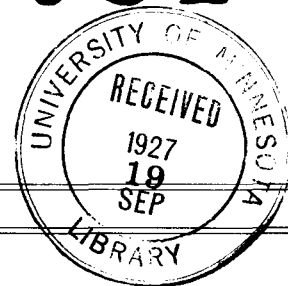


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EDUCATION A LIFELONG PROCESS

The Interpreter

Published by the General Extension Division
University of Minnesota



VOL. II

SEPTEMBER, 1927

No. 1

Review of Year Past and a Looking Forward

Extension Director's Report Gives Facts of Interest

Total registrations in Extension classes, University of Minnesota, numbered 9,683 for the year past, according to the annual report of Richard R. Price, Director of General Extension, to the President. Growth was 461 over the year previous. In Correspondence, increase was 16.3 per cent, with 2,930 registrations in force in 1927. Nineteen short courses were given. The Municipal Reference Bureau sent out 1,167 special reports, in answer to inquiries upon problems of government as against 724 the previous year. A State-wide music contest included 151 schools and upwards of 9,000 pupils.

Enrolment in Classes

During the year, late afternoon and evening classes were conducted in Minneapolis, St. Paul, Duluth, Chisholm, Eveleth, Hibbing, Virginia, Two Harbors, St. Cloud, and Superior, Wisconsin. The total number of such semester classes was 561 as compared with 550 the year before and 449 in 1924-25. In 1921-22 the number was 268.

Student semester registrations in academic or collegiate subjects totaled 5,621; business, 2,760; engineering, 1,295. There were 5,488 individuals taking Extension class work, as compared with 5,318 for the year before,—a gain of 170.

New Certificates Offered

"During the year 1927-28 will be offered for the first time," the report states, "a ninety-credit curriculum in Secretarial Studies leading to a certificate, a ninety-credit course in Advanced Accountancy leading to a certificate, and a ninety-credit course in collegiate or academic subjects conforming to the group requirements of the College of Science, Literature, and the Arts, and leading to a Junior College certificate. All the requirements of the Junior College will be met except those in Physical Training and Military Training. These will either be waived, or the certificate will state that they have not been met."

Short Courses

Short courses lasting from three days to twelve weeks were conducted the past year for medical men, dentists, laundrymen, department store executives, embalmers, funeral directors, nurses, scout leaders, merchants, and electric metermen. Registrations went to 415.

Attention is called in the report "to the increasing development of the short course as a method of Extension instruction. The short course is a flexible and useful device for bringing up-to-date the knowledge, training, and technique of practitioners in the several

professions, as well as of persons engaged in trade, industries, commerce, and merchandising. The Institute in Retail Merchandising, lasting for a week and held in several towns of the State, is promising future development in this field. One such Institute was held during this year and others are promised for the next year."

"ON the whole it may be stated that the momentum acquired by the university extension movement all over the United States shows no sign of slowing down. The university extension movement is now merely one wing of a much larger movement which is engrossed with the problem of adult education. The bringing of educational opportunity to men and women of all ages throughout the term of life is the prime object of university extension as well as of the whole movement for adult education. The most glorious mission of a state university is not that it should be used to the utmost by a resident student body, but that it should become a source of intellectual stimulation and continued growth in mentality and character for all the citizens of the State who are capable of assimilating its teachings. The growth of imagination, intellectual grasp, toleration, and catholicity of taste and appreciation are the fine fruits of university education and the opportunity to participate in these blessings should be made available to all the people. This institution then becomes in a very real sense the university of all the people."—DIRECTOR OF GENERAL EXTENSION, from annual report, 1926-27, to the President, University of Minnesota.

Correspondence Study

The Correspondence Study Department has been broadened by the introduction of a new group of courses in Child Care and Training, offered in co-operation with the Institute of Child Welfare, one course free to residents of Minnesota; by a new Group Study Plan,

whereby study clubs and other groups may pursue any course jointly, without credit, but with instructional service and for the payment of a single fee; by a number of new courses training for Personnel Administration and for Secretarial work.

The year showed the largest growth in Correspondence study since 1922-23. A count which includes the Maternity and Hygiene course offered in co-operation with the State Board of Health and the Federal Children's Bureau, and the new free course in Child Care and Training brings the total of all registrations in force during the year to 5,224, an increase of 6.3 per cent over last year. New registrations of the year showed a gain of 31.6 per cent.

"It is interesting to note," says the report, "that the gain in registration for regular courses (16.3 per cent) was made by only three per cent more individual students than the previous year. About one-sixth of all students carried two courses. And while the number that elected more than two courses does not seem numerically large (51, or about four per cent of the total) it indicates a tendency on the part of students to make their correspondence study continuous and progressive."

University Radio Programs

"During the year 1926-27, two hours a week of what may be regarded as distinctive University information have been broadcast," one hour over WCCO, and one hour over WLB, the University station. Series of talks on Anthropology, International Relations, Music Appreciation, Biology, Public Speaking, Mammals of Minnesota, Chemistry, the Eastern World, Literature, Physical Education, Astronomy, Foods, Home Economics, and Health, were a part of the programs. Debates by students, periods of music, and lessons in French and in Esperanto were given.

Municipal Reference Bureau

"Minnesota Municipalities," the magazine of the League of Minnesota Municipalities edited at the Bureau has a circulation of approximately 3,500.

Nine publications were issued during the year by the Bureau in co-operation with the League of Minnesota Municipalities. These are: "The Abatement of Nuisances," "Garbage and Refuse Disposal for Small Municipalities," "Water Rates in Minnesota," "Grading Municipalities to Determine Fire Insurance Rates," "A Statement of the Position of the League upon House File 1195," "The Law of Special Assessments in Minnesota," "Tax

(Continued on page four)

The Interpreter

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

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

Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter C. L. Rotzel
S. H. Perry I. W. Jones
 H. B. Gislason

Hazel B. Stevens - - - - - Editor

SEPTEMBER, 1927

September 26 the Date

This year Extension classes of the University of Minnesota begin Monday, September 26. Information and schedules are now available at the four Extension offices. Registration for classes starts September 19.

For the good especially of small classes, it is urged that students arrange for early consultation with staff members, so that registration may be early, and the continuance of desired classes assured. People who need extended discussion of their plans, will get attention easier, of course, if they come before the rush.

The main office is on the University campus, Administration Building, fourth floor. During the first days when classes of the semester are starting, an information desk is maintained on the first floor.

The downtown office of St. Minneapolis is at 736 Security Building; of St. Paul, at 920 Pioneer Building; of Duluth, at 404 Alworth Building.

Regular office hours are from 9 a.m. till 5 p.m. From September 10 to 24, offices will be kept open from 8:30 a.m. till 6 p.m. for the convenience of students; and from September 26 to October 8, except Saturday, till 10 p.m., opening at 10 a.m. Saturday will keep to the 6 o'clock closing.

Let's Register on Time

Prompt registration in Extension classes can make, and tardy registration break, important classes. May we urge, then, that students show their confidence in the classes of their choice by putting down their money at once. Often it happens that an advanced class lacks only a few members to make its continuance possible. The few finally arrive. But in the meanwhile some of the first comers have dropped away.

If a class does not, after all efforts, make the grade, fees are refunded in full.

Prompt registration in all, not just in doubtful cases, will do much to keep tight the morale of Extension groups. The Evening organization wants itself recognized as a serious working unit. A way to help toward this result is to see that every class gets into step by the second meeting. To get into step entails that the prospective members of the class know definitely that they are to be real members, and that the instructor knows the same thing. Definite registration settles the question.

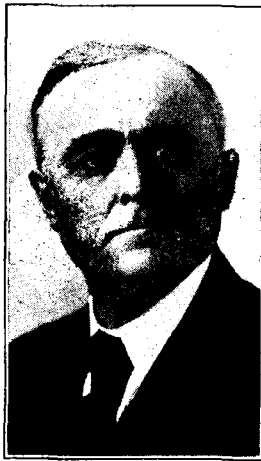
No other concerted action of Extension students at this time of year would result in greater benefit to themselves, or be of more help to executive officers of the Extension Division than this of prompt registration.

How about it, you efficient Twin Cities Association,—shall we work together in this matter?

Let's Avoid Penalty!

October 8 is the last day when Extension students can register without penalty. Six p.m. the hour. Why pay a penalty?

New Staff Members Introduced



ROSS L. FINNEY

Two members of the Department of Education, University of Minnesota, Ross L. Finney, assistant professor of Educational Sociology, and Herbert Sorenson, instructor in Education, join the Extension staff this year on a part-time basis. Dr. Finney will have classes in Educational Sociology, Social Control, and Modern Social Reform Movements, in Minneapolis and St. Paul. Mr. Sorenson is scheduled for four classes—two in Duluth and two in Minneapolis.

Dr. Finney brought his degrees from Boston University, coming to the University of Minnesota in 1919. Among the books of which he is author are: Administration of Village and Consolidated Schools, The American Public School, Elementary Sociology, General Social Science for Junior High School Grades, and A Sociological Philosophy of Education—the last named belonging to the current year.

Mr. Sorenson has his M.A. degree from the University of Minnesota, and has done further graduate study here. His professional history discloses in his past interesting experiences as instructor in a rural school, principal, and superintendent of schools. He has been instructing at the University of Minnesota for the past two years.



HERBERT SORENSON

Night Class Is Residence

Attendance on Extension classes in Minneapolis, St. Paul and Duluth is interpreted, by action of the University Senate, as meeting the requirement of residence at the University of Minnesota. This ruling is important, since all candidates for degrees from the University of Minnesota must complete in residence study a minimum of 45 quarter credits.

Two-Class Schedule This Fall

Since a continuance of holding two classes a night has been approved by a vote of Extension students, the plan will be used more extensively than ever this year. In general, classes will start at 6:20 and 8:05. There will of course be some exceptions, inasmuch as Extension aims to adapt itself to special conditions.

Some students, especially those who take only one class in an evening, would no doubt prefer to come at 7:30; but they are expected to make cheerfully a sacrifice to the will of the majority.

A questionnaire sent out the past May showed 1,017 students in favor of the two-class schedule downtown, 279 opposed, 549 not voting; 757 favoring the two-class schedule on the campus, 243 against, 582 not voting.

Advisers Beg To Be Bothered

There is a group of Official Advisers now in the General Extension Division. It wants work. Known officially as the Students' Work Committee, it is ready to accept that word "work" in all its senses. It is loaded with advice and information. The members are S. H. Perry, representing the Collegiate Department; O. C. Edwards, Engineering; Jerome Jackman, Business.

"Informal Essay" Offered

"Informal Exposition," the third quarter of sophomore English, is scheduled for the first semester. This is a class whose survival depends upon enough students showing up promptly. Enough means fifteen. Mrs. del Plaine is the instructor, and the class will meet on Mondays at 7:30 p.m. in Folwell Hall, Room 303.

Social Psychology Wednesdays

Social Psychology will be presented this year through Extension, the class to meet each Wednesday evening at 7:30 in Room 115, Psychology Building, University campus. The Division has secured Professor Charles Bird of the Department of Psychology, University of Minnesota, as the instructor, who teaches this course in the Day school.

The aim of the course is to afford practical insight into some complex human problems which arise out of the attempt to adjust to the requirements of the social order. It is a study of the bases of social conduct. Among topics selected for special consideration are: motivating factors in social behavior; the role of suggestibility in mass activities; the bases of public opinion and the organization of propaganda; and the influence of group activities upon individual achievement.

The materials of the lectures are based upon the recent experimental studies appearing in these fields.

Social Psychology is available to all students who have completed General Psychology and it carries university credit for those meeting the prerequisites listed in the Extension bulletin.

Author Taught Short Story

Mrs. Margaret Culklin Banning of Duluth, writer of six novels and over sixty short stories published in periodicals of national circulation, was the instructor of Short Story at Duluth the past year for the Extension Division. Thirty-five persons were registered in the course.

Thanks to Students

The editor of THE INTERPRETER, at the beginning of the second year of this small periodical, wishes to thank all who have praised it, and especially those students who have allowed their letters and other writings to be used in its pages, either piecemeal or as a whole according to the purpose of the issue.

It is not always easy to bear, to find a favorite sentence omitted, when the child of one's fancy sees the light in print, or a carefully planned introduction pared to a sentence, or the conclusion gone. The exigencies of limited space have made many such sacrifices necessary.

May the editor hope for a similar co-operation, and forbearance, this year? THE INTERPRETER will welcome always suggestions from students.

SUPPLEMENT TO The Interpreter

TENTATIVE SCHEDULE OF CLASSES

Afternoon and Evening

First Semester, 1927-28

Beginning Week of September 26—Closing Week of January 23

REGISTER AT OFFICES

MINNEAPOLIS: 736 Security Building, Main 0624, F. C. Austin, Resident Manager
ST. PAUL: 920 Pioneer Building, Cedar 7312, C. H. Dow, Resident Manager
DULUTH: 404 Alworth Building, Melrose 7900, John L. Macleod, Resident Manager
MINNEAPOLIS: 102, 402 New Administration Building, University of Minnesota, Dinsmore 2760

The New Administration Building may be reached by going two blocks from Church Street and the Washington Avenue carline or going three blocks from Seventeenth Avenue Southeast and the Oak-Harriet carline.

From September 10 to 24 the offices will be open from 8:30 a.m. to 6:00 p.m. From September 26 to October 8 the offices will be open from 10:00 a.m. to 10:00 p.m. with the exception of Saturday evening. (Saturday till 6 p.m.) Before and after the registration period, the offices are open from 8:30 a.m. to 5:00 p.m. Last day for registration without payment of privilege fee, October 8.

N.B.—A separate leaflet is issued giving the schedule of Duluth classes. A copy may be obtained from the Duluth office, 404 Alworth Building.

MEETING PLACES

City Hall, Third Avenue South and Fifth Street, Minneapolis
West High, Hennepin Avenue and 28th Street, Minneapolis
Vocational High, 11th Street and Fourth Avenue South, Minneapolis
Jordan Junior High, 29th and Irving Avenue North, Minneapolis
Traffic Club, New Nicollet Hotel, Minneapolis
Public Library, Hennepin and Tenth, Minneapolis
Metropolitan Music Company, 41 South Sixth Street, Minneapolis
University of Minnesota Campus: Folwell, Chemistry, School of Business, Psychology, Library, Women's Gym., Millard Hall, Main Engineering, Music, Publications, Electrical Engineering, etc., refer to buildings on the Main University Campus.
Court House, Fifth and Wabasha, St. Paul
Public Library, Fourth and Washington, St. Paul
Mechanic Arts High School, Central and Robert, St. Paul
Madison School, Tenth and Minnesota, St. Paul
St. Paul School of Art, 107 East Third Street, St. Paul
W. J. Dyer & Brothers, 23 West Fifth Street, St. Paul
St. Paul Institute, Fourth Street entrance of St. Paul Auditorium, (Elevators from 7 p.m. to 9 p.m.), St. Paul
Central High School, Lexington and Iglehart Avenues, St. Paul

GENERAL INFORMATION

FEES.—The fee for an extension class meeting one evening a week for two hours, and continuing through one semester of seventeen weeks, with three hours credit, is \$10. Wherever the fee is more or less than this standard the amount is stated in the program of classes.

In case a student takes three or more courses simultaneously, a reduction of ten per cent is made in the total fee of \$30 or more.

The tuition fee does not include the cost of texts or materials. Where mimeographed material is supplied in place of a basic text, a uniform charge of \$1 is made, payable at time of registration. For Veterans Bureau trainees the material fees are paid by the Bureau.

All fees are payable at the time of registration, and registration should not be deferred longer than the second meeting of any class. Checks should be made payable to the University of Minnesota.

Registration as a rule will not be taken at classes but must be made either at the city offices or at the campus office of the Division.

REFUNDS.—Students who cancel their registration before the middle of the semester may obtain a pro rata refund of the tuition fee, provided written notice is given the campus office at the time of cancellation.

No refund is made after the eighth week of a semester. In no case will a refund be made to a student of a class organized on a minimum registration basis. Two dollars (\$2) of each fee is non-refundable, being withheld to cover expenses of registration.

LATE REGISTRATION.—Beginning with the first semester of 1925-26 an additional privilege fee for late registration will be charged as follows: \$1 per course during the third week of the semester, and \$2 per course during the fourth week. Each week is construed to extend through Saturday evening. Two meetings of each class will therefore have been held before these privilege fees become operative. No registration will be accepted later than the fourth week of a semester after the week in which the class begins, without the approval of the director of University Extension. The last day for registration without payment of the late registration privilege fee will be Saturday, October 8.

CLASS ATTENDANCE.—Every student should attend the meeting of his class regularly. For credit toward a degree or a certificate the following rule must be adhered to:

"No student whose absence exceeds three (3) of the regular scheduled sessions of the course for a semester shall be admitted to the final examination of the course without special permission of the director of University Extension."

LENGTH OF COURSES.—Most of the classes meet one afternoon or evening a week for two hours for a period of sixteen weeks, with an additional week for final examination. The courses meeting once a week normally carry three (quarter) credits.

CREDITS.—The credits in the Extension Division are now computed in terms of "quarter" hours, in accordance with the present University usage, and not in "semester" hours, as was formerly the case. One semester credit equals one and one-half quarter credits.

Each course scheduled in this program carries three (3) credits unless otherwise indicated.

Students must state at the time of registration whether or not they desire University credit in the courses pursued. Changes from "no credit" to "credit" registration will not be made after the middle of the semester, and then only with the consent of the instructor and at the campus office of the Extension Division.

SIZE OF CLASSES.—Classes cannot ordinarily be organized for a smaller enrolment than fifteen. Under exceptional circumstances some continuation classes will be conducted for a minimum of twelve students. In some classes a larger registration than fifteen will be required. Variations of the above rule will be made only at the discretion of the director.

Any course announced may be withdrawn if the registration for that particular course is considered insufficient. In the case of withdrawal of any course the full fee paid will be refunded.

FOOTBALL TICKETS.—Extension students will be eligible to procure student season tickets for the University football games which will entitle them to reserved seats in the student section for the five home games to be played in the University of Minnesota's Memorial Stadium. These season tickets have coupons also for hockey, basketball, baseball, etc. Student season tickets will be \$8.00. Application blanks will be issued at any of the registration offices of the General Extension Division only upon presentation of receipt showing payment of fees for extension classes.

FURTHER INFORMATION.—For full information as to admission, description of courses, fees, prerequisites, credits, etc., see the Bulletin of Extension Courses published by the Division, a copy of which will be sent upon request to the General Extension Division, University of Minnesota, Minneapolis, Dinsmore 2760.

MINNEAPOLIS

I. Department of Collegiate Instruction

GENERAL INFORMATION.—In many cases, by departmental regulation, the completion of the entire course as scheduled on the campus is required before credit for any part of it can be counted toward a degree. For information as to such courses see bulletins of the several schools and colleges.

Courses unless otherwise noted carry college credit.

Courses in this schedule carry numbers to accord with the corresponding courses on the campus. Courses, other than those given on the campus, carry an appropriate number followed by "ex," to indicate Extension. Courses numbered below 50 are Junior College courses. Those numbered 50 and above are Senior College courses. In most cases, Junior College courses may be counted as electives by students who have completed their Junior College work. Students are urged to check up their credits with the school or college in which they intend to take their degree.

JUNIOR COLLEGE CERTIFICATE.—The requirements of the Junior College—the first two years—in Science, Literature, and the Arts, in

Education, and in certain of the professional courses, may now be met in extension classes. A Junior College certificate is granted upon completion of 90 credits of work in the Department of Collegiate Instruction. The required subjects for the certificate are English, a foreign language, a social science, and a natural science. The Senior College of Science, Literature, and the Arts will accept the certificate as fulfilling the requirements for entrance, provided proper care has been taken to secure the requisite preparation for a Senior College major and that the proper sequence of courses in the various fields has been followed. In addition the Senior College requires holders of Extension Division certificates to meet the requirements of the Junior College in Physical Education and Military Drill, during their junior or senior year. Candidates for the Junior College certificate must satisfy the general University regulations in regard to entrance.

A detailed statement of how a Junior College certificate may be secured, together with a suggested curriculum, will be found in the Extension Division bulletin, which will be mailed upon request.

SCHEDULE

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Art				Journalism			
Art Ed. 1. Fundamental Principles of Design I.....	M 7:15	West High	Hanley	1. News Writing I.....	Th 7:30	Folwell 25	Cason
Art Ed. 3. Fundamental Principles of Design III.....	M 7:15	West High	Hanley	Mathematics			
24. Freehand Drawing I.....	T 7:30	Main Eng. 401	Burton	College Algebra I.....	T 7:30	Main Eng. 203	Wilcox
27.* Freehand Drawing III (Life Drawing).....	W 7:30	Main Eng. 401	Burton	Trigonometry I.....	M 7:30	Main Eng. 104	Teeter
* An additional fee of \$1.00 is required for model, payable to the instructor.				Analytical Geometry I.....	W 7:30	Main Eng. 107	Boehnlein
				Differential Calculus I.....	T 7:30	Main Eng. 106	Edwards
				Integral Calculus I.....	T 8:00	Main Eng. 106	Edwards
				Differential Equations I.....	M 7:30	Main Eng. 104	Teeter
Astronomy				Music			
11. Descriptive Astronomy I.....	T 6:20	Folwell 124	Beal	64ex. Orchestra and Band Conducting (2 credits).....	Th 7:30	Music Building	Pepinsky
Chemistry				94ex. Ensemble (2 credits).....	M 7:30	Music Building	Pepinsky
9 ex.* General Inorganic Chemistry (The non-metals).....	TTh 7:30	{ Chem. 315 T	Geiger	4. Harmony.....	M 6:20	Music Bldg. 103	Malcolm
16x.* Quantitative Analysis (Gravimetric).....	TTh 7:30	{ Chem. 210 Th	Geiger	49ex. History Appreciation of Music.....	W 7:30	Music Bldg. 103	Ferguson
* Fee, \$17.00 with breakage deposit of \$5.00, unutilized balance to be returned.				16x. How to Listen to Music (no credit).....	W 7:30	Met. Music Co. Second Floor	Jones
Child Welfare				Nature Study			
C.W.I. 40. Child Development and Training.....	T 8:05	West High	Dixon	Sources and Methods of Nature Study.....	T 4:00	West High	Hall
Economics				Parliamentary Law			
101. Advanced General Economics.....	F 6:20	Court House 238	Waite	7ex. Parliamentary Law (no credit).....	T 7:30	Law 102	Hawley
6. Principles of Economics.....	Th 8:05	Court House 244	Graves	Philosophy			
Education				1. Introduction to Philosophy.....	T 6:20	Folwell 322	Conger
3. Educational Sociology.....	M 4:00	Voc. High 105	Finney	10. Science and Religion.....	T 8:05	Folwell 322	Conger
55. Elem. Ed. Psychology.....	W 4:00	Voc. High 312	White	3. Principles of Ethics.....	M 8:05	Folwell 322	Wilde
Ed. Ad. 119. Elementary School Curriculum.....	W 6:20	Public Library	Sorenson	Preventive Medicine and Public Health			
Ed. Ad. 160. Principles of Supervision.....	W 8:05	Public Library	Sorenson	53. Elements of Preventive Medicine.....	M 7:30	Millard 129	Diehl
English				63. Special Fields in Public Health Nursing.....	M 7:30	Millard 214	Butzerin
1. Survey of English Literature I.....	M 6:20	Main Eng. 136	Stevens	Psychology			
2. Survey of English Literature II.....	T 6:20	Main Eng. 136	Stevens	1. General Psychology I.....	T 6:20	Psychology 115	Bird
4. Composition IV (Beginning).....	M 8:05	Main Eng. 136	Armstrong	1. General Psychology I.....	W 7:30	Folwell 125	White
5. Composition V.....	T 8:05	Main Eng. 136	Armstrong	2. General Psychology II.....	M 8:05	Folwell 125	White
6. Composition VI.....	T 6:20	Main Eng. 201	Hessler	3. Psychology Applied to Daily Life.....	Th 6:20	Folwell 125	White
27ex. Development of the Essay.....	Th 7:30	Folwell 204	Hillhouse	Ed. 55. Elementary Educational Psychology.....	W 4:15	Voc. High 312	White
66ex. The English Novel.....	M 8:05	Folwell 204	Nichols	140. Social Psychology.....	W 7:30	Psychology 115	Bird
8. Shakespeare I.....	W 7:30	Folwell 204	Rarig	Romance Languages			
41. Public Speaking I.....	T 6:20	Folwell 308	Gislason	1. Beginning French I.....	W 8:05	Folwell 126	Cleifton
41. Public Speaking I.....	Th 6:20	Court House 244	Bryngelson	3. Intermediate French I.....	M 8:05	Folwell 226	Guinotte
42. Public Speaking II.....	T 7:30	Folwell 301	Bryngelson	5. French Readings for Graduate Students (no credit).....	T 6:20	Folwell 205	Frelin
62. American Literature I.....	T 8:05	Folwell 204	Moore	20. Elementary French Conversation and Composition I.....	M 6:20	Folwell 205	Frelin
82. Interpretative Reading and Voice I.....	W 7:30	Folwell 301	Garns	33. Reading Course in French Drama (two credits).....	W 7:30	Folwell 202	Nissen
20. Informal Exposition.....	W 7:30	Folwell 303	del Plaine	1. Beginning Spanish I.....	M 7:30	West High 238	Olmsted
61. Correction of Speech Disorders.....	M 6:20	Folwell 308	Bryngelson	3. Intermediate Spanish I.....	M 6:20	Folwell 201	Fichter
85. Advanced Public Speaking I.....	T 8:05	Folwell 308	Rarig	20. Elementary Spanish Conversation and Composition I.....	M 6:20	Folwell 202	Arjona
Esperanto				Scandinavian			
1. Beginning Esperanto (no credit).....	T 8:05	Court House 238	Wendell	5. Norwegian Survey (English).....	T 6:20	Folwell 206	Bothne
Forestry				110. Ibsen.....	W 8:05	Folwell 206	Bothne
1. Forest Conservation.....	W 6:20	Folwell 124	Cheyney	7. Beginning Swedish I.....	T 8:05	Folwell 206	Carlson
Geography				107. Modern Swedish Literature.....	M 8:05	Folwell 206	Carlson
51a. Human Geography.....	W 7:30	Old Library 103	Davis	Sociology			
61. Geography of Commercial Production.....	M 6:20	Old Library 103	Davis	1. Introduction to Sociology.....	Th 6:20	Folwell 5	Lundquist
German				6. Modern Social Reform Movements.....	M 6:20	Folwell 126	Vold
1. Beginning German I.....	M 6:20	Folwell 207	Kroesch	14. Rural Sociology.....	M 6:20	Folwell 9	Lundquist
17. German for Graduate Students.....	M 7:30	Folwell 212	Lusky	102. Social Control.....	M 8:05	Folwell 126	Finney
13. Elementary Conversation I.....	Th 8:05	Folwell 212	Davies	Swimming			
10. Rapid Reading I.....	M 8:05	Folwell 207	Davies	Swimming I (Fee \$5.00).....	M 7:00	Women's Gym.	Foster
4. Intermediate German III.....	T 7:30	Folwell 207	Wangness	Swimming I (Fee \$5.00).....	M 8:00	Women's Gym.	Foster
Greek				Swimming I (Fee \$5.00).....	T 7:00	Women's Gym.	Conger
2. Greek Literature and Life.....	Th 7:30	Public Library	Savage	Swimming I (Fee \$5.00).....	W 7:00	Women's Gym.	Lane
History				Swimming I (Fee \$5.00).....	W 8:00	Univ. Farm	Kaercher
1. Modern World I.....	M 6:20	Public Library	Perry	Swimming I (Fee \$5.00).....	F 7:00	Univ. Farm	Kaercher
3. Modern World III.....	M 8:05	Public Library	Perry	Zoology			
7. American History I.....	M 4:00	Public Library	Perry	1. Elementary Zoology (\$15.00 plus \$2.00 laboratory fee).....	MW 6:30	Zoology 211	Dawson
Home Economics							
3. Textiles.....	W 4:00	Voc. High 105	Caplin				
3. Textiles.....	W 7:00	Voc. High 105	Caplin				
131ex. Interior Decoration I.....	M 8:05	Main Eng. 135	Morse				
13. Clothing Planning and Construction B.....	T 7:30	Univ. High	Gorham				

MINNEAPOLIS

II. Department of Engineering Instruction

GENERAL INFORMATION.—All of these classes are on the Main University campus. All courses in Engineering carry credit towards the Extension Division Certificates. Credit in the College of Engineering may be granted in subjects of college grade as the result of a special comprehensive examination after matriculation in that college.

Courses marked with a star (*) require a \$1 lesson material fee in addition to the tuition fee, payable at time of registration.

CERTIFICATES IN ENGINEERING.—The department of Engineering Instruction offers group courses leading to certificates in (1) Architecture, (2) Civil Engineering, (3) Electrical Engineering, (4) Mechanical Engi-

neering. When 45 credits of engineering work have been completed a certificate in the appropriate branch of engineering is granted. An advanced certificate is granted upon the completion of 90 credits of engineering work. Extension courses in engineering will be accepted by the College of Engineering and Architecture, only by the passing of comprehensive examinations conducted by that college. Meritorious students in the past have not found this burdensome. Group courses in the various branches of engineering listed above and their prerequisites will be found in the Extension Division bulletin, which will be mailed upon request.

