schools are flooded with students, most of whom are never going to college. Eighty-five per cent don't go; only 15 per cent do. To be sure, the whole 100 per cent can't be trained to suit us. Our obvious reply is then, since the 85 per cent are never coming to us and therefore are none of our business, that we have no right to concern ourselves with them. But can a little something special be done for the 15 per cent? Now this means, of course, special classes—the fancy name is "homogeneous grouping." This is apparently a ticklish subject, but it deserves consideration.

If what we would like to do is too stiff for the 85 per cent, could we have it for the 15 per cent which we and other colleges are going to deal with? As soon as special classes are mentioned, some people exclaim, "That wouldn't be democratic!" Well, how about opening the special classes to any student qualified to take them, whether he's coming to college or not? He can't go to college because he's too poor, but he's interested and eager to get the material—he wants to improve himself—let him in and let him stay as long as he'll do the work. The others don't take it because they don't want it—some other kind of English is what they want. This would seem to be democratic enough. But we are told that the University is abandoning the 85 per cent, that it should insist that the public schools give them as thorough a training in English so that they may qualify as literate, thinking citizens. This argument appeals to me as a citizen and a believer in democracy. We should like to insist that high schools do this for all their students; but modestly and practically we can only ask that it be done at least for the 15 per cent who come to college.

Then we are also told that the students who go to college have a special duty to the others—that they ought to be kept in the classes with the others to avoid hard feelings, inferiority complexes, etc. I can see the reasons for such a plea, but I think it is a dangerous argument, that it runs right into one of the dangers that have always beset democracy—that of levelling down, of jealousy and suspicion of the man who undertakes to rise above the average, to push ahead of the group. Levelling up is a very difficult thing. If

the University could secure higher standards for all 100 per cent, against their will apparently, it might be a fine thing; but is there any chance of it?

Then there are the practical, administrator's objections—the extra cost of special classes, the difficulties of schedule, etc. I will admit that there might be serious difficulties in small schools, but I should think that they would be much less in the big city schools where the number of students is enormous. Anyway, though the objections are numerous, I still cannot believe that if in a large school a certain group of students would profit by special instruction, and if those classes are open to all people qualified by brains and by desire to take them, the arrangement is impossible.

Concerning the University standards and what we look for in students—these may be found described in detail in the "Placement" pamphlet, which has been widely distributed, but is now temporarily out of print. I think a reading of the themes in that pamphlet will show that we are not ferocious in our demands. Students are admitted to Freshman English if they have any notion of organizing and developing a little theme of 250 words and if they do not seem definitely illiterate. The general point of view of readers is to judge errors as serious and less serious, as being the kind that a little instruction and help would seem likely to eradicate, or the kind that calls for a good deal of help and instruction. For example, a habit of running sentences together or writing incomplete sentences and obviously not realizing it, would seem serious to me, a bad symptom. Gross errors in idiom or elementary grammar in any number would also indicate sub-freshman classification to me. So would numerous misspellings of common words. Certain errors in punctuation, misspelling of unusual words, mere awkwardness in phrasing, for instance, I should wink at. In short, if I thought from the theme and the test grades and high school rating that a student had a fair chance of getting through Freshman English I should let him in. If I did not think so, would it be any kindness to him to admit him, let him do a quarter's work and acquire an F at the end? I have talked with several high school teachers about this matter and have invariably been urged by them not to relax such standards as we have. Some have even urged that they be raised, thus putting pressure on high school students to work harder. I do not expect this to be done. Parents may bring pressure to bear on principals and superintendents to demand or back up stricter teaching, but they also complain loudly to university administrators, who do not like complaints any better than anybody else.

(Continued on page four)

English

(Continued from page two)

I may say this. I have read over the state course of study in grammar, and know that if we got students who had grasped and could apply the items listed there, we should be more than satisfied; we should be delighted. As a matter of fact, some points there we should expect to teach in college—for instance, the matter of gerunds, and of restrictive and non-restrictive clauses. If high school students can get these points, very well; but we should hardly expect them to.

This of course leads directly into the matter of grammar, functional and formal. Of course, what we want is students who can write grammatically—how they get that way is not particularly our business. If they are grammatical, we shall never mention grammar to them. But unfortunately a very large number are definitely ungrammatical, and many more are very shaky. We *have* to concern ourselves with grammar. Miss Dora Smith told me lately that most high school teachers when urged to teach to please the University and the colleges would, as far as grammar was concerned, teach it in a solid lump, formal and stiff and in a vacuum.