SCHEDULE

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Architecture				Mechanism and Kinematics.....	W 7:30	Main Eng. 201	Herrick
Architectural History I.....	M 7:30	Main Eng. 309	Mann	*Plan Reading	Th 7:30	Main Eng. 101	French
Architectural Design I & II.....	MTh 7:30	Main Eng. 302	Krafft	Structural Drafting	Th 7:30	Main Eng. 101	French
Architectural Design III, IV (\$15)	MTh 7:30	Main Eng. 302	Krafft	*Machine Design I.....	W 7:30	Main Eng. 201	Herrick
**Freehand Drawing III (Drawing from Life)	W 7:30	Main Eng. 401	Burton	Gear Drawing	W 7:30	Main Eng. 201	Herrick
Elements of Architecture I.....	MTh 7:30	Main Eng. 309	Heath	Experimental Engineering			
Freehand Drawing I, II.....	T 7:30	Main Eng. 401	Burton	Gas Engines I.....	Th 7:30	Exp. Eng. Lab.	Robertson
** An additional fee of \$1 for model is required, payable to the instructor. (Regular instruction will be given on Monday and Thursday evenings, but students in these classes may work in the drafting rooms of the Architectural Department on other evenings, except Sunday.)				Thermodynamics I.....	T 7:30	Exp. Eng. Lab.	Shoop
Chemical Engineering				Mathematics and Mechanics			
**General Inorganic Chemistry I....	{ T 7:30	Chem. 315	Geiger	*Shop Mathematics I.....	M 7:30	Main Eng. 106	Edwards
	{ Th 7:30	Chem. 210	Geiger	*Shop Mathematics II.....	T 7:30	Main Eng. 104	Teeter
**Quantitative Analysis (Gravimetric)	{ T 7:30	Chem. 310	Geiger	Shop Mathematics III (Algebra)...	W 7:30	Main Eng. 104	Teeter
	{ Th 7:30	Chem. 315	Geiger	Shop Mathematics IV.....	Th 7:30	Main Eng. 106	Edwards
** Fee, \$17.00 with breakage deposit of \$5.00, unused balance to be returned.				College Algebra I.....	T 7:30	Main Eng. 203	Wilcox
Civil Engineering				Trigonometry I	M 7:30	Main Eng. 104	Hartig
Highways and Pavements I.....	M 7:30	Exp. Eng. 205	Lang	Analytical Geometry I.....	W 7:30	Main Eng. 107	Boehnlein
*Hydraulics I.....	W 7:30	Main Eng. 104	Teeter	Differential Calculus I.....	T 7:30	Main Eng. 106	Edwards
Plane Surveying I.....	Th 7:30	Main Eng. 136	Cutler	Integral Calculus I.....	T 8:00	Main Eng. 106	Edwards
*Reinforced Concrete Design I....	Th 7:30	Main Eng. 104	Teeter	*Differential Equations I.....	M 7:30	Main Eng. 107	Teeter
Structural Design I (Elementary)	M 7:30	Main Eng. 205	Darrell	Elem. Applied Mechanics I.....	T 7:30	Main Eng. 107	Brooke
Electrical Engineering				Advanced Mechanics I.....	Th 7:30	Main Eng. 203	Wilcox
*Alternating Currents I.....	Th 7:30	Elec. Eng. 237	Johnson	Advanced Strength of Materials I	Th 7:30	Main Eng. 203	Wilcox
Alternating Currents Lab. I.....	F 7:30	Elec. Eng. 107	Kuhlman	Physics			
Power Transmission	W 7:30	Elec. Eng. 237	Ryan	Physics I	M 7:30	Physics 30	Buchta
Direct Current Machinery I (Elementary Electricity)	W 7:30	Elec. Eng. 138	Todd	Physics Laboratory I.....	F 7:30	Physics 30	Fukushima
Direct Current Laboratory I (Experimental Electricity)	T 7:30	Elec. Eng. 107	Swenson	Chemical Engineering			
*Radio Communication I.....	Th 7:30	Elec. Eng. 339	Sweet	*Boiler Room Practice I.....	M 7:30	Mech. Eng. 102	Martenis
Engineering Drawing				Elementary Automobiles	F 7:30	Exp. Eng. Lab.	Hazen
Advanced Mechanical Drawing I..	W 7:30	Main Eng. 201	Herrick	*Foundry Practice I.....	Th 7:30	Main Eng. 107	Richards
Elementary Mechanical Drawing I	Th 7:30	Main Eng. 101	French	Gasoline, Oil, and Diesel Engines	Th 7:30	Exp. Eng. Lab.	Robertson
Elementary Mechanical Drawing I (Women)	Th 7:30	Main Eng. 101	French	*Heating and Ventilation I.....	F 7:30	Main Eng. 102	Martenis
				Shop Methods	F 7:30	Main Eng. 107	Shipley
				Metallography and Heat Treatment of Steel	M 7:30	Mines 111	Harder
				Refrigeration	F 7:30	Exp. Eng. Lab.	Nichols
				Structural Engineering			
				Elementary Structural Design I..	M 7:30	Main Eng. 205	Darrell
				*Reinforced Concrete Design I....	Th 7:30	Main Eng. 104	Teeter

III. Department of Business Instruction

GENERAL INFORMATION.—Courses marked with a "dagger" (†) do not carry college credit, but all business courses carry credit toward the Extension Division certificate. All other courses do carry college credit for properly qualified students.

* One dollar (\$1.00) lesson material fee required in addition to tuition fee, payable at time of registration.

** Three dollars (\$3.00) fee, which includes cost of text, lesson material and outfit, is required in addition to tuition fee, payable at time of registration.

CERTIFICATES IN BUSINESS.—Credits earned in this department may be applied toward 45 and 90 credit certificates in (1) Accounting,

(2) General Business, (3) Banking and Finance. There are available also certificates in Secretarial Training and in Business Management and Administration upon the completion of a 90 credit course.

When the student has satisfied the University entrance requirements the credits may be applied toward a degree from the School of Business Administration under restrictions found listed in the bulletin of the School of Business Administration.

Group courses in the various branches of business instruction listed above with their prerequisites will be found in the Extension Division bulletin, which will be mailed upon request.

SCHEDULE

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Accounting				Banking and Finance			
Principles of Accounting A.....	M 6:20	Sch. of Bus. 301	Heilman	Finance A	M 6:20	Court House 238	Stehman
**Accounting Laboratory A (\$5.00)...	M 8:05	Sch. of Bus. 302	Smith	Finance C	W 6:20	Court House 238	
**Accounting Laboratory A (\$5.00)...	M 8:05	Sch. of Bus. 303	Niemackl	Business English			
Income Tax Problems	M 6:20	Court House 321	Preston	†Business English	M 6:45	Main Eng. 217	Creamer
Principles of Accounting A.....	T 6:20	Sch. of Bus. 301	Smith	†Business English	F 6:45	Main Eng. 217	Creamer
**Accounting Laboratory A (\$5.00)...	T 8:05	Sch. of Bus. 302	Smith	†Business English	F 6:45	Main Eng. 218	Bennett
**Accounting Laboratory A (\$5.00)...	T 8:05	Sch. of Bus. 303	Niemackl	Business Law			
*Accounting Practice & Procedure A	T 6:20	Court House 321	Houston	*Business Law A.....	T 6:20	Court House 236	Jackman
*Accounting Practice & Procedure A	T 8:05	Court House 321	Houston	*Business Law B.....	T 8:05	Court House 236	Jackman
Cost Accounting A.....	T 6:20	Court House 244	Tuttle	*Business Law C.....	T 6:20	Court House 236	Palmer
Cost Accounting C.....	T 8:05	Court House 244	Tuttle	*Business Law A.....	W 6:20	Court House 321	Jackman
Auditing A	W 6:20	Court House 244	Rotzel	*Business Law D.....	Th 6:20	Court House 324	Bardwell
*Business Management	W 8:05	Court House 236	Schmidt	Economics and Commerce			
*Constructive Accounting	W 6:20	Court House 236	Schmidt	†Beginning Advertising	W 6:20	Court House 244	Conley
Principles of Accounting A.....	Th 6:20	Sch. of Bus. 301	Smith	†Salesmanship	W 8:05	Court House 244	Conley
**Accounting Laboratory A (\$5.00)...	Th 8:05	Sch. of Bus. 301	Smith	Principles of Economics.....	Th 8:05	Court House 244	Graves
**Accounting Laboratory A (\$5.00)...	Th 8:05	Sch. of Bus. 302	Niemackl	Statistics	Th 6:20	Court House 244	Graves
†Elements of Accounting.....	Th 6:20	Sch. of Bus. 303	Houston	Railway Traffic & Rates.....	Th 6:30	Traffic Club	Crellin
†Elements of Accounting Labora-				†Retail Advertising	Th 6:20	Court House 238	Rangere
tory (\$5.00)	Th 8:05	Sch. of Bus. 303	Houston	Advanced Economics	F 6:30	Court House 238	Waite

ST. PAUL. I. Department of Collegiate Instruction

GENERAL INFORMATION.—In many cases, by departmental regulation, the completion of the entire course as scheduled on the campus is required before credit for any part of it can be counted toward a degree. For information as to such courses see bulletins of the several schools and colleges.

Courses unless otherwise noted carry college credit.

Courses in this schedule carry numbers to accord with the corresponding courses on the campus. Courses, other than those given on the campus, carry an appropriate number followed by "ex," to indicate Extension. Courses numbered below 50 are Junior College courses. Those numbered 50 and above are Senior College courses. In most cases, Junior College courses may be counted as electives by students who have completed their Junior College work. Students are urged to check up their credits with the school or college in which they intend to take their degree.

JUNIOR COLLEGE CERTIFICATE.—The requirements of the Junior College—the first two years—in Science, Literature, and the Arts, in

Art	SUBJECT	TIME	PLACE	INSTRUCTOR
Art Ed. 1.	Fundamental Principles of Design I.	Th 4:15	Pub. Library 2	Hanley
Art Ed. 3.	Fundamental Principles of Design III.	Th 4:15	Pub. Library 2	Hanley
*27.	Freehand Drawing III.	F 7:30	St. P. Sch. of Art	Burton
20.	Principles of Harmony in Form and Color	S 10:30	Cent. High Sch.	Hanley
Art Ed. 45.	Application of Design in Needlecraft (2 credits)	T 4:30	Cent. High Sch.	Ross instructor.
* An additional fee of \$1.00 is required for model, payable to the				
Astronomy				
11.	Descriptive Astronomy I.	W 6:20	Pub. Library 2	Beal
Child Welfare				
C.W.I.40.	Child Development and Training	M 7:00	Pub. Lib. Aud.	Dixon
Economics				
6.	Principles of Economics	W 6:20	Court House 206	Myers
Education				
103.	History of Modern Elementary Education	Th 4:15	Pub. Lib. Aud.	Alexander
	Modern Social Reform Movements	T 4:15	Pub. Library 2	Finney
Ed.55.	Elementary Educational Psychology	T 4:15	Pub. Lib. Aud.	White
T15.	Technique of High School Instruction	M 7:30	Cent. High Sch.	Hudelson
English				
1.	Survey of English Literature I	W 6:20	Pub. Lib. Aud.	Stevens
4.	Composition IV	Th 7:00	Pub. Library 2	
8.	Shakespeare I	M 8:05	Y. W. C. A.	
8.	Shakespeare I	F 7:00	Pub. Library 2	
6.	Composition VI	T 6:20	Pub. Lib. Aud.	Nichols
44.	American Literature I.	M 6:20	Y. W. C. A.	Sutcliffe
69.	Short Story I.	F 6:20	Court House 211	Morse
41.	Public Speaking I.	F 8:05	Court House 211	Morse
42.	Public Speaking II.	F 8:05	Court House 211	Morse
43.	Public Speaking III.	F 8:05	Court House 211	Morse
85.	Advanced Public Speaking I.	Th 7:00	Pub. Lib. Aud.	Rarig
83.	Interpretative Reading and Voice III	Th 6:00	Cent High Sch.	Garns
81.	Interpretative Reading and Voice I	Th 7:45	Cent High Sch.	Garns
Geography				
51a.	Human Geography	T 4:15	Pub. Library 5	Everly

Education, and in certain of the professional courses, may now be met in extension classes. A Junior College certificate is granted upon completion of 90 credits of work in the Department of Collegiate Instruction. The required subjects for the certificate are English, a foreign language, a social science, and a natural science. The Senior College of Science, Literature, and the Arts will accept the certificate as fulfilling the requirements for entrance, provided proper care has been taken to secure the requisite preparation for a Senior College major and that the proper sequence of courses in the various fields has been followed. In addition the Senior College requires holders of Extension Division certificates to meet the requirements of the Junior College in Physical Education and Military Drill, during their junior or senior year. Candidates for the Junior College certificate must satisfy the general University regulations in regard to entrance.

A detailed statement of how a Junior College certificate may be secured, together with a suggested curriculum, will be found in the Extension Division bulletin, which will be mailed upon request.

	SUBJECT	TIME	PLACE	INSTRUCTOR
Greek in English				
3.	Greek Drama	W 7:00	Pub. Library 6	Savage
History				
1.	Modern World I.	W 6:20	Court House 311	Perry
3.	Modern World III.	W 8:05	Court House 311	Perry
7.	American History I.	W 4:15	Y. W. C. A.	Perry
Home Economics				
3.	Textiles	Th 4:00	Y. W. C. A.	Caplin
3.	Textiles	Th 7:00	Y. W. C. A.	Caplin
Journalism				
1.	News Writing I.	Th 6:20	Court House 318	Steward
Mathematics				
	Mathematics for Teachers	W 4:15	Y. W. C. A.	Edwards
Music				
†1ex.	How to Listen to Music I.	T 7:30	W. J. Dyer & Bros.	Jones
Preventive Medicine and Public Health				
53.	Elements of Preventive Medicine	M 7:30	Cent. High Sch.	Lees
Psychology				
1.	General Psychology I.	M 7:00	Pub. Library 2	
Ed.55.	Elementary Educational Psychology	T 4:15	Pub. Lib. Aud.	White
3.	Psychology Applied to Daily Life	T 7:00	Pub. Library 2	White
Romance Languages				
1.	Beginning French I.	T 7:00	Cent. High Sch.	Owens
3.	Intermediate French I.	T 7:00	Cent. High Sch.	Hawley
35.	Contemporary French Novel—Bourget, Loti, Anatole France, etc.	W 7:00	Cent. High Sch.	Ditchy
1.	Beginning Spanish I.	M 7:00	Cent. High Sch.	Pattison
Sociology				
14.	Rural Sociology	M 7:00	Institute	Lundquist
51.	Occurrence of the Socially Inadequate	T 4:00	Y. W. C. A.	Wheeler
100.	Social Psychology	T 7:00	Y. W. C. A.	Finney
53.	Criminology	W 7:00	Cent. High Sch.	Sutherland

II. Department of Engineering Instruction

GENERAL INFORMATION.—Any classes scheduled in Minneapolis will be repeated in St. Paul if 15 or more persons signify their desire to register for it.

Credit in the College of Engineering may be granted in subjects of college grade as the result of special comprehensive examination after matriculation in that college.

Courses in Engineering carry credit toward the Extension Division certificates.

Courses marked with a star (*) require a \$1 lesson material fee in addition to the tuition fee, payable at time of registration.

SUBJECT	TIME	PLACE	INSTRUCTOR
Engineering Courses			
*Shop Mathematics I.	Th 7:30	Midway	Y. M. C. A. Dow
College Algebra I.	T 7:30	Mechanic Arts	Dow
Trigonometry I.	W 7:30	Mechanic Arts	Dow
Mechanical Drawing I.	F 7:30	Mechanic Arts	Dow
Structural Drawing I.	F 7:30	Mechanic Arts	Dow
Structural Design I.	Th 7:30	Mechanic Arts	Darrell
Applied Mechanics I.	M 7:30	Mechanic Arts	Dow
*Shop Mathematics	W 6:00	Amer. Hoist & Derrick Co.	Edwards
Mechanical Drawing	Th 6:00	Amer. Hoist & Derrick Co.	Herrick

III. Department of Business Instruction

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** Three dollars (\$3.00) fee, which includes cost of text, lesson material and outfit, is required in addition to tuition fee, payable at time of registration.

CERTIFICATES IN BUSINESS.—Credits earned in this department may be applied toward 45 and 90 credit certificates in (1) Accounting, (2) General Business, (3) Banking and Finance. There are available also certificates in Secretarial Training and in Business Management and Administration upon the completion of a 90 credit course.

When the student has satisfied the University entrance requirements the credits may be applied toward a degree from the School of Business Administration under restrictions found listed in the bulletin of the School of Business Administration.

Group courses in the various branches of business instruction listed above with their prerequisites will be found in the Extension Division bulletin, which will be mailed upon request.

SUBJECT	TIME	PLACE	INSTRUCTOR
Accounting			
Cost Accounting A.	M 6:20	Court Room 319	Tuttle
*Accounting Practice & Procedure A	M 6:20	Court Room 311	LeBoribus
*Accounting Practice & Procedure A	M 6:20	Court Room 311	Blandin
*Business Management	T 6:20	Court Room 206	Schmidt
*Constructive Accounting	T 8:05	Court Room 206	Schmidt
Income Tax Problems	W 8:05	Court Room 319	Preston
Principles of Accounting A.	Th 6:20	Coun. Chambers	Blandin
*Accounting Laboratory A.	Th 8:05	Coun. Chambers	Blandin
Auditing A.	Th 6:20	Court Room 319	Rotzel
Principles of Accounting A.	F 6:20	Coun. Chambers	LeBoribus
*Accounting Laboratory A.	F 8:05	Coun. Chambers	LeBoribus
Banking and Finance			
Finance A	T 6:20	Court Room 319	
Finance C	Th 6:20	Court Room 206	
Business English			
†Business English	M 8:05	Court Room 211	Conley
Business Law			
*Business Law C.	T 6:20	Court Room 211	Chapin
*Business Law A.	Th 6:20	Court Room 211	Jackman
*Business Law B.	Th 8:05	Court Room 211	Jackman
Economics and Commerce			
†Advertising	M 6:20	Court Room 211	Conley
Principles of Economics	W 6:20	Court Room 206	Myers
Railway Traffic & Rates	W 6:20	Court Room 211	Crellin
Value and Distribution	W 8:05	Court Room 206	Myers

Lilies and Bread

THERE is an ancient Chinese proverb which reads: "If you have two loaves of bread, sell one and buy a lily." This is only another way of phrasing the Scriptural injunction,—“Man shall not live by bread alone.”

What application do these two oriental sayings have to the Extension student and his problems? Much more than appears on the surface. Take for example the matter of program making. In late September every Extension student will be confronted by the necessity of choosing what courses he will pursue during the first semester; in other words, he must

voiced in literature, biography, and philosophy. Let every student plan his program so as to include some of those liberating studies which contribute relatively nothing to money-making but do stimulate the growth of a free spirit and make man at home in the universe. Without some plan and purpose, thoughtfully adopted and courageously adhered to, life becomes a water-logged bark adrift at the mercy of wind and current. The attainment of an organized and integrated, a purposive life, is a man's chief business, and to be most profitable it should be accomplished as early in life as possible.

June's Epochal Event

If a certificate is just a certificate, then it does not matter who hands it to you, or whether when you go after it the band plays or an academic gown flaps around your ankles. But, as we all know, a certificate is a symbol, not a scrap of paper. It represents many hours of work, continued through years; in particular, work pursued with an end in view,—which end was held in the eye while distance made its outlines hazy.

An Extension certificate received, as it was the past June for the first time, from the hands of the president of the University of Minnesota on the official Commencement day meant that the work of Extension students was being recognized as on a par with the work of those who give their whole time to study.

Extension graduates set apart by being the first to enjoy the new distinction are:



EXTENSION STUDENT GRADUATES

Some of the forty who received their certificates in June from the hands of President Coffman, an event of importance for Extension at the University of Minnesota. From left to right, those in the picture are: Front row—Kantor, Pieper, Hansen, Moy, Larson, Miss McKenzie, Miss Kuehne, Koehn, Floeder, Prof. Rotzel and Prof. Edwards (staff members); center row—Director Price, Harrison, Fristedt, Zollner, Lovik, Campaigne, Nelson, Barke, Miss Phillips (staff secretary); back row—Haefner, Erickson, Coupe, Ward, Durand, Underwood, Wasgatt, Jacobson, Green.

determine along what lines he will read, study, and reflect during that period.

The tendency is strong to select bread-and-butter courses,—narrowly specialized courses that have direct vocational objectives. Now, no one can be blamed for making due preparation for a business, industrial, or professional career. Vocational education is a legitimate part of any program. The mistake is in conceiving of life wholly in terms of bread and butter. Teachers take courses in education, shop men take courses in engineering, office men take courses in business subjects,—all with the sole purpose of improving their economic status. But life is more than meat, and the body than raiment.

There must also be a development of that part of human nature which craves intercourse with unseen things and forces, which is curious about the universe in which we live, and is interested in the noble thoughts and aspirations of men as

A healthy plan of life, while taking into account the physical basis of society and of individual existence, will not overlook the great spiritual forces always at their regenerative work. We must not let ourselves become so oppressed by the physical manifestations of power and pomp and glory and efficiency as to forget that there is also an unseen world, whose powers are enormously effective, though they be as placid as sunlight and as invisible as the law of gravitation. The unseen powers of the invisible universe set the plans of men at naught and develop their mighty purposes as irresistibly and as inevitably as the glacier.

Let the student plan his program in accord with a well-conceived life purpose, giving due weight to spiritual as well as economic factors. "If you have two loaves of bread, sell one and buy a lily."

Richard R. Price

Hazen Carlton, Karl Koehn, and Bruce N. Hooper,—who received Extension certificates in both Finance and General Business; Lawrence F. Durand and Edward A. F. Nightingale,—in Accounting and General Business.

Pearl M. Clinton, Robert C. Pfau, John A. Wasgatt,—in Finance; John B. Andren, Abraham J. Geller, Einer Lovik, Arthur S. Moy,—in General Business.

Jack Albert Barke, Lawrence E. Coupe, Charles Ludwig Erickson, Richard John Floeder, Boris Hestrin, Heman S. McCrea, Edith Luella McKenzie, Ralph Edward Nelson, Edward James Ovshak, Samuel M. Ralston, Francis M. Redington, Adelbert R. Tymeson, Vernon L. Underwood, Minnie L. Kuehne,—Accounting.

George Campaigne, Peter Hansen, Max O. B. Pieper, Fred Zollner,—Mechanical Engineering; Norman Kantor, Karl Larson,—Civil Engineering; Elmer H. Fristedt, Arthur C. Green, Joseph Haefner, C. E. Harrison, Earl W. Jacobson, Lawrence B. Paist, Robert R. Ward,—Electrical Engineering.

S. M. Perry of the Extension staff has received official appointment as head of the Collegiate Department of General Extension, with the rank of assistant professor.

Twice When We Moved

BY GLADYS M. BERGERON
Minneapolis

[The bit of writing that follows, done for a freshman composition class, aims to present in contrast, not too didactically, the right and the wrong way of doing a thing.—Editor.]

Washington must have had a lot of courage that bitter winter night when, standing in the prow with the wind embracing him, he watched his boat nose its passage through the ice blocks in the Delaware; but he didn't need a bit more pluck than my Dad did when, standing in the backyard, he looked from the piano on the back porch to the vacant place awaiting it on top of the hayrack. The piano was a youth in years, but it had all the lines and dents of age. After a terrifying journey through four doors, down one hall and over a sill, it looked as if it had been taken on a two day ride through a trench under heavy machine-gun fire. Dad was wondering how he could put the piano on the hayrack without breaking his back or the piano. There was just Julius and he to do the moving. When Mother had suggested his getting more experienced help, he had replied that his people had trekked here through the wilderness from Quebec in '56 without experienced help. He forgot that there weren't many pianos in the covered wagons.

He and Julius first tried to lift the piano. The effort left Julius weak and panting. He looked as if he were Paul Bunyan's twin-brother, but he was barely strong enough to carry an empty milk-can. Dad next laid two planks reaching from the porch to the end of the hayrack, and started to shove the piano along them. Julius stood by with a cynical smile. With the veins on his forehead flushing purple; with every muscle tense with effort, and a look of despair and profanity on his face; with the piano going slowly up and sliding gently back, Dad might have been Sisyphus working for punishment. He quit suddenly as a new idea came. After fastening a rope around the middle of the piano, he made Julius get up on the hayrack and pull, while he (Dad) pushed. The piano steadily and majestically rose into the wagon. As it got to the top, the ends of the planks on the porch shot up, and I got a bang on the head from one of them. It took a dime from my mother and the promise that all my cats (I had eight) could go to town with me, before I was convinced I wasn't killed.

With the piano safely on the load, the rest was easy. The chairs and tables were stowed away, and the dishes tucked somewhere. The first load was off. We kids followed it to the highway and came back for lunch. Mother remembered that she'd shipped all the food and dishes, forgetting that there was one more meal to be had in the old house. Frankie and I began to cry. We were built alike. Food was to us a necessity and a reward. We ate when we were hungry and when we weren't, but, hungry or not, the promise of "bread and butter with sugar on it, and water on top of the sugar" would keep us watching the bread dough so it didn't grow too high and fall over the edges of the pan, or would prevent us from scraping the frosting off the cake when no one was around.

And now all the food and dishes were gone. A long, hungry day faced us. Frankie moaned in agony. He always could cry better than I:—his voice was lower and had a sort of moan, like a saxophone when the player's wind gets lost in it. Before he got old enough to tell Mother on me, I used to slap him to hear him cry. His crooning sobs might have been those of a black mammy whose little boy had been sold into slavery. I always sounded as if I'd been whipped with a spiked slipper.

We were driving Mother wild. She stopped her work to find us food but there was none. She was about to pack us over to a neighbor's

for lunch, when Tom came up from the cellar with an armful of vegetables. Irish stew was written all over them. For once, I think, we all appreciated Tom's peculiar talent. He could find food anywhere. Mother would hide things so skillfully that she couldn't find them herself; but Tom would go in a straight line to them.

She made the boys put up the stovepipes again and start the fire. Then she put on a pail of water and cut the vegetables into it. As I remember, the stew tasted fine, but the soldering on the pail melted and we expected for an hour to die.

In the middle of the afternoon the hayrack came back for the last load. Into that went the stoves, rugs, beds, all us youngsters and the cats. Dad hesitated a minute at the cats, but I was watching with quivering lips. He said something under his breath, and picking up the cats by their tails, he flung them in among the furniture. Two of my brothers and I sat on the rear end of the wagon to see that no cat fell off. The animals stayed on better than the furniture. We lost a mattress and a stovepipe. The cord fastening everything came loose and we started to lose a rug and bed, but Julius came to the rescue. The cats were ambling in and out of the furniture, now balancing precariously on a bed spring, now leaping to the top of the stove. Julius had to have a drink, so we stopped at a farmhouse. During the brief stay there, two of the cats escaped and darted into the woods. We took after them. In the shaggy underbrush, with the dusk coming, it was as futile to hunt for them as it would be for a book collector to look for a first edition Homer. For an hour we roamed, calling through the woods, then sadly climbed back on the hayrack.

When we reached our new home, it was night. We had no lights and no fires. Dad went over to the corner store and brought back some doughnuts, buns and strawberry pop. We sat on the porch in the flickering light of the street lamp and ate, while Mother and Dad tried to put up the beds in the dark. After breaking a tub of dishes he fell into, Dad decided he wouldn't fool with the beds any longer, and spread mattresses on the floor. Dad and mother, tired and nervous, were asleep in a moment, but we kids lay awake, basking in the excitement of sleeping on the floor like flood victims, and wishing we would move again the next day.

Three years later we moved again. For weeks we young ones dreamed of it, talked about it and planned for it. The night before we could hardly sleep. Alas, for bright dreams and excitement. About nine o'clock in the morning four men in a large moving van arrived, and from then on everything went like clock work. They wrapped the furniture up in padded cloths, and moved it quickly and carefully. In their trained, gentle hands nothing got marred or scratched. Between the four of them the piano and heavy davenport drifted out the door and into the van like feathers floating in a soft wind. They came and were gone in three hours. When Mother took us by streetcar to the other house, the beds and the stoves were already up. The furniture was in fairly decent order. There was not much confusion and no excitement. Sick with disappointment, and disgusted with the new order of things, we rambled down into the next block, picked a fight and got chased home.

And so, all that is left for children today are Intelligence Tests and supervised ball games. The giant steamers steal the danger from ocean voyages; trains do away with the hardships and thrill of stagecoach travel; and great trucks rob moving of glorious adventure.

When September Comes

BY GRACE RICHARDSON, Minneapolis

I like to go to school. Ever since I started in the first grade the approach of autumn, the turning of the leaves, the changes from the languor of summer to the crisp Fall air, the newspaper advertisements for Fall clothes, all have fascinated me and turned my thoughts to the classroom.

I can't bear to think of foregoing the pleasure of discussing the new teacher, discovering a new subject, or even taking examinations. I try to convince myself that this is wholly a craving for knowledge, but in moments of more penetrating self-analysis I am afraid that it may be, in part, a surviving infantile curiosity. Then I discipline my inclinations and sign up for something that I know will help me.

I am influenced, too, by a desire to see what I can do with a second trial at school subjects, with the chance, always longed for, to "do it over again" without giving up the knowledge and experience gained since the first attempt.

I hope that now, since my worry over marks has abated and I have had some chance in my work outside to see the advantage of certain kinds of ability, I may acquire some of the types of skill that I missed completely the first time.

(Continued from first page)

Rates, Assessed Valuations, and Exempt Property in Minnesota," "Instructions for Municipal Accounting in Local Improvements and Special Assessments," "A Proposed Traffic Ordinance for Municipalities in Minnesota."

The staff of the Bureau and the League completely revised the ordinances for the villages of St. Louis Park and Robbinsdale and advised in connection with the new charter for Rushford. This staff work was performed at the official request of the respective municipal councils.

Seven legislative bulletins containing reference to all bills which were introduced in the 1927 legislature and of interest to the municipalities were printed and sent to all mayors, clerks, and attorneys in member municipalities. Members of the staff of the Bureau or League were in attendance at the hearings of all committees of the legislature whenever bills relating to municipalities were under consideration.

"He who does not advance, falls back; he who ceases to grow greater, becomes smaller. The stationary condition is the beginning of the end."—Amiel.

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

Mr. H. Russell
University Library
U. of M.

The Interpreter

Published by the General Extension Division
University of Minnesota

Those Significant First Years of Childhood

By EDITH D. DIXON

In Charge of Extension Program, Institute of Child Welfare, University of Minnesota

MY attention was attracted one morning in the dining room of the Glacier Park hotel by the high voice and incessant talking of a small boy at a table near me. His mother was endeavoring to get him to eat his oatmeal and putting up elaborate arguments to the effect that little boys who wanted to help with the luggage had to grow strong by eating oatmeal. She told stories about the Indians pictured on the wall and how they ate to make themselves strong. The child was greatly intrigued by the stories. He kept the conversation going, while the rest of the family, consisting of the father, four sisters and a nurse, sat in stoical silence. But he did not eat the cereal and finally having played all of his cards he asked to be excused and left the table with his nurse.

"My four year old boy," writes a parent, "does not seem to want to do what I ask him to. He likes to be contrary. If I tell him I want to wash his hands he says he likes them dirty."

Twenty-five or thirty years ago in the simpler environment of the large family, the many needful occupations carried on in the home furnished outlets for the child's natural desires. Today he is in danger of becoming the center of attention as in the case of the child who refused the cereal or through much blocking and interference to develop obstinacy and contrariness as in the case of the child with the dirty hands.

Parent Problems of Today

Parents have always had problems to meet but there never has been a time when it was so hard to bring up children as it is today. Most of the things that the young child wants to do are things that he needs to do for his own growth and development. His desires are stimulated by his physical and mental needs. But the days of the cellar door and the wood pile have been replaced by the well kept lawns, shrubbery and cement side walks, with the accompanying dangers of automobiles and street cars, and many children have not the amount of freedom necessary for normal growth and development. As a result a variety of behavior problems are developing which did not exist fifty years ago.

During the first years the individual mother and, to a less degree, the individual father, have been responsible for the training of the child. One must consider that practically no mother has had specific preparation for the training and educating of young children. The community has considered the maternal instinct entirely adequate to guide a woman in her dealings with young children. Now we seem to be finding that the maternal instinct untrained gives no better results than any other untrained instinct.

To quote one writer—"Parenthood is a calling fraught with no mean risks and responsibilities, rewards and failures, as any one who has tried to fulfil its obligations will admit. The mother bird knows just what to do for her fledglings—so does papa. The cat requires

THERE never has been a time when it was so hard to bring up children as it is today. A variety of behavior problems are developing which did not exist fifty years ago.

Modern psychiatry and psychology are assuring us that the experiences of the first years have a definite influence upon adult life. As we grow up, the years of pre-school childhood are forgotten but they never completely depart. They are registered in the organization of the nervous system and there continue to determine to a large degree the manner of thinking, feeling and acting of the adult.

Since these early years are spent in the home the parent is largely responsible for the habits which determine the behavior later. Yet did you ever stop to think that Parenthood is the only profession for which no training is provided?

What are the significant factors that go to make up the environment of the child? What are his needs that should be met by his environment? Such questions are discussed in the Extension courses in Child Welfare, of Minneapolis, St. Paul and Duluth, designed to help parents toward a better understanding, sympathy and skill in dealing with their children.—EDITH D. DIXON.

no aid from the State Cat Nurse to enable her to bring up a fine array of Toms and Tabbies, nor does the cow depend upon a Central Milk Station for a proper formula for her baby calves. It is only when they come up against living in congested quarters, the severe competition of today in every phase of life and the determination of scientists not only to allow only the fittest to survive, but to make every one fit, that even the domestic animals need more help than Nature gave them when she doled out their maternal instincts to them."

The child is suggestible and imitative and in these early years so plastic that his mind readily absorbs and adjusts to almost any kind of environment in which he may be placed. Many parents have been brought face to face with the fact that the undesirable conduct on the part of the child is simply an imitation of their own reactions to life.

Thought Systems Formed in Childhood

Most of our prejudices are the habits of thinking and feeling formed in childhood. Many persons as children develop a feeling about racial and religious differences which may lead in later life to intolerance and hatred toward their fellow men.

The morals of most of us are to a large extent a reflection of our early environment. Our attitudes toward alcoholic liquors, the taking of other people's property, exceeding the speed limit, escaping the income tax, find their beginning in tendencies set up in early years.

Charles's school was to give an entertainment and the children were asked to sell tickets. He had never sold any. A friend offered to show him how to do it. Together they called at some homes in the neighborhood. The friend announced the entertainment, asking that tickets be purchased from him when he called again. Saturday morning at breakfast Charles was asked to whom he was planning to sell. He named the homes he had visited with his friend. "But," said his mother, "you can't go to those places. They belong to your friend." "Oh, well," said Charles, "what are friends in business?" Charles's mother thought he had inherited a special trait from his father. The friend who was telling the story thought he had absorbed from general talk in the home and elsewhere an idea of the relative values of friendship and business.

Children are dependent upon adults not only for physical care, intellectual stimulation and moral precepts, but also for an environment in which to live. Often we are trying to educate the child by precept when we ourselves are setting the example for something quite the opposite. There is the home where friction is the rule rather than the exception, where nagging, complaining and quarreling result in turmoil; then there is the home where there is no apparent disharmony, but lack of co-operation, sympathy, understanding and team play produce a mental atmosphere that is most unhealthy.

It is not difficult to realize that the atmosphere of such a home would influence the developing personality of the child. Invariably there is no agreement as to the disciplinary

(Continued on page three)

The Interpreter

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

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

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OCTOBER, 1927

Sticking to Plan

Work in Extension classes is most profitable, so experience proves, to those students who plan a course of study and stick to it.

The Extension Division offers the following group courses: in Business—Accounting, Banking and Finance, and General Business, each three years; Engineering—Architecture, Civil Engineering, Mechanical Engineering, Electrical Engineering, each four years. By recent additions to the curriculum, there will be offered for the first time in 1927-28 ninety-credit groups of courses in Secretarial Studies, in Advanced Accountancy, and in collegiate or academic subjects conforming to the group requirements of the College of Science, Literature, and the Arts,—each leading to a certificate.

That Junior College Certificate

The certificate which opens the field in academic subjects is the Junior College Certificate. Students in the Collegiate Department are urged to count up their credits and plan to meet requirements,—coming for help to members of the Students' Work Committee, S. M. Perry, O. C. Edwards, and Jerome Jackman.

Next, why not a Senior College Certificate? It is being planned for.

First Program Tentative

Some changes have occurred in the Twin Cities program of classes since the issuance of the tentative schedule which accompanied last month's INTERPRETER. Students are asked to note this fact and to depend for authoritative details of time, place, and names of courses upon the final version of the program, now in print. The tentative schedule aimed to assist prospective students in early planning.

Keep Coming If You Want Class

Small classes can often be pushed up over the ledge, if everybody boosts. So don't stop coming if there are not fifteen at the first meeting. The second week may bring more.

Look Out for Three Absences

Absence from class begins to count itself at the first meeting, in Extension. Hence, a word of warning may not be amiss, now, before classes start.

Any student who misses three class meetings during a semester will be barred from the final examination, unless he gets a special dispensation from the Director of the Division. Otherwise he is automatically transferred, after three absences, from membership for credit to a non-credit, auditor, basis.

But why miss three classes? Or two? or one? Attendance is an important element in student success.

University Extension classes meet two hours, one evening a week for seventeen weeks. The last meeting is devoted to the final examination.

Music in Extension Classes

Five courses in Music are offered in the Twin Cities the present semester for study by Extension.

"How to Listen to Music," conducted by Prof. I. W. Jones of the Extension staff, makes its approach from the point of view of the concert goer, the amateur. It points out the bases of judging quality in music and its performance, and aims to secure familiarity through repeated hearing with a representative list of typical compositions. The class meets in Minneapolis at the Metropolitan Music Company, second floor, Wednesday evenings, 7:30; and in St. Paul on Tuesday evenings, 7:30, at the W. J. Dyer and Brothers auditorium.

"Historical Appreciation of Music" takes up a slightly more technical study of the principal musical forms, together with their historical origins and associations. Biographical and critical readings are required. The course will be illustrated with standard compositions. The instructor is Prof. Donald N. Ferguson of the University Department of Music. The place, Room 103, Music Building, University campus. The time, Wednesday evenings at 7:30. Three college credits are allowed.

"Harmony," offered for the first time by Extension, is based on study of chords, their construction, relations, and progressions. Written exercises on basses and the harmonization of given melodies will be done. Miss Mary Malcolm of the University Department of Music has charge, and the class is held in Room 103 of the Music Building at 6:20 Wednesday evenings. This class also yields three credits.

"Orchestra Conducting," including bands, taught by Prof. Abe Pepinsky, conductor of the University Symphony Orchestra, and given this year for the first time by Extension, will deal entirely with the elementary problems of conducting, important to persons handling school or other amateur organizations. The class meets Monday evenings at 6:20 in the Music Building of the University. Two credits are given.

"Ensemble Playing, Sight Reading, and Accompaniment" is a practical playing course for the study of chamber music, and is open to players of all string instruments, piano, flute, oboe, clarinet, bassoon, French horn, and organ. It carries two credits and is held Monday evenings at 8:05, in the Music Building, with Prof. Pepinsky in charge.

"Two purposes are served by the courses in music," according to Prof. Jones, "that of giving a sound basis for appreciating the best in music, and that of extending the technical proficiency of music students. When a student expects university credit for a course, it is necessary to verify his preparation; but when the study is for satisfaction only, the instructor needs merely to know that a student will be likely to secure something from the course."

Second Course in Italian

The second course in Beginning Italian to be given by Extension at the University of Minnesota has its class Mondays, 7:30 p.m., at the Minneapolis Institute of Art. Miss Elizabeth Nissen is the instructor.

Economic History First Time

For the first time by Extension, Introduction to Economic History is offered. In Minneapolis the class meets Wednesdays at 7:30 p.m., in Room 126, Folwell Hall; St. Paul, Tuesdays, 7:00 p.m., Y.W.C.A. Building. Mrs. H. P. Mudgett of the Extension staff is in charge.

For Teachers of High School

Prof. Earl Hudelson of the University College of Education, has, in St. Paul, an Extension class in the Technique of High School Instruction, meeting at the Central High School Monday evenings at 7:30.

Introducing Dr. Powell



JOHN WALKER POWELL

Dr. John Walker Powell, coming from the University of Wisconsin Extension Division, will be this year a special lecturer for General Extension, University of Minnesota. He will give talks, upon call, before business or literary clubs, schools, churches or other groups.

His lectures include series dealing with literary aspects of the Bible, and others which discuss Browning, Kipling, Carlyle and Ruskin, the appreciation of poetry, and literature as an interpretation of life.

Dr. Powell is an alumnus of the University of Minnesota. He was for many years pastor of a church in Duluth, and was later connected with Y.M.C.A. activities and church work in Minneapolis. In Wisconsin he was a special lecturer in literature.

He is the author of three books: "The Poet's Vision of Man," "The Confessions of a Browning Lover," and "What Is a Christian?"

Dr. Powell needs no introduction to many in Minnesota. Details of his lectures will be sent upon request, the Department of Community Service of the Extension Division announces.

Mathematics for Teachers

Prof. O. C. Edwards of the Extension resident staff will teach Mathematics for Teachers in St. Paul, at the Y.W.C.A. Building, Wednesday afternoons at 4:15.

Can Now Take Zoology

The first Extension class in Zoology, at the University of Minnesota, will be given this Fall. The class will meet two nights weekly, Monday and Wednesday, at 6:30 o'clock, Room 211, Zoology Building, University campus. It will give four and a half quarter credits a semester, nine for the year. The fee is \$15, plus the laboratory charge. Ralph Dawson of the University Department of Zoology is the instructor.

October Eight Dates Penalty

After 6 p.m. Saturday, October 8, the penalty fee for Extension classes will be in effect. This means one extra dollar per course during the next week, and two dollars the week following. Thereafter registration will not be accepted without special permission from the Director.

Why pay a penalty fee?

Physicians Have Short Course

Two weeks of study for practicing physicians came to an end at the University of Minnesota September 24. The course was divided into four parts, in which were treated, for three days each, the subjects of Obstetrics, Pediatrics, Surgery, and Medicine. This was the "medical short-course" which is arranged annually by the Extension Division.

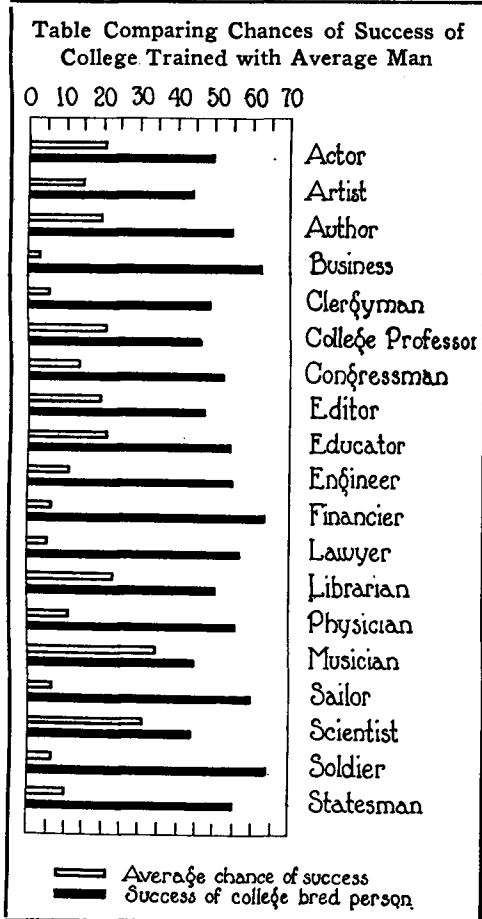
University Extension courses carry credit for Extension Division Certificates or university credit toward a degree. Be sure to specify when you register whether you are working for credit.

Why Take a University Course?

Straight Thinking and the Systematic Plan

HUNDREDS — yes, thousands — of people each year, so states a bulletin being issued by the Extension Division, "are investing some portion of their spare time in orderly systematic study. For, commonplace though it may be, that old statement 'Time is money' still has the power to make every thinking person give serious consideration to the matter of study and self improvement.

"Consider the evidence shown in the chart [herewith], based on statistics compiled by the United States Census Bureau.



The difference is not in mental capacity, for the differences in achievement often far outweigh the differences in mentality.

The Price of Success

"The facts are that one man succeeds because he is willing to pay the price of success; his brother, though claiming aspiration and ambition, fails because he is not willing to pay that price. And what is the price? It is:—

"To cultivate the habit of straight thinking in order to build a foundation of character.

"To determine to accomplish what you plan in spite of adverse circumstances.

"Other factors being equal, the university-trained man has a better chance to succeed because he has been trained to systematic habits of thought.

"Most of us are equipped with powers of observation and of reason. We ought to make the most of the facilities to culture and instruction that in this age are provided for us.

"Energy is needed to strengthen one's 'weakest link' and unlimited courage to carry out one's convictions.

Engineering Department

"Industrial employes and others who wish to follow Engineering can secure the proper training in evening courses, at the University of Minnesota, which include upwards of eighty separate subjects.

"The experience of the Extension Division shows that men interested in engineering should build a thorough foundation in mathematics, mechanical drawing, and other basic subjects. These form the cornerstone of engineering work, and to approach the study of more advanced subjects without proper preparation is unwise.

Collegiate Subjects

"Collegiate courses include more than one hundred subjects in English, Psychology, Sociology, the languages, Political Science, History. These are adapted to the needs of those who are engaged in educational work and of all those who appreciate their cultural value.

Business

"Business courses are planned especially for men and women in the business world." They comprise "a total of more than thirty individual subjects."

Here we see that in business, for instance, the person with college training has more than twelve times as many chances to achieve distinction as does the person without such training. In engineering, the proportion is more than five to one; in educational work, nearly three to one.

"What is it that brings success to these men and mediocrity to their brothers?

(Continued from page one)

measures to be used. The problems are argued before the child who early learns that the house is divided against itself. Under such conditions there is civil war operating at all times, the children taking sides with the parent who is most apt to gratify their immediate wishes.

But what are the significant factors that go to make up the environment of the child? What are the needs that should be met by his environment? Such questions are discussed in the Extension Courses in Child Welfare designed to help parents toward a

better understanding, sympathy and skill in dealing with their children.

Since every child is an individual different from all other individuals there are no rules for bringing up children. But there are a variety of ways of doing things, some of which are more successful than others because based upon a better understanding of child nature together with a greater insight into the situation in which the child is placed.

A woman well versed in the ways of children was a guest not long since in the house of a friend, also the mother of a ten year old boy. Son entered from school and threw

THE LIBRARY FACADE



The facilities of Minnesota's beautiful University Library are at the service of Extension students.

his coat and cap upon a chair in the hall. The mother in an irritated voice said, "Henry, hang up your things in the hall closet. You know I've told you so many times." The son immediately flew into a rage, refused to hang up his things and stamped out of the room, banging the door behind him. It was apparent from the prompt way in which he reacted that it was an oft-repeated scene and so it proved. The mother turned to her friend and said, "What shall I do with him? I've talked and talked but he won't hang up his things and every time I ask him he goes into a temper." "Have you done anything but talk?" asked the guest. "No, I don't know what else to do." "Well," said the friend, "the next time he leaves his coat in the hall, say nothing about it but take it upstairs and put it away. When he wants it he won't be able to find it. Then he will come to you. In a matter of fact tone tell him that the hall closet is there to be used and if he cannot use it, his space must go to some other member of the family. Then every time he leaves his things in the hall take them upstairs." The mother was dubious but agreed to try, and was amazed to find how well the plan worked. She was able to report to her friend, after a month had elapsed, that Henry had slipped up only twice and on one of those occasions he had remembered in time to go back and hang up his things. The advantage of hanging his things in a convenient place was made clear to him and it did more to build the habit than the talkings and scoldings of months had done.

Classes in Child Development and Training meet: Minneapolis, West High School, Tuesdays, 8:05 p.m.; St. Paul, Public Library Auditorium, Mondays, 7:00 p.m.; Duluth, Central High School, Room 103, Mondays, 7:30 p.m.

"I am a farmer's wife," writes a student. "When I am not busy solving the domestic problems peculiar to farm life I find time to be parliamentarian for the Beta Delphian Society at the nearest town. This society is studying Art this year, a subject of which I am very fond. This, together with my Rhetoric course (taken by Correspondence) gives me enough soul food to keep me up in the clouds. I hunger for knowledge as most people do for material food."

From Poland to Frontenac

BY W. P., Correspondence Student

William was born in Wolynia, Poland, the tenth child of parents in poor circumstances. When William was four, his father died, leaving William's mother to take care of the large family the best she could.

They lived in a one-room house, void of decoration. The furniture was primitive. Four posts driven into the ground in one corner of the room with cross poles upon them served as a bed for most of the family. There were only two beds in the house, both homemade. Factory furniture was unknown. The table was a long, wide board resting upon four pegs. Most of the children had to stand around the table at meal-times. As soon as one was large enough to receive the mark of majority, a home-made stool was added to the furniture.

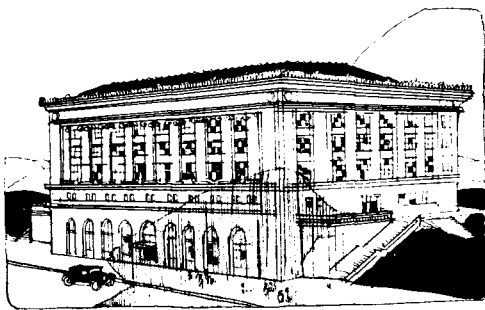
School facilities corresponded to the general poverty of the people. A school existed about four miles from William's home. Rude home-made boards offered the only means for writing. Chalk was obtained from nearby clay pits. A few out-of-date textbooks completed the equipment. Yet William loved to go to school; his only regret was, and is today, that he could not attend school regularly and long enough. Even under the conditions described, he learned many a noble lesson from the sincere old schoolmaster.

Hardly had William reached the age of thirteen when he had to discontinue school work in order to help his mother provide for the household. Two years later he traveled to a distant place where he thought more money could be earned; but with the best of intentions he could save little, and could see no prospects for the future. So he took the staff once more in hand and wandered to America.

Upon landing on these shores he looked in vain for the dollars reputed to be hanging on oak trees; and soon came to understand that though this country is indeed one of unlimited possibilities, one must work, and learn to make use of them. The first few months he was employed in a logging camp; then on a farm in the western part of Minnesota, where he stayed long enough to earn money for one year's schooling.

After this first year of school, he took up the agency for selling a certain article, and during summer vacations earned enough to pay his own way through school and to send some money to his aged mother.

William is now living in a small western village. He is not rich, but earns enough to live comfortably and happily with his family.



COURT HOUSE, DULUTH

Where Many Extension Classes Are Held

The function of the adviser of students is not at all that of settling their questions for them. Those who try to settle other people's personal problems for them are perhaps the greatest nuisances in modern society. The adviser's business is to find out in a more orderly manner than the immature young man is able to do, the facts and elements on which the solution of his question depends.—Herbert E. Hawkes, Dean of Columbia College.

Student Body Success

A reason why student body activities of the University of Minnesota Extension students are a success is indicated by the following remark, by an officer of the Twin Cities Association: "I cannot conceive of the idea," she says, "of one going to school and taking no interest in anything outside of school studies. I believe that the more people you come in contact and associate with, the better educated you will become."—(Miss MILDRED KRUMHOLTZ, Minneapolis, recording secretary of the Twin Cities Association.)

Student Ex-President Wed

Emil Albert Proulx of St. Paul, first president of the Twin Cities association of Extension students, was married during the summer to Miss Alice Bamberg of 1560 Laurel Avenue. Mr. Proulx, who was graduated in 1926 from the School of Business, University of Minnesota, had made 84 of his credits by Extension. He was registered the past year again in an Extension class each semester.

J. L. MacLeod on Job

J. L. Macleod, manager of the Duluth Extension office, who was away from the state a part of last year on account of extended illness, spending time in New York City and in the South, is at his post again, pushing things with his accustomed vigor and enthusiasm.

Lantern Club in Summer Session

"Mrs. Partridge Presents" was given for Summer Session students at the University of Minnesota by the Lantern Club, dramatic organization of the Twin Cities Extension association. This play, presented first by the Club during the Spring quarter, was repeated at the request of Summer Session executives.

"What then is the purpose of adult education? What is the justification for spending time, money, and energy upon it?"

"What a poor stunted thing a life must be which has no sense of the wonders of nature, no interest in history, no feeling for art, no response to literature! At best, only the beginnings of these things are imparted in childhood. Much of the happiness of life depends on their progressive development. Their absence may not be noticed in the middle of a busy career, but, when illness and old age come on, the poverty of an uneducated mind becomes painfully evident. How full the declining days may be, and how empty they often are! The Homeric studies of Mr. Gladstone may have lengthened his life; they certainly added much to its enjoyment.

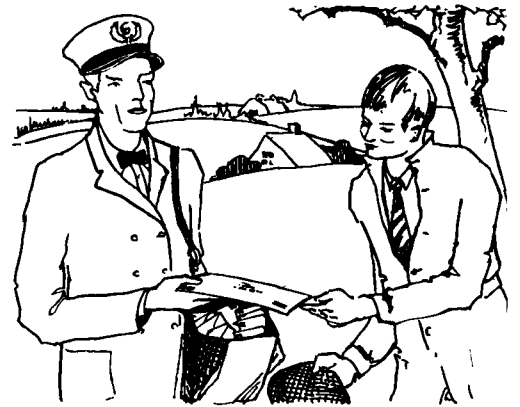
"As a mere hobby then, some special study may contribute much to health and happiness, but I should be sorry to rest the case for adult education entirely, or even mainly, upon such an argument.

"The teacher of any subject must go on with his own studies or he will soon lose the power of inspiring others. His pupils, whether children or adults, will quickly notice if he is repeating, like a gramophone, statements which he has learnt long before, or if he is giving out from a full heart truths which he is continually making his own. A living teacher must have vast reserves of knowledge which are seldom displayed, and such reserves are effective only if he is constantly adding to and reviving them. None are more enthusiastic in the cause of adult education than teachers, not merely because of its importance to the general public, but because they feel the vital need of it for themselves."—D. H. S. Cranage, from Cambridge Essays on Adult Education.

SEPTEMBER 26TH THE DAY
WHEN CLASSES START

Enlisting Uncle Sam

If you cannot come to the University, the University will come to you.



For the benefit of those who cannot attend the regular daytime or evening classes, the Extension Division offers more than two hundred correspondence courses in collegiate, vocational, and preparatory subjects, many of them with full University credit. These courses may be undertaken at any time and carried on at the convenience of the student. There were approximately five thousand enrollments in these courses during the past year.

Subscribe at Campus Office

The *Minnesota Daily* and *The Gopher Business News* will welcome, they announce, subscriptions from Extension students. Subscriptions should be sent direct to the offices of those periodicals, not to an Extension office.

"The adoption in practice of the slogan 'Education without graduation' might have an effect upon our individual and social life far profounder than any other single change that could be wrought."—H. A. Overstreet.

"Besides enabling men and women to earn a living, education helps to develop the personality of the individual so that he may enjoy those durable satisfactions of life which are not directly connected with earning a living. A large fortune does not of itself guarantee happiness but a good education helps one to live a full and contented life."—SISTER MARY DORETTA, Wabasha.

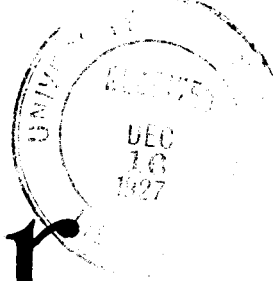
Entered as second-class matter, October 2, 1926,
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the Act of August 24, 1912.

Mr. H. Russell

University Library

The Interpreter

Published by the General Extension Division
University of Minnesota



The Lecture Platform

By JOHN WALKER POWELL

Lecturer in English Literature, General Extension Division, University of Minnesota

THE "lecture method" as a medium of class-room instruction has been severely criticized, and is being abandoned wherever possible in American universities. There can be no doubt that the method leaves much to be desired. Unless it is supplemented by quiz-classes and discussion groups, not to say by a considerable amount of required reading and individual research, it leaves the average student practically untouched; and for those who are quick on the uptake, clever in making notes, and endowed with retentive memories, it is little more than a sausage-stuffing process of imparting knowledge.

Yet even in the class-room the lecture method has its place. Intelligent reading is an acquired art, which few students attain till toward the end of their college course. Assigned readings, even in an authoritative textbook, cannot cover all the ground in any subject. Outside reading is usually detached and fragmentary. It is necessary for the instructor to summarize, to compare and relate, to interpret what the student has read, and to supplement it from his own independent studies. Despite the fact that most university professors are, to say the least, indifferent lecturers, with untrained voices, hesitating speech and uninspired manner, they cannot dispense with the vocal broadcasting of information. The man who has the gift of putting things; who knows how to analyze his subject and to set the essentials before the minds of his students clearly, succinctly, and with apt illustration; above all, who possesses a measure of personal magnetism and is able to put himself en rapport with his listeners, may do more in fifteen minutes a day to inspire the student with enthusiasm and a thirst for knowledge, and as a result get a far greater amount of intelligent work from his classes, than many of us get in a quarter's effort.

But education is not limited to university class-rooms. The community is made up of two sorts of people—those who desire knowledge and those who do not. Of the former, a majority have had no opportunity for a college education, while those who have enjoyed such advantages are too busy doing the day's work to keep up more than casual reading in the fields of history and science. Books are expensive luxuries, and even the best public libraries cannot keep pace with the out-put of the publishers' presses. The literary and scientific magazines furnish only partial and fragmentary glimpses of the growing field of knowledge.

The enormous popularity in recent years of books which undertake to summarize for the general reader the more important depart-

ments of culture bears witness to the hunger of the intelligent public for something which shall supplement the limited special reading of the average citizen, and bring him abreast of the intellectual world. H. G. Wells's "Outline of History," Thomson's "Outline of Science," Durant's "Story of Philosophy," and a dozen similar works come to mind. They are read eagerly, not only by those whose intel-

into innocuous desuetude. Their place is taken in these days by university professors of the type of Van Loon, Durant, Wiggam, and Bertrand Russell, who bring to the public platform the concentrated results of a lifetime of special study, and make available to the thoughtful and intelligent business man or clubwoman the intellectual resources of the modern university.

THE UNIVERSITY owes a debt to the commonwealth, to make available for the man in the street the most significant results of scholarly research. A new type of lecturer is in demand, one who adds to the ability to hold and inspire an audience the capacity to master for himself the results of the highest scholarship and to bring them clearly and authoritatively before his listeners. One of these days a new department will be added to our educational institutions—a department for the development and training of public lecturers of whose scholarship the university will not be ashamed, and whose skill in the presentation of truth from the platform will be commensurate with the greatness of their opportunity and with the influence which their message is destined to exert upon the destinies of civilization.

lectual training has been limited, but by thousands of university graduates whose courses of study were too specialized to afford familiarity with these more general fields, or whose later reading has been too limited to be satisfactory.

It is here that we come upon the function of the public lecture. The old-fashioned "inspirational" spell-binder of the Chautauqua platform has well nigh disappeared. A generation ago his voice was heard wherever two or three were gathered together. Jahu DeWitt Miller, with his general reflections on "The Uses of Ugliness"; Col. L. F. Copeland, on "Seeing Life as the Blind Man Saw the Elephant"; Bishop McIntyre on "The Wyandotte Cave"; Bishop Fowler on "Abraham Lincoln"; Russell Conwell on "Acres of Diamonds"; Dr. Talmage, Dr. Willits, Harry W. Grady, and many others, all are gone. Their rounded periods and glittering generalities have fallen

An older generation listened with delight to the lectures of Thackeray and Emerson, of Lowell and Bryant, of Wendell Phillips and Henry Ward Beecher. Those were the days when the weekly newspaper and a dozen books, including Shakespeare and the Bible, furnished the sole intellectual pabulum of the average citizen. Libraries, magazines, daily papers, there were none, to say nothing of the radio. The Lyceum platform brought to isolated communities the inspiration of a broader outlook, the breath of a larger world.

The University Extension idea had its root in a different soil and served another end. The enormous expansion of knowledge during the nineteenth century had outgrown the capacity of the educational institutions as instruments of transmission. There was an earnest desire on the part of educational leaders to reach a wider public. Oxford and Cambridge began to send their scholars to the provincial towns to bring some glimpse of the new world of science to the popular mind. Chicago University was organized with the same aim as at least one of its objectives, and its professors were expected not only to teach classes, but to go out before the public with educational lectures which should afford the intelligent listener the rudiments of a modern world-outlook.