I doubt very much if this works well. For the average person, not the grammarian or philologist, grammar is a practical applied science—it isn't of use until it is applied. I think there must be drill and that rules and concepts must be learned if the student is to be grammatical, but these rules must be tied in closely with writing and speaking. All rules, I should think, ought to be immediately practiced and exercised. On the other hand, I do not see how grammar can be taught by ear, so to speak, when one gets by the early stages. Doubtless very gross and obvious errors like *was you?* or *ain't* can be taught by ear. But what about the elegantly ungrammatical *between you and I*, which many pride themselves on? As one student said to me, "You wouldn't want me to say *between you and me*, would you?" I should think this would have to be unravelled for him in terms of grammar. Moreover, our students are supposed to be able to put together sentences of some complexity. If they do not understand the relationship of the various parts, they are going to be hard put to it to decide on their *who's* and *whom's* and the relations with antecedents generally. I doubt very much whether anyone here would be willing to take a chance on his grammar simply by ear. I know I wouldn't. Another thing, if we have to teach grammar in the University, we think the students ought to have at least the central terminology. It is a great handicap to deal with students who don't know what you mean when you say *noun* or *verb*, and

some of them don't. There is certainly much that can be cut out in the teaching of grammar, and much that doesn't need to be stressed—the more subtle mysteries of *would* and *should*, for instance, but there is surely a central nugget of grammar that a college student ought to have, if he's going to be comfortable in some of the positions he's likely to get into. Still another thing—practically all these students have to take a foreign language. If they have no English or Latin grammar they are under a heavy handicap here. I don't think that grammar or language study can be slighted and then picked up in the last year of high school. To be really acquired as it should, it ought to be begun early and picked up gradually, bit by bit. My nine-year-old daughter, now in the fifth grade in one of the Minneapolis schools, came home a few weeks ago and announced "Verbs are action." This certainly isn't much, and several later inquiries would indicate that she hasn't got much further. The last time I asked her, she said, "Oh, we're doing social studies now." But after all it is something. If she can get a little sense of grammar now and a little more next year, and so on, the schools will not have done so badly by her.

These points that I have been running over here are merely some that are forced on my attention over and over again in dealing with our own course, and in talking with high school teachers. All of them, when it comes down to detail, are controversial, subject to modification and reservation. And finally, I want to say that I think that a much closer cooperation or interlocking than at present exists between the high schools and the University would be invaluable. I have been making some feeble attempts in the little free time I have for such matters to find practical ways of bringing this about. I do not see why something more could not be done. I should think it was bound to benefit instruction, both in the high schools and in the University.

For Next Year

(Continued from page two)

Two classes of shorter duration than the usual seventeen-session class have just been mentioned. In response to the interest in short courses, the Extension Division is offering other six- to ten-week courses. These include THE MAKING OF MINNESOTA, BOOK REVIEWS, NATIONAL PARKS OF THE WEST AND SOUTHWEST, FISH AND FISHING IN MINNESOTA.

For some years the Division has offered a HOW TO STUDY INSTITUTE each semester during the week immediately preceding the opening of classes. During the fall semester of the coming year a new class along similar lines, THE IMPROVEMENT OF READING, is planned

White on WLB

Wendell White, Associate Professor of Psychology, is heard over WLB, the University of Minnesota's radio station, each Monday evening from 7:00 to 7:30 p.m., in a series of talks on "Psychology in Everyday Life." Mr. White's talks will continue through June and July.

(Continued from column two)

for adults who wish to learn to read more rapidly and more competently.

Additional new classes scheduled for 1941-42 include PHYSIOLOGY OF BACTERIA, AMERICAN AGRICULTURAL HISTORY, PARLIAMENTARY LAW, SCIENTIFIC RUSSIAN, HISTORY OF ANCIENT PHILOSOPHY, PERSONALITY: FACTS AND THEORIES, READINGS IN SWEDISH LITERATURE, PHYSICAL DEVELOPMENT FOR MEN, CONTEMPORARY POLITICAL PHILOSOPHIES. For descriptions of the classes mentioned in this preview and for full information about them consult the new bulletin of Extension classes when it appears.

In addition to studying the new bulletin, many students will want personal advice and assistance in planning their class work. This need is consistent with the Division's theme, "Learn for Living." Study is most valuable when it is intelligently planned, seriously pursued, and continued over a considerable period of time.

Hence, we urge you to think about Extension classes during the summer months. Consider your proposed program of study, think about how it fits in with the work you have taken in the past, or about its relationship with a certificate or a degree—and think about what it may mean in terms of more enjoyable living. And feel free, please, to come in to the campus office for help and advice any time during the summer.

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