But college classes grew more rapidly than the resources for handling them. Professors were kept busy on the campus. University Extension came gradually to mean something quite different—the affording of opportunities for university study to those whose circumstances debarred them from college attendance. The magazine, the phonograph and the motion-picture cut the ground out from under the older Chautauqua and Lyceum course. Today the radio has almost obliterated it. The unprecedented expansion of the high school and the university has obviated the necessity for the older type of Extension lecture, which dealt largely with elementary information in the scientific field.

The need to-day is rather for lecturers who shall be able to bring their audiences abreast with the expanding accumulations of knowl-

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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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

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NOVEMBER, 1927

Now Six Thousand

Barely, if at all, short of 6,000 is the total of registrations in General Extension classes, University of Minnesota, this semester, according to reports incomplete when THE INTERPRETER went to press. Already 5,963 registrations were listed. They came from St. Paul, Minneapolis, Duluth, Rochester, and the towns of the Iron Range.

The significance of this number is considerable. It means that some 4,500 students, taking, as computed, an average of 1.31 subjects each, belong to the Extension group. It means that this group is more than a third as large as the whole Day school of the University, which includes 11,281 individuals this semester, the Registrar's office states.

The greatest increase in Extension over last year appears in the Department of Science, Literature, and the Arts, which shows a growth of three hundred registrations. This is due in part at least, Professor S. H. Perry, head of the Department, gives as his opinion, to the completion of a Junior College curriculum. The opportunity which this curriculum offers, he says, Extension students have been requesting, through their representatives, for some time.

In Freshman English alone, enrolment totals 350, contrasting with last year's 235, the total for the first semester. Freshman English or its equivalent is required of all candidates for a degree at the University of Minnesota.

More than 4,500 students, taking 6,000 subjects at night, often after an eight-hour working day; They should have consideration from their University, and from their community. The consideration they desire, by their own accounts, is full opportunity to complete their college work.

Medical Courses Out in State

Two short medical courses are now being conducted by the Extension Division,—one at Fergus Falls and Moorhead, and the other at Tracy and Marshall.

For the first course, two doctors as instructors spend each week one day at Moorhead to give afternoon and evening lectures and a clinic, and the next day at Fergus Falls. The course began September 19 and will conclude November 8.

By the Tracy-Marshall arrangement, a different doctor instructs each week, and the place of meeting alternates between the two towns. This course opened September 20 and will finish November 15.

Clinical Physiology at Duluth

A class in Clinical Physiology is being conducted in Duluth, as a postgraduate course for physicians. It began October 31, and will continue each Monday night for twelve meetings. An incomplete report named sixty-five as already enrolled. Members include physicians from the Iron Range towns.

Oral Anatomy First Time

A course in Oral Anatomy, never given before by Extension at Minnesota, began in October. The course, of regular semester length, is for technicians who work in dental laboratories of the Twin Cities. The class meets at the Dental College, on the campus, and is taught by Dr. George M. Damon, professor of Oral Anatomy and Prosthesis.

Orthodontia Continued

Continuation at the Dental School of a two-year Extension course in Orthodontia is reported. The class will meet once a week each semester, and has a registration of twenty-five, the number to which enrolment is limited.

Nurses Study Prophylaxis

Twenty Dental nurses are registered for a course in Prophylaxis, organized in October—and meeting in the Dental College building, University campus. The class is under the direction of Miss Cora Ueland, instructor in Oral Hygiene, Dental College.

Chemistry for Nurses

A special course in Chemistry has been organized at Eitel Hospital to be conducted for the nurses of the nurses' training course. Classes began the week of October 24.

Embalming Course Lengthened

Embalming will now be taught at the University of Minnesota, through its Extension Division, twenty-four weeks instead of twelve as heretofore. This year's course starts January 2. It will be taught in two terms of twelve weeks each, the two being required for the University certificate.

Minnesota School Classed "A"

At a meeting of the national organization of Embalming Board Examiners, held in Cincinnati, October 8, it was determined that Class A schools of Embalming should be those which require for entrance not less than graduation from a four-year high school course and which are conducted during not less than twenty-four weeks, with no instructor permitted to teach more than two major subjects. The University of Minnesota is named a Class A school.

Dr. Charles A. Erdmann, associate professor of Anatomy, represented the University of Minnesota at Cincinnati.

How to Get Refunds

A student who for some good reason is obliged to drop an Extension class, is entitled to a refund on his registration fee in accordance with the following definite rules:

Two dollars out of the ten paid is not refundable. It is used for the expense of registration.

No refund is made after the eighth week, which marks the middle of the semester.

After the first two weeks, during which eighty per cent of the fee is refunded, the amount to be repaid is reduced by ten per cent each week, until in the eighth week the refund amounts to twenty per cent.

The refund is dated from the time the written notice of cancellation reaches the central office, and not from the time when the student ceases to attend class.

The date of registration and the number of times the student has been absent from class have no bearing on the amount of the refund.

Director Price of General Extension will represent the University of Minnesota at the meeting of the Association of Urban Universities, held at the Carnegie Institute of Technology, Pittsburgh, November 3, 4, and 5.

Alfred J. B. Schmidt

Alfred J. B. Schmidt, accountant, and teacher of accountancy in the General Extension Division for the past four years, died at the Saint Joseph's Hospital, Saint Paul, on Friday, September 16, 1927, after an illness of three or four weeks.

Mr. Schmidt was graduated from the Warton School of Commerce, University of Pennsylvania, during its early days. After graduation, he worked with Professor Moxie, a prominent public accountant of Philadelphia and the founder of accountancy courses in the Warton School, in the organization and teaching of evening classes.

Always enthusiastic in the scientific development of accounting, he became associated with the coal mining business early in his career, where accounting problems were pressing for solution. In 1913 he came to Minnesota as a staff accountant with Temple Webb and Company, Certified Public Accountants, and was for a number of years Chief of Staff in this firm. It was while in this position that he became a Certified Public Accountant of Minnesota.

This attachment to the knotty problems of the mining business with which he was surrounded in Pennsylvania, finally induced him to accept a position in the iron mining business in Minnesota and he became Comptroller and Office Manager for Butler Brothers, Saint Paul, who operate the seventh largest iron mining properties in the United States. He was in the employ of this company at the time of his death.—C. L. ROTZEL.

Essay Contest for High Schools

All high school students of Minnesota are invited to submit essays, in contest, on the subject "My Home Town," it is announced by the executive committee of the League of Minnesota Municipalities. "Entries may be made at any time prior to December 1," the announcement states, "by the principal of the school or by the teacher of civics. All essays must be mailed before midnight, Wednesday, February 29, 1928." Four prizes totaling \$100 are offered.

"We feel that it is of the highest importance," Harvey Walker, acting executive secretary of the League says, "that the students in the high schools of the state should be brought into close contact with the municipal governments under which most of them must, by necessity, live. It is to bring about this contact and to stimulate an interest in local government that this contest has been instituted."

The winning essay will appear in *Minnesota Municipalities*, the official organ of the League, which is edited by the League staff at the Municipal Reference Bureau, a part of the General Extension Division, University of Minnesota.

(Continued from first page)

edge; who shall summarize and interpret their special departments for the benefit of listeners who are intelligent and widely-read, but who cannot possibly keep up with the researches of university scholars, and yet earnestly desire to know what the world of thought is doing.

This is an age which, among many other things, is struggling to solve the practical problems of civilization in the light of science and the knowledge of history. The more successful the high school and the university in awakening the minds of their students and starting them on the road to knowledge, the more important is it not to lose sight of the needs of their later life. The public which supports the educational institution has a stake in the results of its investigations.

"A Correspondence course tests one's powers of perseverance, but it repays in full the demands which it makes."—A STUDENT.

Extension Aims

Heads of Departments Offering Curricula Give Views

Science, Literature, and the Arts

BY S. H. PERRY
In charge of S. L. and A. Instruction

TO bring the advantages of the College of Science, Literature, and the Arts of the University of Minnesota to the student who because of employment is unable to attend classes during the day on the University campus, is, in general, the purpose of the Department of Science, Literature, and the Arts in the General Extension Division.



S. H. PERRY

Courses are planned with, first, the student

in mind who is a candidate for a degree, but is unable to pursue his full course in the day school; second, the student who wishes to complete the full requirements of the Junior College course without attending day classes; third, the person who desires to devote one or more evenings a week to training in cultural subjects, but is not interested in acquiring credits.

Ten years ago, University Extension class work was all an experiment. Courses offered were largely of the vocational or industrial kind. If they were cultural, so called, they were light in nature.

Today the situation is vastly changed. The registration for courses given in the evening rivals the registration for the day-time campus classes. We are, some of us, coming to recognize that one of the biggest jobs of the University is to serve that large group of earnest students who by choice or necessity present themselves at night for college instruction. We are being shown, too, that many of the most conscientious and talented students of the University are to be found in Extension classes.

The University of Minnesota has given evidence of its confidence in the quality of Extension class work by making possible an increasingly larger number of credit courses, and finally by granting residence credit for such courses.

We need, therefore, no longer think of Extension work in terms of classes offered hit or miss to meet a fluctuating demand. We must think now in terms of curricula that lead somewhere. In Business and Engineering, curricula were organized some time ago which put the student well on his way toward a degree in

(Continued on next page, bottom)

Department of Business

BY C. L. ROTZEL
In charge of Business Instruction

MODERN business requires a progressively higher standard of knowledge and ability. Snap judgments and sudden wisdom of the past is being replaced by well thought out conclusions. The demand is for those who have learned not only to think but to think on specific business problems. Modern business demands, as well, the ability to demonstrate the results of one's thinking.



C. L. ROTZEL

The use of constantly improved facilities for conducting a business: machinery, office appliances, telephones, is offering a premium to those who are able to make their heads save their heels. "One of the most important things this Board has before it is to discover how it may influence the various employees to think" was a statement made by the president of a large corporation before its Directors as recently reported.

The purposes and aims of instruction in the Evening Business classes is to offer every facility for students to increase their thinking power on business subjects and thus prepare them for positions of responsibility. The experience and study of teachers, and experience of students too, are utilized.

The subject matter offered in the courses represents the experience and special study of business executives, certified public accountants and University professors who make up the faculty of the Evening courses. They are constantly collecting, classifying and arranging much subject matter for use in their classes. Much of the students' work is from mimeographed material which is constantly revised to keep pace with new subject matter or new methods of instruction.

The unique combination of faculty and student in constant touch with business problems makes possible of accomplishment to an unusual degree the purposes and aims of the Evening Business classes.

Department of Engineering

BY T. A. H. TEETER
In charge of Engineering Instruction

THE aims of the Engineering Department of the General Extension Division, may be summed up as:

First, to help men to secure the training a technical man must have.

Second, to cultivate the habit of straight thinking which is the foundation of character and culture.

The first aim of the Department of Engineering Instruction is to teach engineering. But

engineering is not purely a technical, vocational or professional pursuit; it is that and more. Engineering is highly cultural. The engineer must be a philosopher. He must be familiar with the fundamentals of all the applied sciences and be able to apply to them the methods of sound reasoning. He should be a linguist not only that he may read foreign literature on the latest developments in his work but that he may make his wants known in foreign countries should this work take him to such places as it often does.

The engineer should be an artist, an architect, that he may not only make his structures pleasing to the eye but safe from danger to life and limb.

And of course the engineer must be a mathematician, for he must calculate accurately, honestly, and economically the quantities of materials, the sizes of the members in his structure, and the cost of the enterprise.

Further, the effective engineer must be a salesman that he may make the public realize the value of his services, else all of his fine qualities will be swamped in the storm of modern competition and its high pressure salesmanship.

Above all, the good engineer must have character. Character is founded on honesty. No man can study engineering diligently without cultivating the habits of accuracy, and straightforwardness. David Crockett's advice—"Be sure you are right, then go ahead" applies with such particular emphasis to the engineer that we quote the specifications of an engineer as given by former Chief Engineer Starling of the Mississippi River Commission:

"A good engineer need be of inflexible integrity, sober, truthful, accurate, reso-

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T. A. H. TEETER

The Evening Skies in November

By WILLIAM O. BEAL

Assistant Professor of Astronomy, University of Minnesota

[Extension students, the 'owls' of the University student group, have special opportunities to observe the heavens by night. Professor Beal, who instructs in Astronomy for the Division, offers here some guidance to observation.—*Editor.*]

AT the opening of the month the evening sky is dominated by the moon, which is near its first quarter. Readers of this article are urged to watch its change in position relative to the horizon as the evening hours pass, until it sets in the west. Note that the moon sets later every night, verifying the fact that the moon appears to revolve about the earth relative to the sun and stars in a little less than one month. At the end of November the moon will again be back to about the same place among the stars that it occupied at the beginning of the month.

While you observe the change in position of the moon from night to night, you will note the change in the shape of its visible bright part. One edge of the moon is a semi-circle, but the opposite edge of the bright surface is the sunrise line across the moon. The amount of the daytime side of the moon visible to us will continually increase until the ninth of November, when the moon will be in its full phase. After that the moon will wane until it passes the sun and returns again to the evening sky in the crescent form.

Throughout the month there will be visible in the eastern sky in the evening a very brilliant star-like object, several times brighter than any of the stars. This is the planet Jupiter, the only planet visible to the naked eye in the evening at this time. About five degrees east of Jupiter is the planet Uranus, but one needs a glass really to be sure that he sees it, and quite a large telescope to distinguish it from a star.

Jupiter is so conspicuous that the writer is frequently asked regarding it, "What is the name of that large star?" If the curious observer will look a second time, and try to see the surface of Jupiter, he will find that he cannot see any surface at all; that it is really a scintillating point, like the stars in general, but much brighter. So it is more appropriate to speak of Jupiter as appearing very bright rather than large. However, when Jupiter is examined with a small telescope, it is seen to present a bright surface nearly circular in form like the full moon. At the same time the observer usually sees four star-like objects ranged in a row near Jupiter. These are moons or satellites of Jupiter, which revolve about Jupiter in circular orbits lying in a plane that is always nearly edgewise to us. They were first discovered by Galileo with his spy glass in 1610. A moderate sized telescope also shows stripes or bands across the planet which are delicately tinted in yellow, pink, and orange. These bands are doubtless a part of the dense clouds which completely envelop that planet. As evidence of this, their size, shape, and relative position are continually changing.

Much more might be said about the giant planet Jupiter, but we must call attention to some of the more conspicuous constellations and bright stars. Facing the north you see Ursa Major just above the horizon, the seven brightest stars in it outlining a big dipper with a bent handle. The two outer stars of the bowl of the dipper ceaselessly point out to us the Pole Star, which is about half way to the Zenith. The star at the bend of the dipper

handle has long been known as Mizar, and is especially interesting. When examined with a telescope, it is seen to be composed of two stars; and when each of these is studied by the aid of a spectroscope, both are found to be double. So Mizar, looking like a single star to the naked eye, is really a system of four great suns, for the reader doubtless knows that every star is a sun.

If the air is quite transparent, a broad irregular hazy band of lighted sky will seem to stretch up from the horizon in the northeast, pass above the Pole Star and down to the horizon in the west. This is, of course, the Milky Way or Galaxy. Examine it with a small glass and you find that its light is caused by a countless number of faint stars, nearly all of which are too faint to be seen singly with the naked eye. The stars of our stellar system seem to be irregularly scattered in a space roughly resembling a thin watch or discus in shape, the largest dimension being perhaps ten times its thickness. Our sun, which is one of the smaller stars of the Galaxy, is located in the midst of the system, which accounts for the Milky Way's extending clear around the sky.

Along the Milky Way are several conspicuous constellations. Just above the northeastern horizon one observes two bright stars. They are the twins, Castor and Pollux, in Gemini. Just above Gemini is Auriga, containing the very bright star Capella. Five bright stars in this part of the sky seem to outline a kite shaped figure, or pentagon, a fact which is helpful to the memory. To the southwest of Auriga in the constellation Taurus are two fine clusters, the Pleiades and the Hyades. The Pleiades, or Seven sisters, appears as a small scintillating group of about seven stars resembling a dipper in shape. The Hyades appears as a letter V on its side with the vertex to the south. The bright star at the top of the lower side is Aldebaran. The star at the middle of the lower side is observed without optical aid to be double.

Just above Auriga in the Milky Way is Perseus, and above Perseus and near the Zenith is Cassiopeia. The latter is made quite prominent by five stars forming a zigzag. The Pole Star is about half way between Cassiopeia and the handle of the Big Dipper. Half way down the sky to the west is Cygnus. Six stars here so clearly outline a cross, that this constellation is frequently called the Northern Cross, to distinguish it from another brilliant constellation called the Southern Cross, which never comes above our horizon in Minnesota.

By the time these observations have been completed. Orion should be crossing the eastern horizon. This constellation does more than any other to make the evening skies of winter scintillate with bright stars. In November it is above the horizon nearly all night.

This is the month to see Fomalhaut, a reddish star in the Southern Fish. It is seen a short distance above the southern horizon.¹

¹A constellation chart is a great help to anyone desiring to get acquainted with the stars. The Observatory at Carleton College, Northfield, publishes a pamphlet containing twelve charts, a chart for each month of the year showing the constellations that are above the horizon at nine o'clock in the evening on the first of the month. These can be obtained by writing directly to Northfield or to the writer of this article and enclosing twenty cents in stamps.

(Continued from third page)

lute, discreet, cool, and of sound judgment. He must have command of his temper, courage to resist and repel attempts at intimidation, a firmness that is proof against intimidation, flattery, or improper bias of any kind, must take an interest in his work, must be energetic, must be quick to decide, prompt to act, must be fair and impartial as a judge on the bench, must have experience in his work and dealing with men, which implies some maturity of years, and must have business habits and a knowledge of accounts. Men who combine all these qualities are not to be picked up every day. Still they can be found, and when found, they are worth their price, rather, they are beyond price and their value cannot be estimated in dollars."

Lately there has been a general awakening to the facts stated by Chief Starling; therefore, engineering training as a preparation for life has increased in popularity. It is the aim, we hope, of the men who take our Evening Engineering courses to cultivate such habits of thought and action as are outlined in Mr. Starling's specifications and it is the aim of the Department of Engineering Instruction to help them.

Now Lectures in Spanish

Dr. Frederic W. Schlutz, Chief of the Department of Pediatrics, University of Minnesota, who has been studying Spanish by Extension the past three years, lectured in Spanish this summer, in South America, he reports.

"Two years ago," says Dr. Schlutz, "I was obliged to use French in speaking before medical societies." Dr. Schlutz was able also to maintain his share of conversations, in Spanish, at dinner parties and other functions.

He continues to be an Extension student in the language.

"I have found it to be a truth that to study not only brings a gain in knowledge, but is also a thrilling form of recreation."—A STUDENT.

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

President Lotus D. Coffman

President's Office

U. of Minnesota

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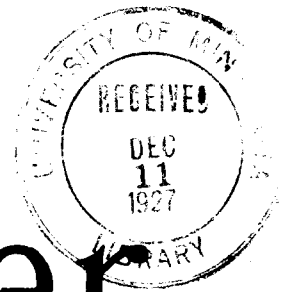
his chosen field. The Department of instruction in Science, Literature, and the Arts has now made its first long step in the same direction by offering a curriculum leading to a Junior College certificate.

Is it too much to hope that a day not too far in the future will see the Extension edifice completed, carrying on the full work of the four years of college, at least in the field of Science, Literature, and the Arts?

EDUCATION A LIFELONG PROCESS

The Interpreter

Published by the General Extension Division
University of Minnesota



VOL. II

DECEMBER, 1927

No. 4

What Is Good Teaching?

By HERBERT SORENSON

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TIME was that if a teacher carried on in a fluent manner before a class, utilized devices and techniques to maintain attention, and in general behaved as a teacher was expected to behave, he was considered a good teacher. It has long been established as custom for a supervisor or other superior officer to judge a teacher by direct observation of his teaching performance.

With the advent, however, of educational tests and measurements, coupled with some phases of educational philosophy, less attention is being paid to the antics of the teacher, and more to the products of his teaching.

The products of teaching are determined by measuring the results. Unfortunately measurement is restricted usually to the amount of subject matter acquired by pupils. Methods of teaching are evaluated by measuring the differences in gains in acquired subject matter of groups subjected to different methods of teaching. In some cases attempts are made to measure the efficiency of individual teachers by testing the informational outcomes of their pupils. Hardly any school survey is completed without comparing the averages of the surveyed schools in several school subjects with the norms of standardized tests.

But educational and experimental literature in general argues that varying methods of instruction when checked by objective, subject-matter tests show no large or significant differences in factual outcomes.

The writer does not propose to present digests of all studies which evaluate method, but will restrict himself to three illustrations. The reader should bear in mind that the experiments reported were carried on, and the comparisons made, under controlled conditions, experimentally valid; details of which, due to space limitations of this article, are not given.

Two methods of instruction were tried at the University of Iowa in an elementary psychology class. One group was

lectured to twice a week and met once a week with instructors for recitation, discussion and conference. Another group worked under a plan of individualized instruction in which attendance at lectures and recitations was not required. A study room containing reference material and experimental apparatus was provided for this group, and it studied under direction and supervision. Each student progressed at his own rate both in study and laboratory exercises. At the end of the course both groups were tested by the same objective examination. A comparison of the central tendencies of the two groups showed *no significant differences*.

Professor Earl Hudelson of the College of Education, University of Minnesota, experimented with his large classes in Technique of High School Instruction to judge the values of different types of teaching method. Some of the methods which Professor Hudelson used exclusively for at least a quarter were: first, question and answer; second, lecture; third, informal "family circle" discussion; fourth, oral discussion of demonstration teaching observed in the University and other Twin City high schools. The methods of teaching were distinctly different, but results on the same objective tests showed *no significant differences* in the central tendency scores.

A professor once told the writer that when his assistants taught his elementary course, the students did as well when objectively measured as when he himself taught the course. This professor is known as an excellent lecturer, and is extensively read in his field; yet his students "learned" no more than the students of his assistants, who by the very nature of their training and experience could hardly be considered as capable in teaching as he.

However, very few would argue that the outcomes of instruction were the same. Definite interest in the course on the part of the students, and their feeling of being lectured to by one with an extensive re-

serve of information and experiences are not measured by objective tests on informational material. Other emotional outcomes, of which there are many, are also untouched by this type of measurement. One might argue that interest would manifest itself by more reading, which would in turn reflect itself in the results on objective tests; but because of the precise informational requirements of most objective tests, which usually confine themselves to limited phases of work and to one or two textbooks, this contention does not necessarily hold. Neither does the usual method of judging the value of instructional outcomes detect the fact that this professor attracts not a few students up through his courses and into the graduate school, where he advises them as candidates for advanced degrees.

The small or negligible effect of method when measured in terms of subject matter is possibly an indictment of our teaching methods. It may be that our teaching is so ineffective that results remain on a low, inert level. On the other hand one may suspect that achievement is more a function of the inherent and acquired traits of students and less of the exterior forces of which teaching might be considered the major one. There is some evidence to substantiate the last statement, but it cannot be presented here.

It should be pointed out that studies purporting to evaluate instructional methods do so by comparing the central tendencies of groups. This method does not evaluate methods for particular individuals within the group. Although means and medians of groups may not vary significantly, it is quite probable that within the groups particular individuals are conditioned to a considerable extent in their achievement by the method used. It follows that objective tests may be used diagnostically to determine the methods which are most effective for certain individuals.

(Continued on last page)

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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter S. H. Perry
C. L. Rotzel I. W. Jones
 H. B. Gislason

Hazel B. Stevens - - - - - Editor

DECEMBER, 1927

Weary in Well Doing?

The season is now approaching when, in accordance with the experience of past years, attendance in Extension classes may be expected to fall off. Each year many students attend faithfully up to the time of the cessation of classes for the Christmas holidays; thereafter they either do not return at all for the month's work during January, or they attend but fitfully. In consequence all credit for the first semester's work is lost or at best the student must accept a lower grade than his actual ability entitles him to. This is not the worst of it. Apparently because of dwindling interest during January, about fifteen per cent of the first semester students regularly neglect to register for the second semester. There are several reasons for this, but none of them cogent. People return from summer vacation with fresh vitality and driving power, and thereby are induced to undertake a larger program than they feel they can continuously sustain. The social and business activities of the Christmas season are tiring and distracting. Nevertheless, it must be affirmed candidly that these lapses are neither inevitable nor necessary. The conditions already cited are merely obstacles or deterrents, to be overcome not to be succumbed to. As Frederick Keppel says, the salient characteristic of true Extension work is that it is "seriously and consecutively undertaken." Intermittent or spasmodic efforts do not land one at his goal. Unremitting, consecutive, methodical work wins in the educational sphere as well as elsewhere. "Dogged does it." If a student lay out each year a carefully planned educational program and then follow that program with faithfulness and diligence, it is surprising how the results pile up and how intellectual mastery ensues. It is like money out at compound interest. Why not this year highly resolve to renew class work promptly after Christmas and to register promptly for the second semester? Thus shall educational progress be continuous. "Let us not be weary in well doing."

RICHARD R. PRICE, Director

New Schedule Due Next Issue

THE INTERPRETER hopes to print as a supplement to its next issue a tentative schedule of classes for the second semester. This schedule, it must be remembered, is subject to change as to time and meeting places of classes, and should be carefully checked with the corrected list, which will be available at all Extension offices the week of January 15-20. The tentative listing, however, should be helpful to students in planning ahead. If you fail to find there some class that you particularly want, report at once the fact to the Students' Work Committee, and perhaps something can be done about it before classes actually start. If you can present the names of fourteen others who want what you want, you are likely to get the class.

The second semester starts January 30.

CLASSES RESUME JANUARY 2
AFTER THE HOLIDAYS

More Than Six Thousand

Class registrations for the first semester, in General Extension, University of Minnesota, totaled finally 6,146, exceeding the estimate of 6,000 made last month.

This number represents 4,848 individuals, taking an average of 1.26 subjects apiece. It includes 756 registrations in Duluth and 276 in the Iron Range towns,—59 at Chisholm, 45 at Eveleth, 139 at Virginia, and 33 at Hibbing. Rochester contributes 22, Red Wing 29, and Superior, Wisconsin, 7.

Last year's record for the first semester shows 5,675 registrations and 4,420 individuals.

Vocational Guidance at Red Wing

A three-credit course entitled *Guidance in the Schools* is being given during the present semester at Red Wing by Professor Homer J. Smith of the College of Education, University of Minnesota. The group meets at four o'clock, one day each week, for a two-hour session and comprises thirty teachers of elementary, junior, and senior high school subjects.

Attention is being given to the history of the guidance movement, its leaders and literature, its justifications, techniques, and practices. Special emphasis is placed upon counseling and classes in occupations.

"The school people of Red Wing," says Professor Smith, "seem to have sensed a fact appreciated by all workers in this new field—that the guidance program of a school system reaches true effectiveness only when the whole teaching corps understands its aims and methods."

Training for Scout Leaders

The annual training course for Boy Scout leaders will begin at the University Armory on Thursday evening, December 1, under the auspices of the General Extension Division. The course will be conducted under the direction of Mr. George S. Wyckoff, Scout Executive of Minneapolis. The group will meet once a week for three hours during the period of about thirteen weeks. At the end of that time a Court of Honor will be held, at which certificates of proficiency will be issued to those who have earned them. The fee is \$1.00.

On April 1, 1928, there will also begin the third annual training school for Girl Scout leaders. In this course there will be two sections, one meeting twice a week at 4 p.m. and the other at 7:30 p.m. There will also be two main divisions of the curriculum, one elementary and the other advanced. To enter the latter, one must have had at least ten hours of elementary training. All of these sections will meet twice a week for two hours during the period of four weeks. The teaching will be done by the Girl Scout executives of Minneapolis and St. Paul. The fee for the course will be \$2.00, with an additional fifty cents for printed material.

Short Course in Embalming

The Short Course in Embalming which is conducted annually by the General Extension Division is to be lengthened this year from twelve weeks to twenty-four weeks. The course begins on January 2, 1928, and will continue for two twelve-week terms or quarters. High school graduation is required for entrance. The four-year high school entrance requirement and the twenty-four weeks course will entitle the school at the University of Minnesota to a Class A rating.

"The educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life."—*Ramsay MacDonald.*

Student Officers Elected

The Twin Cities Evening Students Association will be officered this year, in accordance with an election held by the general council November 3, as follows: general president, Thomas E. Moore; vice-president, Edward Ahern; recording secretary, Miss Pearl Thelen; treasurer, W. C. Cheney.

The new officers of the Engineers' section are: president, L. W. Holmes; vice-president, A. L. Cassidy; recording secretary, F. J. Hanna; credential secretary, E. Rosendale; treasurer, Carl H. Peterson.

Students, Bring Problems To—



THE STUDENTS' WORK COMMITTEE

Left to right—S. H. Perry, chairman, representing the department of Science, Literature, and the Arts; Jerome Jackman, department of Business; O. C. Edwards, Engineering. This committee will help you check your credits, plan a systematic program of courses, advise you. Appointment may be made with any member by calling the General Extension main office, Administration Building, University campus, Dinsmore 2760.

Holiday Frolic December Tenth

The Twin Cities Evening Students Association will give this year on December 10 its "Holiday Frolic," the first of its two big annual parties. The place is the Minnesota Union, University campus. Under direction of the general president of the association, Thomas E. Moore, the following committee chairmen are at work with their groups: general arrangements, W. C. Cheney; entertainment, Miss Pearl Thelen; refreshments, F. M. Thimmesh; decorations, George Troedson; tickets, John Otto.

A Free Field But No Favors

Extension students at the University of Minnesota want no favors in the way of lowered standards was the impression conveyed during the month by a student discussion, part of which is presented on the next page.

Extension students, in the opinion of this group, are willing to face the same sort of quizzes as students who do not alternate work for wages with study and recitation. Extension students welcome rigid requirements and thoroughness. They ask merely the privilege of competing in their own time on equal terms with other University students: a free field, but no favors.

Why They Take Classes At Night

Students Themselves Tell the Reasons

As the numbers increase of students, employed by day, who study and recite after dark, so does interest grow in the driving forces which keep such students to their self-appointed double programs. Extension division officers are among those most interested, since by knowing the aims of their students, the divisions can best serve them. Here are presented in part a few answers to the query put to a Freshman composition class in Minneapolis, "Why do you attend Evening classes?"—*Editor.*

I Go To Get Wisdom

BY P. E. THELEN

Wisdom to me means common sense obtained by wide knowledge of things and people. To take the only means open to me to obtain this quality of discernment and judgment, I go to Evening school. I find there available to me the countless methods of men of all ages who are associated in the mind of the world with wisdom. The road of culture is open to me, of scholarly learning, and of practical knowledge. I can follow any one of these routes to the end, or I can traverse each for a short distance, crossing from one to the other.

The Evening school of the University of Minnesota offers a varied program of study. In the field of engineering alone many are taking courses that will prepare them for responsible and skilled positions and may bring about their renown. Lovers of romance languages, of history, the arts, may get a broader knowledge of their favorite hobby. Practical folk, business men and enterprising young clerks and stenographers are allowed to avail themselves of the courses offered in the Night school of Business.

More important to me happens to be the study of Composition, by which the student may learn to put before the eyes of his fellow men in a concise, correct and attractive manner the wisdom he has gained by going to school, by association with people, and from other experience.

The Evening school also offers to those who are capable and who are attracted by that type of endeavor, the opportunity to take an active interest in student affairs. Executive positions are always open to that student who is willing and able to work. Those elected to office and appointed as committee members have a chance to mingle in a less restricted manner with their fellow classmates, they learn to know more intimately the school faculty; and the government of the whole University, of which the Night school is only a branch, comes to mean to them something more than a name. School publications, parties, and activities outside of the regular program are carried on after regular school hours, but they afford a source of learning that is just as important as actual book knowledge. The wise man has an open mind; he eagerly grasps the opportunity to investigate every field of endeavor.

Every Night school student, with a few possible exceptions, earns his living by eight hours' work during the day. He may be a teacher, a clerk, a banker, a stenographer, or a business man, but if he is the right kind of man, his continual aim is to increase his efficiency. The Night school offers specialized courses which not only make him more valuable to his employer but heighten his respect for himself. My own profession, which requires a knowledge of law, is a vocation which has no limits as far as education is concerned. By taking a class pertinent to the work I am doing, I can lessen the work of my employer and further my own interests financially, besides making my work more to me than a mere mechanical process.

Education is the greatest pursuit of mankind. It behooves us as active, enterprising Americans to grasp opportunities and rise above the rut level in which so many unintelligently satisfied people are fixed.

To Push Back the Deadline

BY A. H. NIELSEN

All of us are afraid of the time in our lives which is known as the deadline. This is the time when we cease to be of any use to the world and instead become burdens. This deadline does not come, as most of us think, necessarily with an advance in the number of years that we have spent on this planet. It does come at the time when a person reaches that stage in which he is no longer being educated. It has been said that you cannot teach an old dog new tricks so often that most people believe it. Believing this, many persons have been content to sit back on the side lines and watch some one else do life's real work. It has been said that when a person reaches the age of forty he should retire and when he reaches the age of sixty he should be chloroformed. There is some justification for the opinion if he has reached the point that we call the deadline.

The deadline varies with different people. Some reach it sooner than others and there are a few fortunate individuals who never come close to it. Many have reached it when they get their diploma from high school and some when they graduate from the grade schools. Many more have definitely come to this deadline when they hang up their sheep skins at the end of their college career.

Some receive a part of their education from watching a young baby open its eyes for the first time and from watching shovelful after shovelful fall on a coffin in a new made grave. Some start their education the minute they open their own eyes for the first time and do not end that education until they are preparing to go on the last great educational tour. They never reach the deadline because they keep on pushing it ahead of them. As Michael Angelo, ninety years old, totally blind, with his hands palsied and trembling with effects of his age, was carried in to finish his last great masterpiece his hand passed over a smooth marble statue and he said, "I still learn, I still learn." He had not reached the deadline.

I Get What I Need

BY BERTHA A. PETERSON

I am at present employed during the day in a large business office, having under my direct supervision between ninety and one hundred business girls; this fact has to do with the reason why I attend Evening school.

Bertrand Russell, in an article called *What Shall We Educate For*, brings out four qualities important in the development of character; namely,—vitality, courage, sensitiveness and intelligence. The necessity for the kind of education that he talks about is forced upon me during eight hours of each day. I feel the need of vitality and courage and of the developing of sensitiveness. I also realize that a keen intelligence is absolutely indispensable in coping with the problems of the day.

Therefore, I come to my Evening classes with a mind that is actually grasping for knowledge. I do not merely surmise that this knowledge may be of importance to me; I am actually positive that such is the fact.

And I know that it will not be necessary for me to wait two, three or four years before this knowledge can be applied. The need is immediate.

Night Versus Day

BY EVELYN NELSON

Night school gives me a chance to "eat my cake and have it too." I've always liked books and studying and when I finished high school I hated to think that I was all through; and yet I was eager to get to work, too. I wanted to get into an office and find out what was going on in business. I wanted a change. I was eager to test myself and my knowledge. Eight years of adult study seemed a long time to absorb knowledge without testing it and using it to practical advantage. Learning by direction is a "good aid but by no means a complete substitute" for trial and error learning. I wanted to keep on with my studying and I wanted to start working. Night school was a convenient way of doing that and it is a convenient way to keep on doing it.

It's not only a convenient way but it's an interesting way. You can find almost anything at Night school if you look hard and long enough; anything from a minister to a maker of rat poison. In one of my classes last year there was a psychoanalyst, a dentist, a newspaper cartoonist, an art teacher, my high school biology teacher and lots of other miscellaneous but interesting people. Everybody's is some kind of business and everybody's business is different. That's what makes it interesting.

This miscellaneous assortment of people is what makes the standard of grades high, in Evening school, and makes A's hard to get. People who are working and are taking on Night school as extra work, and are doing it of their own accord for a definite purpose aren't likely to be slouchy in their studying. There are plenty of Night school students too who are specializing in a certain subject and who take a course at Night school as a supplement. In my public speaking class, for instance, there was a man who had been lecturing for five years. He had a slight speech defect and thought he could remedy it by taking a course in lecturing. The rest of the class had to do heavy studying. He set a standard that was hard to beat.

A student like that puts a great deal of color into a class. Whenever he got up to talk he commanded attention. He wasn't on the same level as the rest of us and he was able to teach us much.

I Am After an Education

BY THOMAS E. MOORE

I am attending the University for an education. There is nothing unusual about that. With our public libraries, trade associations, clubs, and almost numberless publications, our daily life is almost one continuous process of education, but none of them fulfils the part taken by the University.

An education is not and cannot be confined to what one learns in the classroom. But I do not feel that I am missing any part of the education which a university provides as I am fully as active outside of the classroom as any university student could be. In addition to the Evening student activities, I have my own personal interests to absorb my time during the day.

Through the customary business hours I am working at my chosen vocation. I attend the University during hours which otherwise would not be utilized for any particular purpose. While it is frequently said by the unknowing that one cannot without too great a sacrifice work during the day and attend school during the evening, I have found through experience that it is easily done.

The evening hours enable me, and others, to secure a university education without sacrificing business connections, or "dropping out" several years from an active life. Evening classes enable the ambitious, without regard to financial condition, to acquire university training.

Ambition Brings Me

BY C. P. LUFF

Since my early teens I have planned to go to college. It is my belief that everyone who has a desire to make the most of the opportunities in life should have this ambition and not be satisfied until it has been realized. The opportunity for a college education is now offered to everyone, through the Day, Evening, and Correspondence divisions of our universities.

Objections that are sometimes raised against going to Evening classes are that attendance comes after a full day's work, and that the time for completing a college course must be spread over a considerable span of years. To counterbalance the first objection we have the fact that practically all persons have three or four leisure hours each evening which might better be used in getting an education than in idleness or some frivolous social activity. And, moreover, we are taught that education should be made a lifelong process, so why try to crowd it into four years? While Evening classes might be a drag on some people, the average student enjoys his classes and would not be without them.

Evening classes make it possible to get a college education and at the same time work during the day at one's chosen vocation. In this manner one is able to apply in daily work what is learned during the evenings. Some schools, recognizing the benefit of such an arrangement, approximate its advantages by holding school one day and letting students work out in actual practice the following day the theories set forth. The eventual aim of any student is to get a good position after leaving school, so why not be working your way up in your job and getting an education all at one time?

Some firms in the Twin Cities, realizing the benefits of Evening classes, are offering free tuition to any of their employes who wish to attend. These firms know that by educating further their already experienced and reliable workers they are going to increase the efficiency of their plants and help them to meet better the competition which is growing keener every day.

School Means Inspiration

BY ANDREW L. DAHL

There can be only one object for going to school, and that is learning. The primary reason for attending evening sessions is that they are at a time most convenient for one engaged in other pursuits during the day.

Aside from that, these sessions do not differ from those of the Day school; the same courses are offered, the same requirements are made of those desiring credit toward degrees, and the same thoroughness prevails.

Going to Evening school has a two-fold purpose: it not only affords an opportunity for improvement in education, but also for getting away, as it were, from the monotonous environment of every day into something new. It acts like a tonic. In short, Evening school is a place for recreation.

The Evening school, the same as the Day school, is a laboratory in charge of experts who have spent years at study and research in the particular subjects which they supervise, and any one going to such a laboratory cannot but be inspired, and improved, to the extent of his ambitions.

The Evening school is made up of students of different vocations, different shades of education, and of varying ages, all seemingly enjoying school, and so being an inspiration to each other in their search for new avenues of advancement.

The Evening school, as it seems to me, is a social necessity.

I Get Help and Help Myself

BY M. M. BURKE

I go to school to get knowledge of such subjects as will benefit me in business and in social life. School can give a knowledge of book learning but with it one must get that precious gift, knowing and understanding people. I go to school to learn how to write a correct sentence, but along with the correctness I must have something worth the saying.

If we could learn from our books without the teacher why should we go to school? We need a teacher to explain things to us and guide us. We also need the help of the other students in our classes to widen our viewpoints.

I go to Evening school for an economic reason. My parents cannot afford to send me to Day school. I must keep a job. This fact does not mean that I do not do as much work for a course as the Day Students; I do the same amount of work and receive the same credit. I am not dependent on my family for my education. Night students work and pay for their education and appreciate what they are getting.

Lantern Club To Hold Try-Outs

The Lantern Club, dramatic society of Extension students, will hold its annual try-outs for new members Friday, December 16th, at 8 o'clock in the Music Building, University campus. All registered students of the University Extension Division are eligible, Club officials announce, and are cordially invited to attend the try-out, which will be more or less in the nature of an "Open House." Refreshments and entertainment will be provided.

"The Lantern Club," says the announcement, "is the only organization aside from the Extension Students' association, consisting exclusively of and working entirely for the benefit of University Extension students. It has been in existence for about four years, with several successful presentations to its credit. The Lantern Club's latest production, 'Mrs. Partridge Presents,' scored a decided hit when given last spring, and also when produced for the Summer Session.

"To further social pleasantness, parties and picnics are held, and for more serious purposes, the elements of stage-craft, technique of acting, and mechanics of drama receive careful study. Any student interested in the stage as an avocation or even a future vocation will find it worth his while to try out. An atmosphere of friendliness and intelligent co-operation has characterized the club since its beginning."

Chronicles of America Films

The General Extension Division is now the sole distributor for Minnesota of the Chronicles of America photoplays.

These photoplays, produced under the direction of the Yale University Press, re-create events of outstanding importance in American History from the Voyage of Columbus to the close of the Civil War. The scholarship of the Board of Editors insures the accuracy of these films.

The fifteen of these subjects which have already been released are:

Columbus (4 reels); Jamestown (4 reels); The Pilgrims (3 reels); The Puritans (3 reels); Peter Stuyvesant (3 reels); The Gateway to the West (3 reels); Wolfe and Montcalm (3 reels); Eve of the Revolution (3 reels); Declaration of Independence (3 reels); Yorktown (3 reels); Vincennes (3 reels); Daniel Boone (3 reels); The Frontier Woman (3 reels); Alexander Hamilton (3 reels); Dixie (3 reels).

Any of these may be had on a few days notice. Full information about rates, and other details will be furnished on request.

H. B. GISLASON,
In Charge of Community Service

What Is Good Teaching?

(Continued from first page)

If one tries to validate the evaluation of teaching method by amount of factual acquisition against the broad but specifically stated objectives of education as expressed by the Cardinal Principles, by Bobbitt, or Kilpatrick—one finds one's self measuring only a very limited aspect of education's purposes. On the other hand, increases or decreases that may be statistically significant may not be significant when validated against life's processes. We do not know what statistically significant differences in chemical information among pre-medics are validated by differences in ability to practise medicine. Nor do we know those facts for other professional or pre-professional courses.

Although evaluation of teaching by objective tests which check informational results is very limited in its significance, it constitutes a forward step, since it substitutes measurement for subjective determination. The present status of determining values of teaching method by objective means may not have pushed the frontier of method evaluation to its limits, but its promise should frustrate any attempt to regress to the former method of evaluating outcomes of teaching by judgment of the teaching act through direct observation alone. The major problem remains to devise objective techniques to measure the many outcomes of teaching of which the acquisition of informational material is only one.

It is not within the province of this article to state what the other outcomes are. Some of them have been alluded to. It is enough to emphasize here that acquiring subject matter is only one of many.

Every line of work is demanding more in the way of preparation for the job. This is right. No one can know too much about his own profession, and it is well to watch both sides of the road.—A. M. PURDY, Anoka.

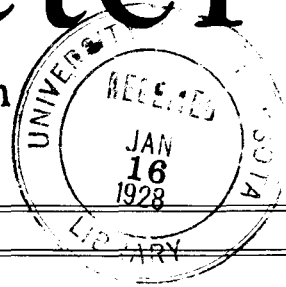
Entered as second-class matter, October 2, 1926,
at the postoffice at Minneapolis, Minn., under
the Act of August 24, 1912.

Mr. H. Russell

Univ. Library

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The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. II

JANUARY, 1928

No. 5

What the Tax-Payer Gets for His Investment in Higher Education

BY ROSS L. FINNEY

Assistant Professor of Educational Sociology, General Extension Division, University of Minnesota

I HOLD two separate and distinct philosophies of education; one as a father, and another as a sociologist. As a father, the question is: What good is it going to do my son to get a higher education? This is a usual question, quite familiar to all fathers. As a sociologist the question is: what good is it going to do the tax-payer to have anybody's sons getting higher education? This is a rather unusual question, so far as the average citizen is concerned. It represents the sociological point of view. It has to do with the social objectives of higher education.

Higher education is of at least three sorts: research, professional and cultural education. Let us glance at each of these in turn.

To any one who has thought about the matter the social function of research is obvious enough: it increases the sum total of human knowledge. And knowledge is of course the chief means of human betterment and social progress.

But this fact the masses do not understand. Hence the precariousness of academic freedom; that is, the freedom of accredited scholars to pursue research and publish their findings. To assure it, the appointment of accredited scholars should be transferred from the representatives of the people to the representatives of the fraternity of scholars. Here democracy must contradict itself if it would survive.

Second, professional, or higher vocational, education. As a father, I am, like every other father, helping my sons to struggle out of the overalls class into the white-collared class. I want *my* sons in the white-collared class. As a sociologist I realize that the struggle, however successful, will not add to the number of men (or percentage of the population) in the white-collared class. That is determined by the techniques of industry and the organization of industrial society. The white-collared class is a full raft in a sea of struggling swimmers; for every one who clammers on, somebody else is

pushed off. The increasing numbers of young people trying to get professional education simply mean that competition is increasing. What good does that do the tax-payer? Well, within limits, it ought to mean the gradual improvement of the service in every profession.

"Modern society has many problems to solve. How to balance the ration of individual life; how to articulate the various institutions one to another; how to evaluate the various elements of the racial heritage; how to distribute opportunities so as best to conserve the general welfare; how to dispense the surplus of economic production; how to make expert service available to the public of a democracy. It is the business of higher so-called cultural education to furnish society with intellectual leaders who are competent to solve such problems. If one aspires to a higher education he aspires to a place among the problem solvers of his generation—a worthy aspiration! But it may not pay dividends in dollars and cents; it is the tax-payer who is more likely to get his money back."—ROSS L. FINNEY.

We come, third, to that sort of higher education usually called cultural. This word cultural, by the way, might well be dropped from our educational vocabulary. Too often it is merely reminiscent of an old aristocracy, smacks of an intellectual snobbery, and fosters an invidious class stratification. The word discarded, our intellects might be free to think cogently about the kind of higher education, other than professional, that would really serve a worthy social purpose.

Modern society has many problems to solve. Not merely "social problems," but all sorts of problems. How to balance the ration of individual life; how to articulate the various institutions one to another; how to evaluate the various elements of the racial heritage; how to distribute opportunities so as best to conserve the general welfare; how to dispense the surplus of economic production; how to make expert service available to the public of a democracy; and so forth.

Now it is the business of higher so-called cultural education to furnish society with intellectual leaders who are competent to solve such problems. If one aspires to a higher education he aspires to a place among the problem solvers of his generation—a worthy aspiration! But it may not pay him dividends in dollars and cents; it is the tax-payer who is more likely to get his money back. However, I selfishly desire my own son to have such education because I believe it will enable him to live a richer, fuller life, himself.

There needs to be a clearer distinction between this sort of education and professional. Education of the liberal sort is not designed to make one a producer, but a consumer. As a consumer, one uses *all* the resources of civilization, in a balanced ration. As an intellectual leader one shows his associates how so to use the cultural resources. Hence specialization should be as sedulously avoided in this sort of education as it should be sought in professional. The vocationally trained person knows everything about something; but the liberally educated person knows something about everything. And the tax-payer has a real use for the latter, for intellectual leadership is a vital social function. Nor is it a function of specialists; since the problem of how to live is one of synthesis.

"A new idea is beginning to gain ground, the idea of education as a process continuous throughout life. Old stereotypes still check the full emergence of this idea. There is the accustomed thought that life is made up of two stages: the stage of preparation for life; and the stage of living itself. This 'two-stage' idea of life has, of course, already been thoroughly discredited in the newer philosophy of education. John Dewey and his followers have clearly shown that the life of children in the schools should not be regarded simply as a preparation for something to come later, but as a life to be lived. So, in like manner, adult life will eventually come to be regarded not simply as a putting-into-practice of education already received, but as a process of continuing-education-with living."—H. A. Overstreet.

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

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Hazel B. Stevens - - - - - Editor

JANUARY, 1928

New Schedule Herewith

With this issue of THE INTERPRETER is enclosed for the convenience of students a tentative schedule of second semester classes, which begin January 30. Since some few changes may need to be made in this program, students are asked to look for final authority on details to the revised schedule, which will be ready at all Extension offices by January 15.

Registration and Class Attendance

All difficulty of registration will be avoided if the following points are kept in mind: Students are expected normally to register for their courses in advance. Failing this, registration should be effected immediately after the first meeting of any class, and in any case before the second meeting. The privilege of attending a class once before deciding to register should be recognized as a privilege and not subjected to abuse. The late registration regulation was provided for those students who for various valid reasons were unable to attend the first sessions of any course. It was not intended to afford any student in attendance the opportunity to defer registration. *Attendance on class presupposes registration.* It should also be understood that registration does not mean merely filling out the necessary blanks. No registration is completed until the fee has been paid. If the student has financial difficulties, definite arrangements should be made with the campus office to take care of the situation. No instructor is authorized to waive any of these regulations. Students are urged to follow the prescribed registration procedure in a prompt and businesslike way.

RICHARD R. PRICE, Director

Cancellations and Refunds

Cancellations of registration and pro rata refunds of the tuition fees paid are made only on written request stating adequate reasons therefor. In every case the refund is made as of the date of the written request. The number of times class has been attended or missed has no bearing on this adjustment. The important factor is the week of the semester in which the refund is requested. In any case two dollars of each class fee is retained to cover the expense of handling the registration. For the first eight weeks of the semester the amount of the refund diminishes by ten per cent a week. After the eighth week no refunds are granted. However, cancellations of registration will be made. In the case of special classes organized on the basis of a guaranteed or promised enrolment, it is clear that no refunds of fees can be made.

RICHARD R. PRICE

"Adult Education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but as a permanent national necessity, an inseparable aspect of citizenship."—*Basil Yeazlee.*

Report Writing Required

Report Writing is a new course required of Business students who follow the new 90-credit curriculum leading to a certificate in Business Management and Administration. All students interested in starting the course in February are invited to write to Professor C. L. Rotzel, in charge of the Business Department of the General Extension Division, addressing him at the Administration Building, campus.

"To obtain the fullest advantages from systematic study of business," says Professor Rotzel, "the student must be able to express his ideas and findings in good businesslike language. Other things being equal, a person who is able to write clearly, systematically and to the point will have many more opportunities to advance himself than one who lacks this ability."

Freshman Literature in St. Paul

St. Paul for the first time, will have, the coming semester, a class in Freshman Literature which starts in the middle of the year. From now on, St. Paul students, like those of Minneapolis, can take the first or the second half of the Freshman literature requirement in whichever semester suits their convenience. The increasing number of St. Paul students of English has made the new schedule possible.

The beginning class, "Freshman Literature I," will meet Wednesday evenings at 8:05 in Room 211 of the Court House. Miss Stevens is the instructor. The continuation class will go on as before in the Auditorium of the Library,—the time, 6:20.

Students both in St. Paul and Minneapolis are asked to note the change in name of the Freshman literature classes. Instead of "Survey I" and "Survey II" as heretofore, they are called "Freshman Literature I" and "Freshman Literature II," to distinguish them from a new Sophomore survey course which will be offered, it is hoped, next year.

"Freshman Literature I" will be given on the University campus Monday evenings at 8:05 in Room 136 of the Main Engineering Building.

To Lecture on "Our New World"

Ten professors of the University of Minnesota will discuss during January and February aspects of "Our New World," in a series of lectures under the auspices of the General Extension Division. They will be given before the Minneapolis College Women's Club, in the Art Room of the Hennepin Avenue M. E. Church, Lyndale and Groveland Avenues, and are free to the public.

Dr. W. H. Emmons, head of the department of Geology, opens January 4, speaking on "Our New World in Geology." Dr. D. E. Minnich, associate professor of Biology, follows Wednesday, January 11, with the subject Organic Evolution. Bodies of new knowledge in other fields will be presented as follows:

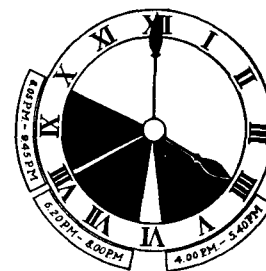
In Psychology, by Donald G. Paterson, professor of Psychology, January 18; in Physics, Henry A. Erikson, head of the Physics department, or John T. Tate, professor of Physics, January 25; Chemistry, S. C. Lind, director, School of Chemistry, January 27; Anthropology, A. E. Jenks, head of the department of Anthropology, February 1.

Herbert Heaton, professor of History, will talk February 3 on the topic, "Is History of Any Use?" Pitirim A. Sorokin, professor of Sociology, February 8, on "Recent Tendencies in Russia." Harold Quigley, professor of Political Science, comes February 10, and Norman Wilde, head of the department of Philosophy, finishes the series February 15.

"The opportunity for adult education should be spread uniformly and systematically over the whole community, as a primary obligation on that community in its own interest and as a chief part of its duty to its individual members."—*Basil Yeazlee.*

Afternoon Classes in Demand

The Clock Strikes Thrice
For Extension Classes



More classes than usual are being scheduled for the new semester for afternoon hours, to meet what seems to be a growing demand. The number will be increased again next year, if enough students make the request. As a rule, any group of fifteen or more can secure an afternoon class

by making its wants known at the main office of the General Extension Division, in the Administration Building, campus.

Three class periods are now well established, for Extension classes at the University of Minnesota: from 4 to 5:40 in the afternoon; from 6:20 to 8, and from 8:05 to 9:45 in the evening. Other hours are set when they suit better the convenience of particular groups.

Petroleum Testing To Be Taught

A course in commercial tests of petroleum will be offered the second semester by the Engineering department of the General Extension Division. Dr. E. P. Harding, associate professor of Technological Chemistry, is the instructor, and the class meets Tuesdays at 7 p.m. in the School of Chemistry building, University campus.

The course is an elementary one, given at the request of persons interested in petroleum products. It will include discussions of the source, quality, specifications and testing of petroleum products,—principally gasoline and illuminating and lubricating oils. Tests will be carried out and their importance and significance made clear.

Films Newly Arrived

The following films have been received by the Bureau of Visual Instruction, H. B. Gislason in charge of the Bureau, announces: "Land of Opportunity," two reels, \$5.00, with Ralph Ince as Lincoln.

"My Fighting Gentleman," five reels, \$10.00, featuring William Russell and Francelia Billington. This, an Edward Sloman production, is a story of Virginia in the days of Reconstruction following the Civil War.

"The Power and the Glory," five reels, \$10.00, a story of the Blue Ridge Mountains of Virginia and the efforts of a girl from a mountain town to rise above her environment. Parts are played by June Elvidge, Frank Mayo, and Madge Evans, and Johnnie Hines in a comedy role.

"Pardon Me" and "Pusseyfoot" are single reel comedies, \$1.50 each.

Will Give One-Act Plays

Two one-act plays will be given by the University Extension Division class in Play Production in the auditorium of the Music Building, campus, on Friday, January thirteenth, at eight p.m. All Extension students and their friends are invited. The plays are "Saved," by J. W. Rogers, Jr., and "Cabbages," a cartoon, by Edward Staadt, the instructor of the class.

The cast of "Saved" includes Julia Michelsen, Helen Trawicky, Mary Nystrom, Evelyn Rainville, Jane Thomas, Lillian Gilliland; of "Cabbages," Ingeborg Nystrom, Joseph Tillman, Jane Thomas, Nora Barron, Ardella Johnson, Leo Knight, David Couser. The admission charge is twenty-five cents.

"Dost thou love life? Then do not squander time for that is the stuff life is made of."—*Benjamin Franklin.*

"Knowledge permits men and women to live completely as individuals."—*Everett Dean Martin.*

SUPPLEMENT TO
The Interpreter

TENTATIVE SCHEDULE OF CLASSES

Second Semester, 1927-28—Afternoon and Evening

Beginning Week of January 30—Closing Week of May 21

(This schedule is subject to change without notice. Prospective students, should consult before registering, the final schedule, which will be issued about January 10.)

GENERAL INFORMATION

For Student Guidance

FEES

REGISTRATION.—The fee for an extension class meeting one evening a week for two hours, and continuing through one semester of seventeen weeks with three hours credit, is \$10. Wherever the fee is more or less than this standard the amount is stated in the program of classes. The tuition fee does not include the cost of texts or materials.

All fees are payable at the time of registration, and registration should not be deferred longer than the second meeting of any class. Checks should be made payable to the University of Minnesota.

Registration as a rule will not be taken at classes but must be made either at the city offices or at the campus office of the Division.

CHANGE OF REGISTRATION

Students already registered, desiring to change registration to a different class, should consult the General Extension office promptly in regard to this change in order that their work may not be handicapped.

REDUCTIONS AND SPECIAL FEES

In case a student takes three or more classes simultaneously, a reduction of 10% is made in the total fee of \$30 or more.

LATE REGISTRATION.—All students are urged to register before the first meeting of the class. An additional privilege fee for late registration is charged as follows: \$1 per course during the third week of the semester, and \$2 per course during the fourth week. Each week is construed to extend through Saturday evening. Two meetings of each class will therefore have been held before these privilege fees become operative. No registration will be accepted later than the fourth week of a semester after the week in which the class begins, without the approval of the Students' Work Committee. The last day for registration without payment of the late registration privilege fee will be Saturday, February 11th, 1928.

REFUNDS.—Students who cancel their registration before the middle of any semester may obtain a pro rata refund of the tuition fee, provided written notice is given the office of the General Extension Division at the time of cancellation. No refund is made after the eighth week of the semester. In no case will a refund be made to a student of a class organized on a minimum registration basis. Two dollars (\$2) of each fee is non-refundable, being withheld to cover expenses of registration.

TEXTS AND MATERIALS.—Texts to be used in the different classes are assigned by the instructors in those classes. The registration fee does not include the cost of such texts or other materials for use in these classes. Where mimeograph material is supplied in place of a basic text, a uniform charge of \$1 is made payable at the time of registration.

CREDITS

QUARTER CREDIT BASIS.—The credits in the Extension Division are now computed in terms of "quarter" hours, in accordance with the present University usage, and not in "semester" hours, as was formerly the case. One semester credit equals one and one-half quarter credits.

WHAT CREDIT IS ALLOWED.—Each course scheduled in the program carries three (3) credits unless otherwise indicated.

SPECIFY FOR CREDIT.—Students must state at the time of registration whether or not they desire University credit in the courses pursued. Changes from "no credit" to "credit" registration will not be made after the middle of the semester, and then only with the consent of the instructor and at the campus office of the Extension Division.

RESIDENCE CREDIT.—By action of the University Senate, attendance on extension classes in Minneapolis, St. Paul and Duluth is interpreted as meeting the requirement of residence at the University.

SIZE OF CLASSES

MINIMUM SIZE CLASSES.—Classes will not ordinarily be organized for a smaller enrolment than fifteen. Under exceptional circumstances some continuation classes will be conducted for a minimum of twelve students. However, it should be understood that in some classes a

larger registration will be required. Variations of the above rule will be made only at the discretion of the director.

Any course announced may be withdrawn if the registration for that particular course is considered insufficient. In case of withdrawal of any course the full fees paid will be refunded.

LENGTH OF COURSES

SEMESTER PERIOD.—Most of the classes meet once a week for two hours for a semester of sixteen weeks with an additional week for final examinations. Some classes meeting two times a week cover two semester's work carrying six credits. Registration for such classes may be made for the first or second half of the semester, or for the entire semester. Students registering for the first or second half of the semester will pay a fee of \$10. Those registering for the entire semester of such a class will pay a fee of \$20 and receive six credits.

FACULTY REGULATIONS

WHO MAY ENTER.—It is not intended that any regulation should debar from the privilege of these courses any person who can profitably pursue them. Those persons who desire credit toward an academic degree must, however, comply with the regulations governing such degree. Those not desiring credit will be admitted, provided they are sufficiently mature (more than eighteen years of age), and can satisfy the department in which they wish to study that they are able to carry the work profitably to themselves and without hindrance to the class. Students may attend any class once before registering. All classes, except those in swimming, are open to both men and women.

ADVICE ON REGISTRATION.—The Students' Work Committee of the General Extension Division is ready to advise the student who is in doubt as to the classes for which he wishes to register and may be consulted at the office of the General Extension Division on the University Campus.

ADMISSION TO CLASSES.—A class card will be given to the student at the time of registration, which must be presented to the instructor. In towns where no extension offices exist students will register with the instructor.

No student will be regarded as registered in any class until he has paid the required fee and presented his class card to the instructor.

NORMAL LOAD.—A normal load of extension work to be carried by a full time employed student is nine credit hours—the equivalent of three semester classes per week. Twelve credit hours will be allowed by permission of the Students' Work Committee if the student's record of a previous semester warrants. Permission to take more than the maximum of twelve credit hours will be granted under exceptional circumstances.

ATTENDANCE—ABSENCE.—Every student should attend the meeting of his class regularly. For credit toward a degree or a certificate the following rule must be adhered to:

"No student whose absence exceeds three (3) of the regular scheduled sessions of the course for a semester shall be admitted to the final examination of the course without special permission of the Students' Work Committee."

GRADES.—Four grades, A, B, C, and D, are given for work of varying degrees of merit. Work of inferior grade is marked "E" (condition) or "F" (failure). Work which is of at least "D" grade but, because of circumstances beyond the student's control, not complete, may be marked "I" (incomplete).

EXAMINATIONS.—Examinations in all of the subjects given are conducted during the last week of each semester. All students who are eligible for credit and desire it must pass these examinations.

FURTHER INFORMATION.—For further information as to admission, description of courses, fees, prerequisites, credits, etc., see the Bulletin of the General Extension Division, a copy of which will be sent upon request to the General Extension Division, University of Minnesota, Minneapolis, Dinsmore, 2760.

Science, Literature, and the Arts Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Scandinavian							
7 Beginning Swedish II	T8:05	Ca. Fol. 206	Carlson	41 Public Speaking I	T6:30	St. P. Mar. Jr.	Garns
108, 109 Modern Swedish Literature II	T6:20	Ca. Fol. 206	Carlson	42 Public Speaking II	T6:20	Mpls. C. H. 244	Gislasom
Sociology							
3 Educational Sociology	T4:15	St. P. Y.W.C.A.	Finney	42, 43 Public Speaking II, III	F8:05	St. P. C. H. 211	Morse
1 Introduction to Sociology	M6:20	Ca. Fol. 5	Finney	86 Advanced Public Speaking I	T7:00	St. P. Pub. Lib. Aud.	Rarig
1 Introduction to Sociology	W7:00	St. P. Pub. Lib. 5	Lundquist	81, 82 Interpretative Reading and Voice	W6:20	Ca. Fol. 125	Garns
6 Modern Social Reform Movements	T7:30	Ca. Fol. 5	Finney	82, 83 Interpretative Reading and Voice	W8:05	Ca. Fol. 125	Garns
6 Modern Social Reform Movements	T6:20	Ca. Fol. 5	Lundquist	82, 83 Interpretative Reading and Voice	T7:45	St. P. Mar. Jr.	Garns
51 Occurrence of the Socially Inadequate	T4:00	St. P. Y.W.C.A.	Wheeler	91 Play Production	M7:30	Ca. Fol. 212	Satadt
14 Rural Sociology	T7:00	St. P. Pub. Lib. 6	Lundquist	Swimming			
102 Social Control	M8:05	Ca. Fol. 5	Finney	1ex Swimming	F7:00	St. P. U. Farm Gym	Kaercher
101 Social Organization	W7:30	Ca. Fol. 5	Finney	1ex Swimming	W8:00	St. P. U. Farm Gym	Kaercher
Speech (See classes under English also)							
61 Correction of Speech Disorders	T7:00	St. P. C. H. 318	Bryngelson	1ex Swimming	M7:00	Ca. Women's Gym.	Foster
61 Correction of Speech Disorders	W7:30	Ca. Fol. 301	Bryngelson	1ex Swimming	M8:00	Ca. Women's Gym.	Foster
41 Public Speaking I	F6:20	St. P. C. H. 211	Morse	Zoology			
41 Public Speaking I	M6:20	Ca. Fol. 301	Seering	2 Elementary Zoology II	M-W6:30	Ca. An. Biol. 211	Dawson

BUSINESS CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Accounting			
26 { Prin. of Account. B.	M6:20	Ca. Sch. of Bus. 301	Heilman
26L* { Account. Lab. B (\$5)	M8:05	Ca. Sch. of Bus. 303	Niemackl
26 { Prin. of Account. B.	T6:20	Ca. Sch. of Bus. 301	Smith
26L* { Account. Lab. B (\$5)	T8:05	Ca. Sch. of Bus. 303	Niemackl
26 { Prin. of Account. B.	T6:20	Ca. Sch. of Bus. 301	Smith
26L* { Account. Lab. B (\$5)	T8:05	Ca. Sch. of Bus. 301	Smith
26 { Prin. of Account. B.	W6:20	St. P. C. H. 313	Le Borious
26L* { Account. Lab. B (\$5)	W8:05	St. P. C. H. 313	Le Borious
26 { Prin. of Account. B.	T6:20	St. P. C. H. C. C.	Le Borious
26L* { Account. Lab. B (\$5)	T8:05	St. P. C. H. C. C.	Le Borious
26 { Prin. of Account. B.	F6:20	St. P. C. H. C. C.	Le Borious
26L* { Account. Lab. B (\$5)	F8:05	St. P. C. H. C. C.	Le Borious
25-26 { Prin. of Acct. A&B (\$20)	M8:05	Ca. Sch. of Bus. 302	Smith
25L-26L** { Account. Lab. A&B (\$10)	M6:20	Ca. Sch. of Bus. 302	Smith
25L-26L** { Account. Lab. A&B (\$10)	M6:20	Ca. Sch. of Bus. 303	Niemackl
25-26 { Prin. of Acct. A&B (\$20)	F6:20	Ca. Sch. of Bus. 301	Smith
25L-26L** { Account. Lab. A&B (\$10)	F8:05	Ca. Sch. of Bus. 301	Smith
25L-26L** { Account. Lab. A&B (\$10)	F8:05	Ca. Sch. of Bus. 303	Niemackl
25-26 { Prin. of Acct. A&B (\$20)	T6:20	St. P. C. H. 313	Blandin
25L-26L** { Account. Lab. A&B (\$10)	T8:05	St. P. C. H. 313	Blandin
25-26 { Prin. of Acct. A&B (\$20)	F6:20	St. P. C. H. 313	Blandin
25L-26L** { Account. Lab. A&B (\$10)	F8:05	St. P. C. H. 313	Blandin
107 Elements of Accounting	T6:20	Ca. Sch. of Bus. 303	Houston
10L*+ Elem. of Account. Lab. (\$5)	T8:05	Ca. Sch. of Bus. 303	Houston
138* Account. Prac. & Proc. B.	M6:20	St. P. C. H. 311	Blandin
138* Account. Prac. & Proc. B.	M6:20	St. P. C. H. 318	Le Borious
138* Account. Prac. & Proc. B.	T6:20	Mpls. C. H. 321	Houston
138* Account. Prac. & Proc. B.	T8:05	Mpls. C. H. 321	Houston
136 Auditing B	T6:20	St. P. C. H. 320	Rotzel
136 Auditing B	W6:20	Mpls. C. H. 324	Rotzel
132 Cost Accounting B	T6:20	Mpls. C. H. 244	Tuttle
132 Cost Accounting B	M6:20	St. P. C. H. 320	Tuttle
132 Cost Accounting B	M8:05	St. P. C. H. 320	Tuttle
132a Cost Accounting D	T8:05	Mpls. C. H. 244	Tuttle
180 Accounting Seminar A	W8:05	Mpls. C. H. 321	Rotzel

Banking and Finance			
155 Corporation Finance (Finance B)	M6:20	Mpls. C. H. 238	Stelman
155 Corporation Finance (Finance B)	T6:20	St. P. C. H. 311	Finger
146 Investments (Finance C)	W6:20	Mpls. C. H. 238	Finger
149 Business Cycles (Finance D)	T6:20	St. P. C. H. 206	Finger
149 Business Cycles (Finance D)	W6:20	Mpls. C. H. 238	Finger

Business English			
82+ Business Correspondence	M6:45	Ca. M. E. 203	Ambler
82+ Business Correspondence	F6:45	Ca. M. E. 215	Creamer
82+ Business Correspondence	M8:05	St. P. C. H. 211	Conley
81+ Business English	M6:45	Ca. M. E. 215	Creamer
81+ Business English	T6:20	St. P. C. H. 211	Conley

Business Law			
51* Bus. Law A (Contracts & Agency)	T6:20	Mpls. C. H. 236	Jackman
51* Bus. Law A (Contracts & Agency)	T6:20	St. P. C. H. 211	Jackman
52* Bus. Law B (Personal Property)	T6:20	Mpls. C. H. 238	Palmer
52* Bus. Law B (Personal Property)	W6:20	Mpls. C. H. 321	Kitts
52* Bus. Law B (Personal Property)	M6:20	St. P. C. H. 211	Chapin
53* Bus. Law C (Bus. Organizations)	T8:05	Mpls. C. H. 236	Jackman
53* Bus. Law C (Bus. Organizations)	T8:05	St. P. C. H. 211	Jackman
54* Bus. Law D (Real Estate)	T6:20	Mpls. C. H. 324	Bardwell
54* Bus. Law D (Real Estate)	T6:20	St. P. C. H. 206	Rumbl

Economics and Commerce			
7 Principles of Economics II	W6:20	St. P. C. H. 206	Myers
7 Principles of Economics II	T8:05	Mpls. C. H. 244	Graves
Contemporary Economic Problems	W8:05	St. P. C. H. 206	Myers
88B+ Beginning Advertising II	M6:20	St. P. C. H. 313	Conley
88B+ Beginning Advertising II	W6:20	Mpls. C. H. 244	Conley
1ex+ Retail Advertising	W6:20	Ca. M. E. 101	Gooris
1ex+ Retail Advertising	M8:05	St. P. C. H. 313	Gooris
59 Life Insurance	T8:05	Mpls. C. H. 238	Graves
85 Economics of Retailing	T6:30	Mpls. C. H. 236	Vaile
102 Advanced General Economics	F6:30	Mpls. C. H. 238	Waite
73 Railway Traffic and Rates II	W6:20	St. P. C. H. 211	Crellin
73a Railway Traffic and Rates II	T6:30	Mpls. Traffic Club	Crellin
73a Railway Traffic and Rates III	T8:20	Mpls. Traffic Club	Crellin
61+ Salesmanship	T8:05	St. P. C. H. 206	Conley
61+ Salesmanship	W8:05	Mpls. C. H. 244	Conley

SUBJECT	TIME	PLACE	INSTRUCTOR
Economic History			
82, 83 Econ. Hist. of the U. S. I.	M7:30	Ca. Fol. 105	Mudgett
82, 83 Econ. Hist. of the U. S. I.	T7:00	St. P. Y.W.C.A.	Mudgett
(For other courses in History, see under Science, Literature, and the Arts.)			

Geography			
61 Geog. of Commercial Production	M7:30	Ca. Old Lib. 103	Davis
51A Human Geography I	T6:15	St. P. Pub. Lib. 5	Eyerly
51B Human Geography II	T4:15	St. P. Pub. Lib. 5	Eyerly
51B Human Geography II	W4:00	So. St. P. C. H. S.	Eyerly
51B Human Geography II	W7:30	Ca. Old Lib. 103	Davis

EDUCATION CLASSES

Art			
Art. Ed. 2 Fundamental Principles of Design II (Interior Decorating)	M7:15	Mpls. West H. S. 215	Hanley
Art. Ed. 2 Fundamental Principles of Design II (Interior Decorating)	T4:15	St. P. Pub. Lib. 2	Hanley
Art. Ed. 46 Metal and Simple Jewelry	F7:30	Ca. Fol. 411	Ross
20 Principles of Harmony in Form and Color	Sat. 10:00a.m.	St. P. Mar. Jr.	Hanley
Note: (For other subjects under Art, see Science, Literature, and the Arts classes.)			

Administration and Supervision			
Ed. Ad. 119 Elem. School Curriculum	T6:20	St. P. C. H. 320	Sorenson
Ed. Ad. 160 Principles of Supervision	T8:05	St. P. C. H. 320	Sorenson

Child Welfare			
C.W.I. 40 Educ. Methods for Young Children	T7:30	Ca. Inst. Child Welfare	Dixon
C.W.I. 40 Educ. Methods for Young Children	M7:30	Ca. Inst. Child Welfare	Dixon
Note: (Hour will be adjusted to suit students.)			

Education, History of			
II. Ed. 101 Historical Foundations of Modern Education	T4:15	St. P. Pub. Lib. Aud.	Alexander
II. Ed. 103 History of Modern Elementary Education	T4:15	Mpls. Pub. Lib.	Alexander

Educational Psychology			
Ed. Psy. 111 Educational Diagnosis	T4:15	St. P. Pub. Lib. 6	Van Wageningen
Ed. Psy. 111 Educational Diagnosis	F4:15	Mpls. Pub. Lib.	Van Wageningen
Note: (For other subjects under Psychology, see Science, Literature, and the Arts classes.)			

Economics			
(See courses listed under Science, Literature, and the Arts or Business.)			

History			
(See courses listed under Science, Literature, and the Arts.)			

Mathematics			
(See courses listed under Science, Literature, and the Arts.)			

Political Science			
(See courses listed under Science, Literature, and the Arts.)			

Sociology			
3 Educational Sociology	T4:15	St. Paul Y.W.C.A.	Finney
1 Introduction to Sociology	M6:20	Ca. Fol. 5	Finney
1 Introduction to Sociology	W7:00	St. P. Pub. Lib. 5	Lundquist
6 Modern Social Reform Movements	T7:30	Ca. Fol. 5	Finney
6 Modern Social Reform Movements	T6:20	Ca. Fol. 5	Lundquist
51 Occurrence of the Socially Inadequate	T4:00	St. P. Y.W.C.A.	Wheeler
14 Rural Sociology	T7:00	St. P. Pub. Lib. 6	Lundquist
102 Social Control	M8:05	Ca. Fol. 5	Finney
101 Social Organization	W7:30	Ca. Fol. 5	Finney

ENGINEERING CLASSES

Art			
25-26 Freehand Drawing II	T7:30	Ca. M. E. 401	Doseff
27-28-29 Freehand Drawing III, IV	W7:30	Ca. M. E. 401	Burton
27-28-29-30ex Freehand Drawing III, IV, V	F7:30	St. P. School of Art	Burton
(An additional fee of \$1.00 for model is required in Courses III, IV and V, payable to the instructor.)			

Engineering Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
Architecture			
35-36 Architectural Design I, II.....	M, Th 7:30	Ca. M. E. 302	Krafft
38-39 Arch. Design III, IV (\$15).....	M, Th 7:30	Ca. M. E. 302	Krafft
132-133 Arch. Design V, VI (\$15).....	M, Th 7:30	Ca. M. E. 302	Krafft
32-33 Elements of Architecture II.....	M, Th 7:30	Ca. M. E. 309	Deneen
(Regular instruction will be given on Monday and Thursday evenings, but students in these classes may work in the drafting rooms of the Architectural Department on other evenings, except Sunday.)			
Chemistry			
12ex } General Inorganic Chemistry.....	T 7:30	Ca. Chem. 315 T }	Geiger
‡ } and Qualitative Analysis (\$17).....	Th 7:30	Ca. Chem. 210 Th }	
2ex } Quantitative Analysis (\$17).....	T 7:30	Ca. Chem. 310 T }	Geiger
‡ } (Volumetric)	Th 7:30	Ca. Chem. 315 Th }	
7ex } Quantitative Analysis (\$17).....	T 7:30	Ca. Chem. 310 T }	Geiger
‡ } (Pre-Medical)	Th 7:30	Ca. Chem. 315 Th }	
Testing of Petroleum Products (\$15).....	T 6:30	Ca. Chem. 225	Harding
Note: (Above courses marked ‡ require a breakage deposit of \$3.00, unused portion to be returned.)			
Civil Engineering			
22 Curves and Earthwork.....	W 7:30	Ca. M. E. 215	Cutler
39 Advanced Structural Design.....	M 7:30	Ca. M. E. 205	Darrell
51 Highways and Pavements II.....	M 7:30	Ca. Exp. Eng. 205	Lang
143 Advanced Reinforced Concrete.....	T 7:30	Ca. M. E. 227	Wise
141* Elem. Reinforced Concrete II.....	Th 7:30	Ca. M. E. 104	Teeter
129* Hydraulics II	M 7:00	Ca. M. E. 107	Teeter
Electrical Engineering			
123-125* Alternating Currents II.....	Th 7:30	Ca. E. E. 237	Johnson
234-236 Electrical Machine Design I, II	W 7:30	Ca. E. E. 227	Kuhlman
124-126 Alternating Current Lab. II..	F 7:30	Ca. E. E. 107	Kuhlman
113-115 } Direct Current Machinery II	W 7:30	Ca. E. E. 138	Todd
{ (Elementary Electricity)			
114-116 } Direct Current Lab. II.....	T 7:30	Ca. E. E. 107	Swenson
{ (Experimental Electricity)			
162 Radio Communication II	Th 7:30	Ca. E. E. 339	Sweet
Engineering Drawing			
1-2 Elem. Mech. Draw. I, II.....	Th 7:30	Ca. M. E. 201	French
31-32 Advanced Mech. Draw. I, II.....	W 7:30	Ca. M. E. 201	Herrick
2-3 Mechanical Drawing II, III.....	Th 6:00	St. P. Hoist & Derrick	Herrick
2. Elem. Mech. Draw. II.....	F 7:30	St. P. Mech. Arts.	Dow
81* Cost Estimating I	F 7:30	Ca. M. E. 201	French
37* Machine Design II.....	W 7:30	Ca. M. E. 201	Herrick
32ex-34ex Gear or Cam Drawing.....	W 7:30	Ca. M. E. 201	Herrick
Mathematics			
7* Shop Math. II.....	M 7:30	Ca. M. E. 106	Edwards
7* Shop Math. II.....	W 7:00	St. P. Hoist & Derrick	Edwards
9 Shop Math. III.....	T 7:30	Ca. M. E. 104	Teeter
9 Shop Math. IV.....	W 7:30	Ca. M. E. 104	Teeter
11 College Algebra II.....	W 6:00	St. P. Hoist & Derrick	Edwards
11 College Algebra II.....	T 7:30	St. P. Mech. Arts	Dow
11 College Algebra II.....	T 7:30	Ca. M. E. 203	Wilcox
12 Trigonometry II.....	W 7:30	St. P. Mech. Arts	Dow
12 Trigonometry II.....	M 7:30	Ca. M. E. 104	Hartig
13 Analytic Geometry II.....	Sat. 10:00a.m.	Ca. Adm. 407	Edwards
13 Analytic Geometry II.....	W 7:30	Ca. M. E. 107	Boehnlein
24 Differential Calculus II.....	T 7:00	Ca. M. E. 106	Edwards
25 Integral Calculus II.....	T 8:00	Ca. M. E. 106	Edwards
151 Differential Equations II.....	M 8:00	Ca. M. E. 107	Teeter
Mechanics and Strength of Materials			
33ex Elementary Strength of Materials	T 7:30	Ca. M. E. 107	Brooke
129* Hydraulics II	M 7:00	Ca. M. E. 107	Teeter
Mechanical Engineering			
11-12 Pattern and Foundry Practice			
(Elementary)	Th 7:30	Ca. M. E. 107	Richards
18 Industrial Decoration	F 7:30	Ca. M. E. 104	Richards
166 Mechanical Refrigeration	F 7:30	Ca. Exp. Lab.	Nicholas
1ex Metallography and Heat Treatment			
of Alloy Steels	M 7:30	Ca. Sch. of Mines 111	Harder
50 Automotives	Th 7:30	Ca. Exp. Lab.	Robertson
171ex Production Factors	T 7:30	Ca. Mech. E. 102	Shipley
43* Engine Room Practice.....	M 7:30	Ca. Mech. E. 202	Martens
40ex Steam Fitting	F 7:30	Ca. Mech. E. 202	Martens
Physics			
50ex Physics II	M 7:30	Ca. Phys. Bldg. 30	Fukushima
51ex Physics Laboratory I, II.....	F 7:30	Ca. Phys. Bldg. 30	Fukushima

Note 1. Courses marked with a star (*) require a \$1 lesson material fee in addition to the tuition fee, payable at the time of registration.

Note 2. Courses marked with a double star (**) require a \$4 fee, which includes cost of text, lesson material and outfit, in addition to tuition fee, payable at the time of registration.

Note 3. Courses marked with a "dagger" (†) do not carry college credit; but all business and engineering courses carry credit toward the General Extension Division Certificate. All other courses do carry college credit for properly qualified students.

Note 4. Two classes in History meet twice a week. These classes cover in one semester the amount of work usually given in two semesters one evening a week. Students may register for either the first or second half of these courses, for each of which the fee is (\$10) ten dollars for three credits, or for both courses in which case the fee is (\$20) twenty dollars for six credits.

WHERE TO REGISTER

MINNEAPOLIS: 102, 402 Administration Building, University of Minnesota (Campus) Dinsmore 2760

MINNEAPOLIS: 736 Security Building, Main 0624, F. C. Austin, Resident Manager

ST. PAUL: 920 Pioneer Building, Cedar 7312, C. H. Dow, Resident Manager

DULUTH: 404 Alworth Building, Melrose 7900, John L. Macleod, Resident Manager

The Administration Building may be reached by going two blocks from Church Street and the Washington Avenue carline or going three blocks from Seventeenth Avenue Southeast and the Oak-Harriet carline.

From January 23 to 28 the offices will be open from 8:30 a.m. to 6:00 p.m. From January 30 to February 11 the offices will be open from 10:00 a.m. to 10:00 p.m. with the exception of Saturday evening. (Saturday till 6 p.m.) Before and after the registration period, the offices are open from 8:30 a.m. to 5:00 p.m. Last day for registration without payment of privilege fee, February 11th.

N.B.—A separate leaflet is issued giving the schedule of Duluth classes. A copy may be obtained from the Duluth office, 404 Alworth Building.

WHERE CLASSES MEET

Court House, Third Avenue South and Fifth Street, Minneapolis
West High, Hennepin Avenue and 28th Street, Minneapolis
Vocational High, 11th Street and Fourth Avenue South, Minneapolis
Traffic Club, New Nicollet Hotel, Minneapolis
Public Library, Hennepin and Tenth, Minneapolis
University of Minnesota Campus: Folwell, Chemistry, School of Business, Psychology, Library, Women's Gym., Millard Hall, Main Engineering, Music, Publications, Electrical Engineering, etc., refer to buildings on the Main University Campus.

Court House, Fifth and Wabasha, St. Paul
Public Library, Fourth and Washington, St. Paul
Mechanic Arts High School, Central and Robert, St. Paul
St. Paul School of Art, 107 East Third Street, St. Paul
St. Paul Institute, Fourth Street entrance of St. Paul Auditorium, (Elevators from 7 p.m. to 9 p.m.), St. Paul
John Marshall Junior High School, Holly and Grotto, St. Paul
Young Women's Christian Association, 123 West 5th Street, St. Paul

How To Use This Schedule

Subjects in this schedule are listed under the following main heads: Business; Education, Engineering, and Science, Literature, and the Arts. As to place of meeting they are listed as Campus, St. Paul (downtown), and Minneapolis (downtown). Separate sections are not given to Minneapolis or St. Paul as formerly.

Key to Abbreviations Used in This Schedule

Ca. Campus, St. P. St. Paul, Mpls. Minneapolis, M. E. Main Engineering, Pub. Lib. Public Library, Fol. Folwell, Chem. Chemistry Building, C. H. Court House, Aud. Auditorium, Y.W.C.A. Young Women's Christian Association, Cent. High. Sch. Central High School, Old Lib. Old Library Building, Adm. Administration Building, Mech. Arts Mechanic Arts High School, Mus. Music Building, An. Biol. Animal Biology Building, Law Law Building, Phys. Physics Building, Psy. Psychology Building, Voc. High Vocational High School, Mar. Jr. John Marshall Junior High School, Art Inst. Art Institute, Sch. of Bus. School of Business, Mil. Millard, E. E. Electrical Engineering, H.&D. Hoist and Derrick, Sch. of M. School of Mines, C. C. Council Chamber, West H. S. West High School, etc.

How Well Does the Adult Learn ?

Psychologists Give Opinions

WHEN the historian of the future recounts the development of our present age, George B. Zehmer, director of Extension at the University of Virginia, says, in the October issue of the *Virginia Journal of Education*, "he will list as the most important in the field of education that movement which has as its aim the education of the adult.

"For many years," Mr. Zehmer continues, "the idea has been popular that adults could not learn or change readily established methods of living or thinking. The church held to this opinion and with slight modifications made it a chief reason for urging early conversion and church membership. Psychologists, teachers, and school administrators believed the doctrine that the capacity to learn was limited to youth or, at most, the late years of adolescence and established and administered a system of education accordingly. How often have we heard similar opinions expressed on public occasions by speakers who bemoaned the fact that they had not taken due advantage of the educational opportunities offered in childhood and who admonished youth to avoid similar mistakes. And still more often have we not heard those all about us who had reached or passed the mythical age of twenty-one express so glibly and readily that the great storehouses of knowledge were no longer open to them? Looking back upon these in the light of recent developments and with a certain knowledge of human nature and its willingness to make excuses, it seems that there can be detected a subtle delight on the part of many of those bewailing their sad fate in finding in fact an excellent and universally accepted excuse upon which they could justify their mental inactivity and sluggishness.

"Subsequent developments, however, in the field of experimental psychology, no less than in the field of educational practices, are forcing us to change our opinions and theories about the inability of adults to learn. Quotations from two experimental psychologists are to the point here raised. 'Within reasonable limits,' writes Frank A. Dorsey in *Why We Behave Like Human Beings*, 'youth learns more rapidly than adult age; both learn in proportion to incentive to habit formation and uniformity of height of incentive. A man is as old as he is incapable of learning.' Witness especially a report on the findings of Professor E. L. Thorndike of Columbia University as given in the minutes of the American Association for Adult Education held in Cleveland May 16-18, 1927:

"Professor E. L. Thorndike, of Teachers' College, Columbia University, who for the last two years has been engaged in a study of the psychology of adult education, delivered an address on *The Ability of Adults to Learn*. Pro-

fessor Thorndike presented the results of experiments in which persons 35 years old and over, averaging 42, were compared with persons 20 to 24 years old, averaging 22, in their ability to learn acts of skill and to acquire various forms of knowledge. In learning to write with the wrong hand, the old and the young made equal improvement in the quality or legibility, but the old gained less in speed,

"THE CHIEF REASON why adults so seldom learn a new language or a new trade or any extensive achievement of knowledge or skill is not the lack of ability but the lack of opportunity or desire."—E. L. THORNDIKE, Columbia University.

18 letters per minute from fifteen hours of practice as compared with 35 letters per minute for the young. On the whole the old gained about three fourths as much as the young. In learning Esperanto, an artificial language constructed on logical principles, the old learned about five sixths as fast as the young. Both groups learned more rapidly than children. In learning reading, spelling, arithmetic, and other elementary school subjects, adults of 42 progressed about five sixths as fast as adults of 22. Both groups probably learned faster than they would have learned the same things as children at the age of twelve, for they learned more per hour of study than do children comparable to them in brightness. Extensive experiments with adults learning algebra, science, foreign languages, and the like in evening classes and with adults learning typewriting and short-hand in secretarial schools support the general conclusion that ability to learn rises till about twenty, and then, perhaps after a stationary period of some years, slowly declines. The decline is so slow (it may roughly be thought of as one per cent per year) that persons under fifty should seldom be deterred from trying to learn anything which they really need to learn by the fear that they are too old. And to a lesser degree this is true after fifty also. The chief reason why adults so seldom learn a new language or a new trade or any extensive achievement of knowledge or skill is not the lack of ability but the lack of opportunity or desire. They have too many other things which must be done or which they prefer doing."

The Adult Education movement exists:

"To dispel the melancholy belief that grown men and women have nothing left to learn, and to diffuse throughout all countries, and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life."—A. E. Zimmern.

"You are never old until you cease to learn."—Alfred Wiggam.

I Go To School for the Joy of It

BY E. CARNEY

Student in Freshman Composition, Minneapolis

Extension students I believe are the most interesting type of students enrolled in the University. They have many reasons for going to school. No doubt some students have the same ones as I.

My foremost reason for attending University Evening classes is intellectual growth, the pleasure I receive in accumulating knowledge. This knowledge enables me to appreciate more things in life, and to enjoy life more by a broader understanding of the problems of the world.

By studying literature and history, the social sciences and natural sciences, one makes one's self more interesting and also gets more interest out of life. Each person should learn to think for himself. But unless he has a background of knowledge he cannot gather facts and form constructive opinions.

I have received a great deal of joy from the literature subjects I have taken. Here one learns of other persons' thoughts, feelings, and experiences.

Another reason why I take Extension classes is that I find the class period interesting. It is made interesting by both students and instructors. Most instructors are considerate and patient and try to give each student individual attention. They try to make the subject alive. One gains a great deal from the personality of many instructors.

There is no other class of students who can be so democratic as Extension students. They are recruited from all occupations and phases of life. I have found this personal contact with other professions to be of a great advantage. It has taken me out of my every day routine and broadened my vision. By learning of the ups and downs in other professions I have been enabled to appreciate the failings and successes in my own line of work.

An Extension student's attention I think is divided equally between books and men. For example, I have found that such subjects as composition and public speaking are made interesting because the student gathers his material for assignments from actual worldly experience. Extension students I find, moreover, have keen senses of humor which help to enliven the classes. These students also have a fraternal attitude. Many of my most treasured friendships have been made in my Extension classes.

Through taking Extension classes I find that I am more alert and interested in my daily work. My mind is kept active by studying. I also find that if I have studied hard and prepared all my assignments I receive a great deal of joy from having accomplished something worth while. I keep two goals before me: one, to try successfully to complete the subject I may be pursuing at the time, and the second, to work toward a Junior Certificate. I have other goals but I am fixing my attention more intensively on the two mentioned. Psychologists say that the slogan, "Hitch your wagon to a star," is not the best in all cases; because if one aims too far ahead one misses the joy of passing milestones, and becomes discouraged on the way because there is not enough force in the incentive to drive one ahead.

Perhaps there are some students—and I think I may be one of them—who have in mind the slogan expressed by Lincoln: "When opportunity comes, be prepared." I think it is especially true of students in business and engineering classes that they are aiming to increase their earning capacity.

"There is magic in the truth and only those who find and follow its laws can work its miracles."—Alfred Noyes.

"Education is a great panacea for human troubles."—Huxley.

Why I Take Evening Classes

BY LAWRENCE J. MEEHAN

Student in Freshman Composition, Minneapolis

How shall we keep up with the times? In my case Night school offered the best solution. In the Night school, as it is conducted by the University of Minnesota, you can get just what you want. It is not necessary to take a course with a high-falutin name, in order to get the exact knowledge you require. If, in the business you are in, the next promotion requires that you have a knowledge of Accounting, Sales, Traffic or Advertising, you can get just that, and can specialize in that study. The classes are held at times that will not interfere with your work. It is not necessary to give up a good position, to go to Night classes; you can take courses that will insure your success in that position. The instruction is equal to the instruction in the Day school; having the instructor present, helps you keep straight the little things. In the Night school, you are not bound by a prescribed course; you can take the work as you see fit to take it, and you do not have to take any unnecessary studies. From my experience I find that some of the studies which the Day school students think are unnecessary, are the ones that are most helpful. Better than all other reasons for attending University classes at night is the fact that many of the Night students know from experience just what they need, and they make the most of the opportunity to gain knowledge.

Tony Tells Why

The following bit of verse comes from St. Paul, with the word of explanation which precedes it.—*Editor.*

"Tony is taking a course in the University of Minnesota Evening classes, and he has several reasons for taking the course. He is telling us one of his reasons and while his method of expression is not so cold and precise as it might be, at least it is his own expression, and we think he should be heard."

I go in da night to da "U." of da "M."
I take Accounting da "B."
I getta da keek from da Lecture and Lab,
For my Sweetie, shee's smiling at me.

I learn about "Assitz" and da "Liabeel"
Da "Expense" and da "Income." Oh, Gee:
I maka da beeg "Articulate" sheet,
While my Sweetie, shee's smiling at me.

I maka da statement of "Profeets and Loss,"
With a nize "Balance Sheet" to agree,
I analice salary account by the mout,
While my Sweetie, shee's smiling at me.

I maka "Adjust" da "Accrue" and da "Close,"
Da Working Sheet. Oh, you should see,
Da beeftiful figures, so nize in a row,
While my Sweetie, shee's smiling at me.

I'll taka da "Practize" and taka da "Aud"
And Law "A" and Law "B" and Law "C,"
I'll taka da "Tex" course, and Public da Speech,
While my Sweetie, Shee's smiling at me.

My Sweetie, she seets in da veree first row,
Shee's as Irish as Irish can be,
She smile and she smile at da Accounting
Instruct,
But shee's meaning dose smiles all for me.

Because next year is coming, Practize--
Proceed,
And if she don't get anyway "D"
I'll seet all alone when I taka da course,
With my Sweetie not smiling at me.

So I don't get mad around da outside,
Where somebody else can all see,
But some day I bet me, she looks where she
smiles,
And I'll know then shee's smiling at me!

Full Speed Ahead

MODERN LIFE AS A FARMER'S WIFE SEES IT

BY EMMA V. W. HORNING, Wells, Minnesota

The September INTERPRETER quotes Amiel—"He who does not advance, falls back; he who ceases to grow greater, becomes smaller. The stationary condition is the beginning of the end."

What a stimulus! "He who ceases to grow greater, becomes smaller." Never will I consent to "become smaller." As I possess a persistent want for something, this want will create enough energy to keep me acquiring knowledge to "grow greater." All normal people seem to possess such wants. They create speed.

We are living in the greatest of all ages—the Speed Age. Speed seems to be the present requisite. Consequently we keep speeding up our speed a little bit more. In reflective moments I wonder at the rush of things. Who or what is going to bring about a National King's X? It can't be that I am the only one with a stitch in the side, for I have heard echoing sighs.

Nature alone seems immune from this contagion—speed. In the creation of things Nature has not yet let man with his ingenuity hasten her processes. I have watched her to see.

Seemed to me I could detect a chuckle in the cackle of the hens this Spring when they eyed the electrically incubated chicks. Of course it was chicken talk, but that wise old bird who had already begun to moult, consoled the brood hens by saying, "Man has speeded the number of chicks, but it still takes three weeks to hatch them." Hearing this chicken philosophy rather aroused my curiosity, so I strolled further around the barnyard to see if all the stock was wise to the speed of man.

The cows had congregated in one corner near the byre. To all appearances they were licking salt, but as I sat on the fence and listened, I heard Old Crumple Horn say—"There is speed to this boss." She related, between licks on the salt-block, how with her first calf she was on the range, and the calf, in Nature's way, milked one teat at a time. After the round-up the boss had corralled her calf, and then proceeded with his two hands to milk two teats at once.

"Of course," she said, "this would have happened had I had twins, but seeing I had only one, it was doubling on my calf." What interested her now was the way her new boss applied four sucking cups and milked her four teats at once.

"Another thing," said Crumple Horn, "my feed is ground fine to speed my digestive process. Being fond of corn on the cob, I resent this a little."

I next hastened to the pig sty. The little pigs were all busy eating pig-meal out of troughs when usually, at that age, they are obtaining sustenance from their mothers. When the troughs had been emptied, the little pigs, ignoring their mothers, played until they piled themselves in cord-wood fashion to sleep in the sun. Two old mothers were in earnest conversation. I heard one sigh and say—"Sort of miss having the family around. Don't know what this younger generation is coming to. Our babies fatten quickly and independently of us. That synthetic milk-feed made by man shoves us into the background."

"Background nothing!" replied the other sow with a disgusted grunt, "Man hasn't made synthetic pigs yet, has he?" That settled that.

I saw an imaginary "Want Column" which revealed the enigma of speed.

"Poultry wanted here—highest prices paid." So for the want of more poultry, man's ingenuity has hastened production.

"Milk wanted for city consumption." The specific wants of the public have added speed to the dairy business.

The "want column" showed a demand for

pork—sweet, tender meat. This could come about only by causing a rapid growth of young pigs. Nature doesn't make the pigs chew faster to obtain these demands, but man has perfected a properly proportioned food.

At this point of my reasoning, I was eager to see how much speed was being advertised in our daily paper. "What's this—the mail not here yet?" I was out of sorts at the delay. Here, my very own wants demanded speed,—and I felt myself an earnest supporter of air mail service.

I detected "speed" in every page of that delayed daily paper! On the sport page, in the various tournaments, in prize fights, ball games, and at the derbies, illustrated by a Bobby Jones, a Tunney, a Babe Ruth, a 'Speed' Holman.

Ministers, reformers, are speeding salvation by means of the air. It is now possible to "tune in" on any brand of salvation.

The ischial flask is speeding the youth's interview with Father Time.

Universities by their Extension divisions are enabling the novice to speed his ability.

It might be well, however, for the speeding, steaming populace to read, "A Night Among the Pines" by Robert Louis Stevenson, and then reflect. Possibly our wants would lessen—our blood pressures normalize, and we could then observe the steady process and beatitude of Nature.

St. Paul Students Hold Election

Officers of the St. Paul Extension Students Association of the University of Minnesota are announced as follows:

President, George M. Sherman; vice-presidents—of the Business section, Edward J. McKendrick, of the Collegiate section, Miss Elvera Stromberg, of the Engineering section, Charles Sideen; treasurer, Miss Estes Hain; secretary, Miss Sarah Brodie.

Roger Babson says:

"One dollar spent for a lunch lasts five hours.
"One dollar spent for a necktie lasts five weeks.

"One dollar spent for a cap lasts five months.
"One dollar spent for an automobile lasts five years."

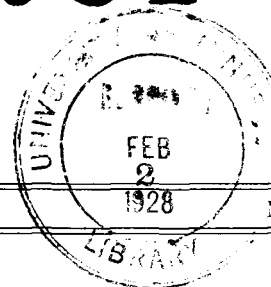
And from St. Paul is contributed this line:
"One dollar spent for an education lasts a lifetime."

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

Mr. F. K. Walter,
Librarian,
University Library U.
Minneapolis, Minn.

The Interpreter

Published by the General Extension Division
University of Minnesota



Vol. II

FEBRUARY, 1928

No. 6

HOW TO STUDY

BY CHARLES BIRD

Department of Psychology

MOST readers of this brief article will readily agree to the assertion that in our educational program we have failed to train pupils to study effectively. As a result we discover that many university students, who possess high college ability, fail to achieve academic success. Very recently, in order to determine both the bases of inefficient study and the means by which improvement may be accomplished, a few of the universities and colleges in this country have introduced courses in study methods. Some of the facts and principles which have been discovered in these experimental classes are worthy of consideration by all persons interested in higher education.

Skillful reading habits are a prerequisite of effective study, yet we find many university students can read no faster and with no greater accuracy than sixth grade pupils. Since, as a rule, fast readers are also accurate readers, it well repays one to discover his own level of reading ability and to take steps to improve it. Where students have seriously attempted to do this, an increase of sixty per cent in speed without decrease in accuracy is not exceptional. In reading, the eyes move in a series of jerks over a line, the process showing, therefore, both movement and fixations, the latter occupying the greater amount of time. Expert readers require about four to five fixations per line, due allowance being made for the nature of the material, while poor readers make as many as ten or twelve pauses. A large number of fixations indicates a small perceptual span, or stated differently, the fewer the fixations the greater is the meaning grasped during each pause. It can be demonstrated that we get little or no meaning while the eyes are in movement so that it immediately becomes apparent that to grasp the meaning of three words rather than one at each pause is advantageous. Efficient reading involves a small number of rapid, steady,

rhythmical movements of about equal length for each line of print.

The causes of poor reading may be stated very briefly. They are: lack of regular rhythm; usually too long fixations; and regression movements. By regression movements we mean that the eyes move back toward the beginning of the line after the material has been partly covered; the cause most frequently being due to failure to comprehend the preceding words. If one desires to improve his reading, he should have a friend observe the nature of his eye movements as reflected in a mirror placed over the right page of a book when the left hand page is being read. Care should be taken to count the number of fixations per line, there being one fixation for each movement, and to test the reader for comprehension.

Another factor which slows up the reading process is too much activity of the vocal organs. We must guard against lip, tongue, and throat movements. Speaking words consumes too much time and makes for failure to grasp their logical grouping. Silent reading is worthy of cultivation. Daily practice, when we read against time and keep a record of both speed and accuracy of comprehension, is probably the best way to improve our reading habits. As a tentative standard of performance, using a college textbook, we might set 225 words per minute to be read and understood.

A second prerequisite of study is *distributed effort*. The common tendency among students is to attempt to master an assignment in one sitting, frequently just before an examination. As a result one becomes lost in details, suffers from the effects of fatigue, and is likely to establish the unfortunate attitude of learning for an immediate end, to pass an examination, whereas we need to develop an interest in the acquisition of knowledge for more important ends. Experimental studies show that distributed

study periods, when each subject is re-acted to over a period of days, are economical in terms of time required to master facts and principles and are productive of greater permanency of retention.

Assuming we have an assignment to master how shall we react to achieve the best results? Our problem is one of acquiring information and of establishing relationships between facts and principles to understand their significance or meaning. Merely reading an assignment is inadequate for our purpose since it is conducive to rote learning. The *method of recitation*, however, in that it requires us to ask questions, favors active attitudes and the reorganization of material into patterns which are meaningful. This method we shall describe in terms of steps in the mastery of an assignment.

The first step involves the reading of a part of a text which is usually neglected, namely, the table of contents which summarizes the material in the chapters assigned. Following this we can, when questions are given at the end of each chapter, study them in order to cultivate the problem solving attitude. As a further step in obtaining the general plan of the assignment, we next read the chapters rapidly without stopping to memorize particular points. We are now prepared for intensive study which may be facilitated by making an outline of the chapter contents. But this involves more than reproducing in miniature the author's treatment, a form of outlining of little value. It has been found advantageous to turn each topical heading into the form of a question so that the outline represents the student's attempt to find answers and their qualifications. The process demands active attitudes, careful thinking, and the grasping of facts and their evaluation in specific relationships. Such an outline enables the student to commit to memory the important points, and it sup-

(Continued on page 4, column 3)

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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

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Jerome Jackman - - - - - Editor

FEBRUARY, 1928

SECOND SEMESTER CLASSES BEGIN JANUARY THIRTIETH

About Three Hundred Classes

Sixty-one beginning classes and 236 continuation classes conducted by the General Extension Division of the University of Minnesota in St. Paul, Minneapolis, Duluth, and the towns of the Iron Range, start the week of January thirtieth. Full directions concerning them may be had at the four offices of the Division: on the University campus, the fourth floor of the Administration Building; 736 Security Building, Minneapolis; 920 Pioneer Building, St. Paul; and 404 Alworth Building, Duluth. Final schedules are there for distribution.

What to Take

Many years have passed since Lowell made the devastating observation that a true university is a place where nothing useful is taught. And yet only the other day a student was overheard to remark that he had dropped a certain course after one semester because, forsooth, "There is no money in it." The same type of mind, the same scale of values, is betrayed by the tourist who laments at Niagara that so much water is going to waste. From that point of view the box of precious ointment lavished in love and adoration and worship might better have been sold and the proceeds given to the poor. Is it not possible in matters educational to strike a better balance between the things of the flesh and the things of the spirit? Between objectives that ensure a livelihood and objectives that enrich life? What we need in our educational programs is not necessarily a sacrifice of one of these objectives to the other, but rather a sane and judicious proportioning of the elements and factors which contribute to well-rounded and harmonious living. The fact should be recognized that some studies have intrinsic value, that is, worth that is inherent in themselves and without reference to ulterior gains. Such studies should form a part of every program, because they contribute largely to the growth of imagination and insight and discernment and appreciation of the noble and beautiful—all characteristics of the truly educated man.

RICHARD R. PRICE, Director

Professor B. H. Robertson, associate professor of Gas Engines and Automotives, University of Minnesota, will take the class in Automotives formerly given by Professor Ronald M. Hazen, who is on leave of absence for the year. The class is on Thursday evenings, 7:30, in the Experimental Engineering Laboratory, campus.

The ten years between twenty and thirty should be charged to education. Correspondence courses and good books constitute a most profitable investment at this particular point in man's career.—From Roger W. Babson's "Business Fundamentals."

REGISTER BEFORE FEBRUARY 11, AND
SAVE THE LATE REGISTRATION FEE.
"A DOLLAR SAVED IS A DOLLAR EARNED."

Class in Hematology

A class in Hematology, a subject to be given for the first time by the Extension Division, has been organized for the second semester. The course has been developed for the use of hospital laboratory technicians and nurses. The class will meet on Monday evenings at 6:30 in Room 201 of the Zoology Building, the main campus. Each session will last for three hours, and the fee for the semester's work will be fifteen dollars.

Production Factors Second Time

For manufacturers of the Twin Cities, a class in production factors will be given the coming semester for the second time. The course will deal with economic principles and practices, and also tools and equipment which tend to aid manufacturing production. The first class meeting is Tuesday, January 31, at 7:30, and the place the Mechanical Engineering Building, Room 102. S. C. Shipley, head of the Mechanical Engineering Department of the University of Minnesota, is the instructor.

Large Numbers Carry On

Students to the number of 4,683 were still carrying on in Extension classes according to the mid-semester census taken the end of November. Only 175 of the original 4,858 had cancelled registrations. The reasons for withdrawal given most frequently were removal from the city and changes in the nature of employment which necessitated night work or longer hours temporarily. Many withdrawing students expressed the intention of taking up the same class work again in the second semester or next year.

Of this year's registrants, 2,582 were women and 2,276 men. Seventeen more women withdrew than men; illness in the home was in some cases the cause.

A single individual, of Duluth, registered for six classes; two students, also of Duluth, had five classes. Thirty of the whole group of Extension students undertook four classes; 222 tackled three, and 996, two.

In the Twin Cities, 27 persons took two of Mr. Reep's courses in Real Estate Practice; in Duluth, 16.

Persons taking Principles or Elements of Accounting with the accompanying laboratory courses numbered in the Twin Cities 248, and in Duluth 39.

Structural Design for Engineers

Advanced Structural Design, a course of the Engineering Department, will deal during the second semester with designing eccentrically loaded columns, column bases and billets; designing crane beams and other beams which carry moving loads; and plate girders. The course because of time limitations will restrict itself to buildings. The time of the class is Monday, 7:30 p.m.; the place, Main Engineering Building, Room 205, campus.

Meter School in March

The third annual Meter School for Electric Metermen of the Twin Cities, in arranging which the General Extension Division co-operates, occurs this year the week beginning March 19.

J. W. Lapham, executive secretary of the North Central Electric Association, W. L. Wadsworth, superintendent of the meter department of the Northern States Power Company, and R. F. Pack, president of the National Electric Association and vice-president and general manager of the Northern States Power Company, are helping with the school. M. E. Todd, assistant professor of Electrical Power Engineering at the University of Minnesota, is in direct charge.

Correspondence Courses Listed

With this issue of The Interpreter is enclosed a list of 226 courses that may now be taken by Correspondence through the University of Minnesota.

"There is now," says Professor Irving W. Jones, head of the Correspondence Department of the General Extension Division, "the greatest interest in education that the world has ever known. That particular phase of it called Adult Education is, perhaps, the center of attention. The fact that this interest comes from a growing realization of need is, perhaps, the most wholesome thing of all. The complications of modern civilized life have made such large demands on people generally that nearly every one realizes that he needs to know about more things. Beyond this is another need, perhaps, not quite so generally recognized. Mr. George Patrick in an article in the Forum for November suggests it in this sentence: 'Science has given us a wealthy and comfortable society, well pasteurized and sanitized, but not well disciplined and not growing in physical health nor in mental capacity nor in moral balance.' The idea is that we have now more science than we know how to utilize, and that it is up to all members of society, perhaps the mature adult even more than the young student, to make himself a more effective member of society.

"I do not expect that the Correspondence Study Department is going to supply society with all that it needs to know, but I do believe that we are becoming more and more a means toward stimulating just the kind of study which this great need implies. I wish that The Interpreter might be able to impress this fact upon all its readers."

On the next page will be found a further statement by Professor Jones of the reach of Correspondence Study.

Lantern Club Has New Members

The Lantern Club, dramatic organization of Twin Cities Extension students, announces that it has taken in about a dozen new members. The organization plans to produce several plays. There is still a chance for interested Extension students to join. The Play Production class meets during the second semester in Room 19, Music Building, campus, on Mondays at 7:30 p.m. Mr. Staadt is the instructor.

Rates for Skating Nights

Season ticket books admit all University students to a special series of University skating nights at the Minneapolis Arena, to be offered under the auspices of the University of Minnesota athletic department. The nights designated are January 27 and February 3, 8, 17 and 24. Nights of March will be announced later. All students, including of course Extension students, are eligible to compete in skating events, according to Fred Luehring, athletic director.

"The more you know the more you can save yourself."—Kingsley.

'KNOWLEDGE is capable of being its own end. Such is the constitution of the human mind, that any kind of knowledge, if it be really such, is its own reward. What the worth of such an acquirement is, compared with other objects which we seek—wealth or power or honour or the conveniences and comforts of life, I do not profess here to discuss; but I would maintain that it is an object, in its own nature so really and undeniably good, as to be the compensation of a great deal of thought in the compassing, and a great deal of trouble in the attaining. We are satisfying a direct need of our nature in its very acquisition.'—JOHN HENRY NEWMAN.

SUPPLEMENT TO The Interpreter

General Extension Division University of Minnesota

CORRESPONDENCE STUDY COURSES

"If you cannot come to the University, the University will come to you."

The following list of Correspondence courses and information about registration is here given to readers of *The Interpreter* as a reminder of the opportunity which this service offers for Home Study. Students of Extension classes frequently find it possible to continue their work by Correspondence when a desired subject is not offered in class. Teachers and others in education work may find here a means toward continuing their preparation or accumulating credit towards a degree or a certificate. High School students or others who have not completed preparation for entering college will find an extensive list of courses that will aid them in many ways.

To those engaged in business and the professions, we would say that Correspondence Study offers the best practicable means of keeping mentally alert on the one hand and of acquiring much valuable technical information on the other hand. Those who have not thought of this possibility are urged to give it consideration.

GENERAL INFORMATION

WHO MAY REGISTER

Correspondence courses are open to all who are prepared to pursue them with profit. Students who expect to secure credit toward a university degree must, of course, satisfy all entrance requirements; in addition the prerequisites listed for each course must be met, at least in equivalents. But those who do not desire or expect such credit are permitted to register for any course in which they have an interest and sufficient preparation to enable them to do the work for the course. Specific items of preparation are not insisted upon so long as a general level is indicated. Students of this character are welcomed, and are given the same careful instruction and criticism as those who are candidates for a degree.

PROCEDURE

The student who wishes to undertake correspondence study should first select such course or courses as he may desire to take and send for an application blank if he has not already obtained one. All applications must be made on the blank furnished by the department. He should fill out the blank with all the information called for and return it with the required fee to the Correspondence Study Department, General Extension Division, University of Minnesota, Minneapolis.

FEES

All fees are payable at the time the student files his application for registration. No reduction of fee is made for a combination of courses carried simultaneously. The fee for each course may be found following the description of the course.

POSTAGE

The student prepays postage on all mail sent to the University; mail sent from the University to the student is prepaid by the Correspondence Study Department.

TRANSFER OF REGISTRATION

Any student may have the privilege of transferring his registration from one correspondence subject to another by the payment of a fee of one dollar, but no transfer will be allowed after four years from the date of registration. In case reports have been made on the lessons of the original course, a fee of sixty-five cents will be charged for each lesson completed. If the transfer is recommended by the department, no charge will be made.

TIME

A student may begin a Correspondence course at any time and is expected to complete the course within one year. A course not completed is considered expired, but the registration may be renewed until the course is completed within a limit of four years from the date of registration. As a rule the student should send in at least one lesson report each week. If it is not possible to do this, the department should be notified. Each report should be sent in as completed and not held until others are completed. This practice causes delay in return and robs the student of the necessary instructor's criticisms before advanced lessons are undertaken.

AMOUNT OF WORK CARRIED

Not more than two courses may be carried through correspondence at one time.

The maximum number of lessons that will normally be accepted from a student is four per week, regardless of whether one or two courses are being carried. Any variation of this regulation must have the approval of the department.

Correspondence courses are included in the amount of work permitted for students in extension classes. Accordingly students pursuing both kinds of extension study should have their total amount approved by the director of the General Extension Division.

CREDIT

Students who undertake correspondence study work for university credit must state this fact in advance and comply with all requirements of the University, including the prerequisites for each course. University credits allowed in this connection will be recorded separately until the student matriculates at the University, when they will be recorded permanently as university credits. Registrations for credit will not be accepted unless evidence is given that university entrance requirements can be met. These requirements are usually comprised in a four-year high school course.

Those seeking a university degree must conform to all the requirements exacted by the college or school in which such degree is sought. The bulletin of any college or school may be obtained from the registrar.

It will be noted that some courses carry no credit toward degrees. These courses are designed primarily for those who study, not for a degree, but for the sake of the information or training secured. Some courses carry credit only towards an Extension Certificate.

Correspondence Courses may be counted toward degrees in the College of Engineering and Architecture upon the satisfactory completion of a comprehensive examination given by the College.

A maximum of one half of the required credits for the bachelor of arts degree may be accumulated through correspondence. The work of the earlier part of the course is more likely to be available for correspondence study. The work of the senior year, or the major portion of it, must be done in residence.

Normal students who undertake courses for university credit with the purpose of having the credit transferred to the teachers' college in which they are working for a diploma should make certain by consultation with the proper authorities at the teachers' college that the arrangement to do this is satisfactory and that the course selected fits into their program.

No credits may be earned by correspondence study to apply on the Master's degree, or any other graduate degree.

Notice of completion with or without credit, as the case may be, is sent by the university registrar to each student who satisfactorily completes a course.

EXAMINATIONS

All students on completing any course will be given an examination either at the University or, by arrangement, in their home towns under the supervision of an accredited representative of the University. This representative may be a local school superintendent, principal, or other responsible, disinterested person.

Success in the examination is requisite to credit. Failure in the examination means failure in the course, regardless of previous grades.

LOAN LIBRARY

The General Extension Division now has in connection with some courses, a loan library service. This will be designed to furnish reference books to those unable to secure them near their homes or from other sources, and thus enrich the work of the courses. A small fee will be charged for the service. Details of the plan of the service will be supplied in connection with the first lessons of the courses for which it is available.

You will not find in these paragraphs all the information you need to know about Correspondence Study.
For a complete bulletin address

General Extension Division, University of Minnesota, Minneapolis

SPECIAL SERVICES

In addition to carrying individual courses, a student may plan a consecutive program of courses leading toward a definite objective. An example of such a program may be found in the course in Personnel Management.

PERSONNEL MANAGEMENT

The newest and most active field of endeavor in business organization is that of personnel. It is demanding more and more trained workers. Preparation for this work demands study. The Correspondence courses (Psychology, Economics, Personnel Administration, Office Organization, etc.) offer opportunities that are not available in many places. It is as desirable for employees as for employers. A complete course of instruction carried at the rate of three lessons a week may be completed in about one year. The bulletin of Correspondence courses gives more detailed information.

GROUP STUDY PLAN

This plan, in brief, provides for the acceptance of registration for any of the courses offered by Correspondence, from the club or group interested, through one of its members who may be chosen as correspondent for the group. The group will then in any manner which it

agrees upon conduct its co-operative group study, make the lesson reports, and receive the corrections of an instructor just as if the course were given to a single individual. This will yield, therefore, both the advantages of co-operative effort in study and the value of having that study practically on an individual plan.

Only one fee for the group is charged. It is not, of course, possible to give University credit for a course in this way.

ESPERANTO

This year, for the first time, a course is now offered in Esperanto, the international language which has now gained a considerable recognition. This offering is made in the belief that such a language has a distinct and valuable place in the world's means of communications, and that its wider study is desirable. Esperanto is a simple and logical language, easy to learn, and even now capable of use in international correspondence. Over 2,000 persons responded with some kind of study to the Esperanto lessons broadcast by the University during the winter of 1926-27. Some of them attained a remarkable proficiency without further instruction. With the aid of correspondence teaching any person may acquire practically all the necessary skill in writing the language.

LIST OF CORRESPONDENCE COURSES

High School Courses may be found on page 4.

SUBJECT	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	FEE	INSTRUCTOR
ANTHROPOLOGY				Social Aspects of Education	5	17.00	Rankin
Introduction to Anthropology.....	5	\$17.00	Wallis	Industrial History	2	7.00	Rankin
ART EDUCATION				The High School	3	10.00	Kefauver
Interior Decorating	3	10.00	Hanley	Junior High School	3	10.00	Kefauver
ASTRONOMY				Teaching of Related Subjects.....	3	10.00	Smith
Descriptive Astronomy	5	17.00	Beal	ENGINEERING			
Uranography	0	7.50	Beal	Shop Mathematics I	0	15.00	Edwards
BUSINESS				Shop Mathematics II	0	15.00	Edwards
Business Correspondence	0	15.00	Creamer	Mechanical Drawing I	0	12.50	French
Business Law A	3	10.00	Jackman	Mechanical Drawing II	0	12.50	French
Business Law B	3	10.00	Jackman	Elementary Mechanics	0	15.00	Teeter
Business Law C	3	10.00	Jackman	Technical Mechanics I	0	17.00	Teeter
Business Law D	3	10.00	Jackman	Technical Mechanics II	0	17.00	Teeter
Principles of Accounting I	4	14.00	Youngs	Strength of Materials—Elementary	0	10.00	Teeter
Principles of Accounting II	4	14.00	Youngs	Strength of Materials—Technical	0	17.00	Teeter
CHILD WELFARE				Hydraulics	0	14.00	Teeter
Child Care and Training	0	00.00	Inst. Child Welfare	Electricity and Magnetism I	0	15.00	Edwards
Child Development and Training	3	10.00	Anderson	Electricity and Magnetism II	0	15.00	Edwards
Educational Methods for Young Children	3	10.00	Dixon	Alternating Currents	0	12.50	Edwards
ECONOMICS				Heating and Ventilating	0	10.00	Martenis
Principles of Economics I	5	17.00	Kozelka	Boiler Room Practice	0	10.00	Martenis
Principles of Economics II.....	5	17.00	Kozelka	Engine Room Practice	0	15.00	Martenis
Banking Practice	4½	15.00	Myers	Elements of Machine Design	0	15.00	Edwards
Labor Problems	3	10.00	Hansen	Descriptive Geometry	0	17.00	Teeter
Public Finance	4½	15.00	Kozelka	Lumber and Its Uses	0	8.00	Cheyney
Commercial Policies	3	10.00	Vaile	Elements of Radio Communication.....	0	10.00	Swenson
Economic History I	4½	15.00	Mudgett	ENGLISH			
Economic History II	4½	15.00	Mudgett	Survey of English Literature I.....	3	10.00	Grandy
Mechanism of Exchange	5	17.00	Myers	Survey of English Literature II.....	3	10.00	Grandy
Investments	3	10.00	Gunnarson	Survey of English Literature III.....	3	10.00	Grandy
Corporation Finance	3	10.00	Stehman	American Literature I	3	10.00	Sutcliffe
Economics of Retailing	3	10.00	Vaile	American Literature II	3	10.00	Sutcliffe
Retail Store Advertising	3	10.00	Vaile	The English Novel	4½	15.00	Sutcliffe
EDUCATION				Shakespeare I	3	10.00	Nichols
Educational Psychology	3	10.00	White	Shakespeare II	3	10.00	Nichols
History of Education to the Reformation	4½	15.00	Alexander	Subfreshman Rhetoric	0	10.00	del Plaine
History of Modern Education	4½	15.00	Alexander	Composition I	3	10.00	Stevens
Industrial Education	4½	15.00	Rankin	Composition II	3	10.00	Stevens
Theory of Teaching	4½	15.00	Alexander	Composition III	3	10.00	del Plaine
School Organization and Law	5	17.00	Rankin	Exposition	3	10.00	Stevens
School Sanitation	5	17.00	Rankin	Description	3	10.00	Stevens
				Narration	3	10.00	Stevens
				Versification I	3	10.00	Nichols
				Versification II	3	10.00	Nichols
				The Short Story I	3	10.00	Phelan
				The Short Story II	3	10.00	Phelan

SUBJECT	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	FEE	INSTRUCTOR
ESPERANTO				Instrumentation and Orchestration I.....	2	7.00	Jones
Beginning Esperanto	0	10.00	Wendell	Instrumentation and Orchestration II.....	2	7.00	Jones
GERMAN				Instrumentation and Orchestration III.....	2	7.00	Jones
Beginning German I	5	17.00	Burkhard	PERSONNEL ADMINISTRATION			
Beginning German II	5	17.00	Burkhard	Personnel Administration	3	10.00	Stead
Beginning German III	5	17.00	Burkhard	Advanced Personnel Administration	3	10.00	Stead
Rapid Reading I	5	17.00	Kroesch	PHYSICS			
Elementary Composition I	3	10.00	Lussky	Elementary Physics A	0	10.00	Teeter
Elementary Composition II	3	10.00	Lussky	Elementary Physics B	0	10.00	Teeter
Drama I	4½	15.00	Davies	Elements of Mechanics and Sound	3	10.00	Edwards
Drama II	4½	15.00	Davies	Heat	3	10.00	Edwards
Chemical German I	3	10.00	Lussky	Optics	3	10.00	Edwards
Chemical German II	3	10.00	Lussky	Magnetism and Electricity	3	10.00	Edwards
Medical German I	3	10.00	Burkhard	POLITICAL SCIENCE			
Medical German II	3	10.00	Burkhard	American Government	5	17.00	Walker
GREEK				Municipal Government	5	17.00	Walker
Beginning Greek I	5	17.00	Savage	Municipal Government—Short Course.....	0	10.00	Walker
Beginning Greek II	5	17.00	Savage	State Government	5	17.00	Walker
Beginning Greek III	5	17.00	Savage	International Law	4½	15.00	
History—Xenophon's Anabasis	5	17.00	Savage	Political Parties	3	10.00	Walker
History—Herodotus	5	17.00	Savage	PSYCHOLOGY			
Epic Poetry	5	17.00	Savage	General Psychology I	3	10.00	White
Philosophy	3	10.00	Savage	General Psychology II	3	10.00	White
Oratory	3	10.00	Savage	Applied Psychology	3	10.00	White
Dramatic Poetry	3	10.00	Savage	Employment and Vocational Psychology	3	10.00	Paterson
HISTORY				ROMANCE LANGUAGES			
Ancient History I	4½	15.00	Mudgett	FRENCH			
Ancient History II	4½	15.00	Mudgett	Beginning French I	5	17.00	Frelin
Europe in the Middle Ages.....	4½	15.00	Perry	Beginning French II	5	17.00	Frelin
Modern World I	5	17.00	Perry	Intermediate French I	5	17.00	Frelin
Modern World II	5	17.00	Mudgett	Intermediate French II	5	17.00	Frelin
Modern World III	5	17.00	Mudgett	Scientific French I	3	10.00	Frelin
English History I	4½	15.00	Mudgett	Scientific French II	3	10.00	Frelin
English History II	4½	15.00	Mudgett	Scientific French III	3	10.00	Frelin
American History I	5	17.00	Perry	Elementary French Composition	3	10.00	Frelin
American History II	5	17.00	Perry	Advanced French Composition	3	10.00	Frelin
Recent American History	5	17.00	Perry	SPANISH			
HOME ECONOMICS				Beginning Spanish I	5	17.00	Cleifton
Household Management	3	10.00	Kelly	Beginning Spanish II	5	17.00	Cleifton
Textiles	3	10.00	Caplin	Intermediate Spanish I	5	17.00	Cleifton
HYGIENE				Intermediate Spanish II	5	17.00	Cleifton
Hygiene of Maternity and Infancy	0	00.00	Boynton	Elementary Spanish Composition	3	10.00	Arjona
JOURNALISM				Advanced Spanish Composition	3	10.00	Arjona
Reporting I	3	10.00	Cason	SCANDINAVIAN			
Reporting II	3	10.00	Cason	NORWEGIAN			
Reporting III	3	10.00	Cason	Beginning Norwegian I	4	13.50	Bothne
Editorial-Writing I	0	10.00	Cason	Beginning Norwegian II	4	13.50	Bothne
Editorial-Writing II	0	10.00	Cason	Intermediate Norwegian I	4	13.50	Bothne
Newspaper and Magazine Articles I.....	3	10.00	Steward	Intermediate Norwegian II	4	13.50	Bothne
Newspaper and Magazine Articles II.....	3	10.00	Steward	Advanced Norwegian I	4½	15.00	Bothne
LATIN				Advanced Norwegian II	4½	15.00	Bothne
Beginning Latin I	5	17.00	Cram	SWEDISH			
Beginning Latin II	5	17.00	Cram	Beginning Swedish I	4	13.50	Carlson
Caesar I	4	13.50	Cram	Beginning Swedish II	4	13.50	Carlson
Caesar II	4	13.50	Cram	Intermediate Swedish I	4	13.50	Carlson
Cicero I	5	17.00	Cram	Intermediate Swedish II	4	13.50	Carlson
Cicero II	5	17.00	Cram	Swedish Literature I	3	10.00	Carlson
Virgil's Aeneid I	5	17.00	Pike	Swedish Literature II	3	10.00	Carlson
Virgil's Aeneid II	5	17.00	Pike	Swedish Literature III	3	10.00	Carlson
Livy, Book I	4½	15.00	Pike	SOCIOLOGY			
Plautus and Terence	4½	15.00	Pike	Introduction to Sociology	5	17.00	Lundquist
MATHEMATICS				Principles of Social Work	3	10.00	Doyle
Higher Algebra I	5	17.00	Teeter	Rural Sociology	5	17.00	Lundquist
Higher Algebra II	5	17.00	Teeter	Field Work in Rural Sociology	1 or more	5.00	Lundquist
Trigonometry	5	17.00	Teeter	Child Welfare	3	10.00	Doyle
Plane and Solid Analytical Geometry.....	5	17.00	Teeter	Social Organization	3	10.00	Lundquist
Differential Calculus	5	17.00	Edwards	Rural Community Organization	3	10.00	Lundquist
Integral Calculus	5	17.00	Edwards	The Family	3	10.00	Lundquist
Differential Equations	5	17.00	Teeter	Social Progress	3	10.00	Lundquist
MUSIC							
Harmony I	3	10.00	Malcolm				
Harmony II	3	10.00	Malcolm				
Harmony III	3	10.00	Malcolm				

To my mind, an educated person is not merely one who can do something, whether it is giving a lecture, trying a lawsuit, or repairing the plumbing. He is also one who knows the significance of what he does, who cannot and will not do certain things. He has acquired a set of values. He knows why he behaves as he does.

—Everett Dean Martin.

HIGH SCHOOL COURSES

High School or preparatory courses are offered to facilitate the completion of a high school course and of satisfying the requirements for entrance to college or the University; and also for their place in the general education of persons who may not be candidates for either high school graduation or college entrance. They represent the high school level of instruction as adapted to young people ranging in age from thirteen to twenty. They may also be very readily adapted to the more mature minds of persons who have not had the advantages of a high school education.

It will be noted that these courses cover the fields of English, ancient languages, modern foreign languages, mathematics, history, social sciences, drawing and bookkeeping. This covers the major portion of the average high school program, with the exception of the laboratory sciences. It is possible for a student to complete by Correspondence the equivalent of a whole four years' high school course. This is not recommended very strongly because of the amount of time required, but it does indicate a sampling of these courses would yield a type of education which will compare quite favorably with that received in the average high school.

These courses are particularly recommended to persons who are temporarily, through incapacity or otherwise, unable to continue a high school course. Many of our students in this work are those who are suffering from illness over an extended period. Others are adults whose high school career was cut short and who are now endeavoring to make up lost time. All of these students value the opportunity very highly.

CREDITS

A credit counted towards a high school diploma must be granted by the high school issuing the diploma. This department has no control over the acceptance of its work, but is able to say that practically every high school is willing to co-operate. Students are recommended to confer with their high school principals before undertaking work for credit.

A "credit," as granted for high school courses, is the equivalent of one half year's full time study in residence. Two of such credits, therefore, will equal one "unit," or full year's work, as this term is generally used.

UNIVERSITY ENTRANCE

For the benefit of those who may anticipate university entrance, we append a statement of the requirements and the method by which Correspondence Study may help to satisfy them.

The University of Minnesota entrance requirement (details of which may be found in the general information bulletin to be had from the registrar) is fifteen preparatory units, or thirty preparatory credits, selected from five specific groups of subjects. The particular requirements in the several colleges vary, but all include four units (eight credits) of English, and two units (four credits) or more of mathematics. Other universities and colleges have similar requirements. Practically all required subjects may be studied by correspondence.

A preparatory unit represents the equivalent of one year's work in a subject, for five classroom periods each week. A high school student, therefore, who studies four subjects each year for four years will have 16 preparatory units at graduation. The term "credit" is differently used in different secondary schools, but in general it represents some fraction of a year's work in one subject. The Correspondence Study Department uses the term "credit" to mean one-half year's work; that is, the equivalent of the study of a subject, five periods a week, for one half year. Each of the preparatory courses offered by correspondence carries one credit, two of which are necessary to make a unit.

Theoretically all students who register at the University must pass entrance examinations in all the required subjects. As a matter of fact many of them actually do so. But a large number are permitted to present credit certificates from approved schools and so are excused from examination. However, only graduates of such schools can escape examination in this manner. It cannot be too strongly emphasized that without a high school diploma it is useless to attempt to apply high school credits in the place of entrance examinations. One, two, or three years of high school work will not be counted. Nor can these credits be added to others to make up the required fifteen.

Then how can a student who is not a high school graduate enter the University? There are just three ways. He may obtain all the necessary entrance credits by any one of these three methods, or he may obtain some of them in any of the three ways and add these credits together to make up the required number. But he cannot add these credits to high school credits unless he has a high school diploma. These three ways are as follows:

1. Obtain credits by taking the regular university entrance examinations.
2. Obtain credits by passing the correspondence courses offered by the University.
3. Obtain credits by passing the Minnesota High School Board examinations of the College Entrance Examination Board.

The Correspondence Study Department of the University can help a student to obtain entrance credits in four different ways:

1. If he is a high school graduate but lacks one or more of the required entrance credits, he may obtain the necessary credits by correspondence study.
2. If he lacks a few credits of high school graduation he often can arrange with the high school in which he did most of his work to grant him a diploma after he has obtained the credits by correspondence from the University.
3. He can take the university entrance examinations or the State Board examinations, in those subjects for which he is prepared by previous schooling, and obtain the remaining credits by correspondence.
4. He can do all of his preparatory work by correspondence. However, this is a long and difficult task and is not recommended except to persons of great patience and determination. Still, it can be done.

LIST OF HIGH SCHOOL COURSES

SUBJECT	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	FEE	INSTRUCTOR
BUSINESS				MATHEMATICS			
Elementary Bookkeeping	½	\$ 7.50	Fraine	Elementary Algebra A	1	12.50	Edwards
ENGINEERING				Elementary Algebra B	1	12.50	Edwards
Mechanical Drawing I	½	12.50	French	Plane Geometry A	1	12.50	Edwards
Mechanical Drawing II	½	12.50	French	Plane Geometry B	1	12.50	Edwards
ENGLISH				Solid Geometry	1	15.00	Edwards
English Composition A	1	12.50	Patterson	Higher Algebra I	1	17.00	Teeter
English Composition B	1	12.50	Patterson	ROMANCE LANGUAGES			
English Composition C	1	12.50	Patterson	FRENCH			
English Composition D	1	12.50	Patterson	Beginning French I	1	17.00	Frelin
English Literature A	1	12.50	Grandy	Beginning French II	1	17.00	Frelin
English Literature B	1	12.50	Grandy	Intermediate French I	1	17.00	Frelin
English Literature C	1	12.50	Grandy	Intermediate French II	1	17.00	Frelin
English Literature D	1	12.50	Grandy	SPANISH			
GERMAN				Beginning Spanish I	1	17.00	Cleifton
German A	1	12.50	Burkhard	Beginning Spanish II	1	17.00	Cleifton
German B	1	12.50	Burkhard	Intermediate Spanish I	1	17.00	Cleifton
German C	1	12.50	Burkhard	Intermediate Spanish II	1	17.00	Cleifton
German D	1	12.50	Burkhard	SCANDINAVIAN			
GREEK				NORWEGIAN			
Beginning Greek I	1	17.00	Savage	Beginning Norwegian I	1	13.50	Bothne
Beginning Greek II	1	17.00	Savage	Beginning Norwegian II	1	13.50	Bothne
Beginning Greek III	1	17.00	Savage	Intermediate Norwegian I	1	13.50	Bothne
HISTORY				Intermediate Norwegian II	1	13.50	Bothne
American History A	1	12.50	Tohill	SWEDISH			
American History B	1	12.50	Tohill	Beginning Swedish I	1	13.50	Carlson
World History A	1	12.50	Gold	Beginning Swedish II	1	13.50	Carlson
World History B	1	12.50	Gold	Intermediate Swedish I	1	13.50	Carlson
LATIN				Intermediate Swedish II	1	13.50	Carlson
Beginning Latin I	1	17.00	Cram	SOCIAL SCIENCE			
Beginning Latin II	1	17.00	Cram	Social Science A	1	12.50	Lundquist
Caesar I	1	13.50	Cram	Social Science B	1	12.50	Lundquist
Caesar II	1	13.50	Cram				
Cicero I	1	17.00	Cram				
Cicero II	1	17.00	Cram				

Lord Campbell wrote his father, as an excuse for not coming home for a holiday: "To have any chance of success, I must be more steady than other men. I must be in chambers when they are at the theater. I must study when they are asleep. I must, above all, remain in town when they are in the country."

Who Are Served by Correspondence Study?

By IRVING W. JONES

Head of the Correspondence Department, University of Minnesota

CORRESPONDENCE study serves many types of students. This article can treat only a few of these groups, which may be taken as representative of other possible groupings.

Evening Class Students

The great body of people that fill evening classes make extensive use of Correspondence Study. All through the summer when evening classes are not operative they may continue their study. Even during regular term time they may combine Correspondence courses with evening classes, provided their total amount of work does not exceed a reasonable limit. This arrangement enables them to combine courses given only by Correspondence with work given only in evening classes.

Resident University Students

During the long summer vacation or during the periods when circumstances may require temporary withdrawal from the University, many students are preventing an interruption of their study program by carrying Correspondence courses. The great advantages of this arrangement in conserving time, interest and enthusiasm, and educational continuity will be obvious. Under certain circumstances students are even permitted to combine Correspondence courses with their residence work, and are thus enabled to maintain proper sequence in their work.

Teachers

Teachers are extensive users of Correspondence Study service. Whether graduates of Teachers' Colleges, or not, many find it desirable, if not necessary, to expand their preparation while actually engaged in teaching. Many of the requirements for teacher certification may be taken care of in this way. College graduates may by combination of Correspondence and Summer Session study make up the entire education requirement for high school teachers.

Summer Session Students

Students who do residence study only during Summer Sessions virtually become year-round students through their Correspondence courses. By planning their programs well in advance they are able to make uninterrupted progress toward very definite objectives.

College Graduates

Nearly every student finds at graduation that he has had to omit the study of a number of courses or subjects in which he was interested. His program was always too full of required subjects. Correspondence Study makes many of these subjects available after graduation, not as graduate study but as a continuation of desirable intellectual curiosity and wholesome mental exercise. Many graduates have realized this opportunity.

High School Students

Students who take High School work by Correspondence include several types of students. There are those who left their high school a few credits short and later found a need for their diploma. Correspondence Study enables them to complete their work without returning to their high school. There are those who begin a college course and find that their high school preparation omitted one or more subjects that are demanded of them. Engineering College students, for instance, may not have done sufficient work in Mathematics. Still other students supplement their residence work by taking a Correspondence course in some subject not offered by their high school; or shorten their high school course by studying during vacations; or keep up their study pro-

gram while temporarily out of school. To all these students Correspondence Study is a great boon.

Merchants and Business Men

The progressive business man knows that he must study in some way to keep up with the times. There is no more practicable way for him to do this than by Correspondence. He may study the general problems of Finance or of Business Law, or he may delve more specifically into such matters as Retail Advertising, Retail Merchandising, Textiles (by taking courses planned particularly for Dry Goods men and Launderers and Cleaners), Personnel Management (the selection, training, and proper direction of employees) or Investments—the wise and proper use of surplus funds. The practice of utilizing Correspondence service is growing among intelligent business people.

Parents

The growing recognition of the need of training for the job of parenthood is leading many mothers, and some fathers, into Correspondence courses in such subjects as Hygiene of Maternity, Child Welfare, Child Psychology, and Sociology. We feel that this is one of the finest services that Correspondence Study can render, and are very glad that we have some courses that may be offered without charge. Society needs the most competent parents and is taking steps to provide for their development.

Invalids

Few probably realize how many who are temporarily confined at home even in bed by serious illness become correspondence students. Victims of such dreaded diseases as tuberculosis and infantile paralysis have been numbered among our students and it can be said that we have never had more appreciative persons to deal with. One can easily realize what this opportunity has meant to them.

Which Class Are You In?

It may be that you do not find your grouping listed. It may be that you are a janitor needing to know something of Heating and Ventilating or Boiler Room Practice. It may be that you are a forest ranger far removed from school or church or society generally, or you may be in one of a thousand other classifications. All right; we probably have a service for you as we have for all of these. You have simply to make known your wants and we will do our best to satisfy you.

Advanced Class in Radio

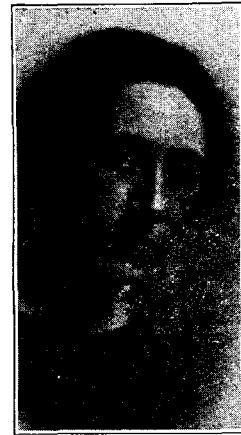
Ray Sweet, chief engineer of the Gold Medal Station, WCCO, will teach for the Extension Division during the second semester an advanced class in Radio Communication, planned for those who have already had one or two courses in the subject.

The class will deal with measurements of resistance, capacity, and inductance; calibration of wave meters; filament and plate batteries; coils and condensers used for radio; common regenerative and special receiving circuits; study of modulation and transmission in radio telephony, and use of new power tubes in connection with loud speakers.

The class meets Thursdays at 7:30, beginning February 2, in Room 309 of the Electrical Engineering Building, University campus.

"A man's life is made by the hours when great ideas lay hold upon him and except by way of living persons there is no channel down which great ideas come oftener into human lives than by way of books."—*Harry Emerson Fosdick.*

Editor Leaves for New York



HAZEL B. STEVENS

It is with regret that the Extension Division announces the departure of its editor and English instructor, Miss Hazel B. Stevens. Miss Stevens left for New York City January 15 to take an editorial position. The staff, administrative and instructional, extend to her their best wishes and are sure that all Extension students of the University of Minnesota unite to wish her a New Year brim full of good things in her new field of work.

Educational Sociology on Range

Dr. Ross Finney of the Extension staff will give, the second semester, classes in Educational Sociology at Hibbing and Virginia, the work to be based on his new book, "A Sociological Philosophy of Education," which is calling forth much favorable comment. Chapter headings of the book are:

Apology for a Philosophy of Education; Origin and Content of the Social Heritage; The Mental Nature of the Social Process; The Problem of Human Values; The Principle of Parallelism; The Telic Function of Education; The Obsessions of the Zeitgeist; The Education through Social Participation; Principles Determining the Curriculum; The New Humanities; The Aims of History Teaching; The Social Functions of the Fine Arts; Telic Education Relative to the Family; To Improve Agriculture and Rural Life; The Challenge of the Standard of Living; The Strategic Issues of Vocational Education; The Social Psychology of Moral Education; Social Homogeneity as Objective; The Unsolved Problem of Social Stability; Social Control in Relation to Stability; Education as a Factor in Social Progress; Leadership and the Liberal Arts College; Followership and the Duller Intellectuals; Financing Education in the New Regime; The Professional Education of Educators.

The Hibbing class will meet Saturday mornings at 10:20, and the Virginia class Saturday afternoons at 1:30, beginning February 4.

To Teach Cost Estimating

Robert W. French, associate professor in the College of Engineering and Architecture of the University of Minnesota, will teach, the coming semester, a class in Cost Estimating. It will meet Fridays at 7:30 p.m., beginning February 3; the place is Room 201, Main Engineering Building, University campus.

Actual building costs, and plan reading or quantity surveying, will be treated. A thorough analysis of concrete, brick, timber, steel, and several other types of construction will be made. Methods of calculating quantities of excavation are to be explained. A knowledge of advanced mathematics is not required; calculations involve only common arithmetic.

"Nothing worth while is achieved without constant endeavor."—*Everett Dean Martin.*

"AN EDUCATED PERSON is not merely one who can do something, whether it is giving a lecture on the poetry of Horace, running a train, trying a lawsuit, or repairing the plumbing. He is also one who knows the significance of what he does. He has acquired a set of values. He has a 'yes' and a 'no' and they are his own."
—EVERETT DEAN MARTIN.

Tennyson and Browning

Lovers of literature as well as evening-class students seeking advanced university credit will be interested in the announcement of a second semester course in Tennyson and Browning, offered in Minneapolis and Duluth by Dr. John Walker Powell, special lecturer in English Literature in the General Extension Division. Dr. Powell is widely known as an authority on Browning, and this course is an unusual opportunity.

"It is the fashion nowadays," says Dr. Powell, "to speak somewhat condescendingly of the Victorian Period, and to regard its principal spokesmen as hopelessly outgrown. But men are beginning to see that the roots of the present age lie deep in the immediate past. The chief thinkers of the nineteenth century confronted the problems of modern life in all their newness and unexpectedness. That they brought to them the settled convictions of an old and established philosophy, and that many of them were slow to see the modifications inevitable under the pressure of new knowledge and new conditions of life is not to be wondered at. Nevertheless they faced the situation frankly and earnestly, and their reactions are of the utmost value to the student of the new age.

"This is particularly true of the poets. True poetry after all is vision, and in its essential nature timeless. While Tennyson and Browning do not speak to our time with the authority which they carried a generation ago, their message is none the less of great value. They looked on the world about them with a broad vision, and they saw far more deeply below the surface of things than most of those who set them aside so glibly to-day. The more earnestly one believes in the new truths of the present time, and the more desirous one is of appreciating and understanding the message of our own prophets and seers, the more necessary it is that one have a thorough knowledge of these chief exponents of the earlier day."

Dr. Powell's class will meet in Minneapolis on Tuesday evenings, in Room 209, Folwell Hall, on the main campus, and in Duluth on Wednesday evenings in the Central High School.

Students desiring university credit must be of junior standing and have had the equivalent of Freshman English, or three quarters of composition and 6 additional credits, or 10 credits in Introduction to Literature, a sophomore course.

A Minnesota Tommy

To my desk as corrector of correspondence papers at the University of Minnesota, came the other day, from a student, this, at the top of an otherwise blank sheet: "In my last lesson please substitute for the second sentence the following,—'Like a kindred spirit he succumbed to the tune of the wind's violence.' The original sentence read, 'Like the uniting of kindred spirits, he succumbed to the wind's violence.'"

I took a delight in this "Tommy-ish" communication. For mine own part, I have never questioned the rightness of J. M. Barrie's famous boy's sacrifice of a prize in his search for the right word.

One can picture this Minnesota Sentimental Tommy having a flash of quickened vision,—perhaps in the middle of the night; and having the courage,—or shall we call it the devotion to art?—to get up and record the vision.

Far be it from the present writer to call such an act foolish. On the contrary, she extends the hand of understanding to the student who deems a corrected phrase worth a stamp, a sheet of paper, and the time to make the record.

HAZEL B. STEVENS.

Courses in Elementary Reinforced Concrete, and in Advanced Reinforced Concrete and the Concrete Arch, offered by the Engineering Department, will continue the second semester.

It's a Great Life

BY GEORGE LUCAS

Student in Freshman Composition, Minneapolis
Life is fun to me. Others may be forced to search for preferences but I like it all. My last experience always seems best.

I am content to pass from place to place, from friend to friend, from year to year. True, I am sometimes less sanguine in my anticipation of tomorrow than I am happy in the remembrance of yesterday. If the day be truly delightful I despair ever to enjoy such another. But when tomorrow has become today its experience again fills me.

In the spring I am born again with the new life. In the summer I live in the green of the woods, the blue of the lakes and sky. In the fall I glory in the positive fairyland of color. And in the winter I revel in the snow and ice.

Friends rebuke me for my love of the exciting and lack of steadiness. The literature teacher on my last day in high school made a comparison between another, whom she called a sober and sensible young man, and me. He was promised the success. Even the school annual denounced me in this fashion: "Usefulness comes by labor, wit by ease."

There is another "me" constantly striving, struggling to progress. And this "me" influences my life and keeps me at work. Still I cling tenaciously to unalloyed enjoyment of each hour, sometimes to the detriment of this other self.

In many periods of introspection I consider my adventures, my failings, my little trials, and smaller triumphs. Though I never measure up to the standard last set, I still enjoy the yesterday. If all does not seem to be on the steps toward some definite goal, at least my past is warm with living.

I appreciate the reality of life as Longfellow does in his Psalm of Life:

"Life is real and life is earnest
And the grave is not its goal.
'Dust thou art to dust returneth'
Was not spoken of the soul."

But my reply to the poet most days would be like that of one of the Black Crows on the record that has attained a kind of fame: "Who cares?"

Yes, I may lose the handicap race for dollars. I may never be pictured in the daily press. But I'll win, just the same. For whether the coming scenes be good, tolerable, or evil, I'll enjoy them. And while some other is cataloguing each, I'll put a glad "Hooray" above them all.

Why Not Intramural Athletics?

Extension students are invited by Walter Ray Smith, director of Intramural Athletics at the University of Minnesota, to take part in the year's program.

"Tournaments are conducted," says Mr. Smith, "in practically every outdoor and indoor sport, the winners of which are given trophies and recognition. Individuals may compete in skating, handball, squash, track, swimming, boxing, wrestling. It is only necessary to send your name and address, with the annotation that you are an Extension student, and provision will be made.

"Groups representing the Extension Division may be organized in basketball, hockey, relay racing (ice or track), and when the season permits, baseball and playground ball.

"Competition in these tournaments is managed by the Intramural office, officials are furnished and all equipment except what is purely personal, as suits or shoes. The winner of an Extension tournament will be brought into competition with the winner in other groups, and an all-University championship determined."

All inquiries or applications should be addressed to Mr. Smith.

(Continued from page 1, column 7)

plies him with a basis for testing the extent to which he has increased his knowledge of the subject. The next step is taken when the student covers up everything but the first topical question, answers it, and proceeds similarly through the outline. Care should be exercised to check one's answers to make certain that they are complete and that they do not represent erroneous impressions. Finally if the chapters are again read very rapidly, the author's plan will be grasped and discreet or isolated facts, will be related to give continuity and definiteness to the subject matter.

The method of recitation has marked advantages when compared with the typical reading method of many students. Despite the appearance of a time-consuming process actual measurement shows that it requires less time than repetitive reading and that one retains knowledge gained in this way over a longer period than when mastery is attempted by the reading method. Furthermore, learning by recitation, with its emphasis upon questions and answers, is a form of preparation which enables us to meet not only the typical examination procedures but, of more importance, it lays the basis for intelligent discussion of problems in our every day conduct. The method also enables a student to measure his own progress, thereby providing an incentive for continued application. Finally, the demand for active participation in the subject matter, requiring as it does a kindly but critical attitude, prevents us from indulging in reverie or daydreaming which is the besetting sin of many who are obliged to substitute implicit behavior for the more natural externalized forms of conduct.

"Study is not work only; it is a form of enjoyment. It is fun."—Everett Dean Martin.

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

Mr. H. Russell
University Library

The Interpreter

Published by the General Extension Division
University of Minnesota

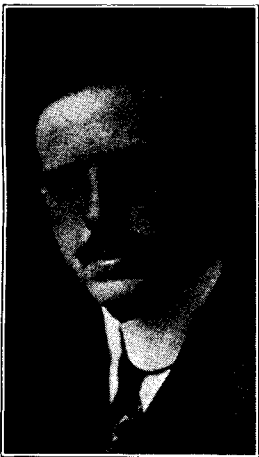
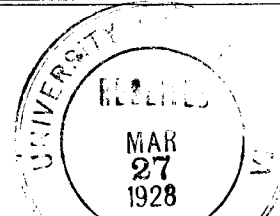
VOL. II

MARCH, 1928

No. 7

YOU AND YOUR BANK

By WALTER R. MYERS
Associate Professor of Economics



W. R. MYERS

THE United States and England are the two countries of the world that make the widest use of banks. By that I mean that the banks are used by others than business men for purposes of trade. And in America, far more than in England, do common people of moderate and even small incomes (including wage earners) take advantage of the opportunities offered by the banks. Banks

and state banks, and trust companies) for over \$300,000,000. Doubtless we shall continue to have large numbers of banks fail as long as we continue our system which permits very small independent units, frequently with poor management. Yet the above record, serious though it be, involves the failure of only one out of three hundred banks per annum, or of approximately two banks annually in each of our great states. For the period given, 99.6 per cent of the banks were solvent; only one-third of one per cent of them became involved per annum. The conclusion is inevitable that banks are relatively very safe, even in the United States. And the mere service of safekeeping of money and other valuables is an increasingly important one. As more of us who have small incomes learn to invest in homes, and insurance of all kinds, and small bonds, and perhaps some shares of stocks, we shall more and more have need of the safety deposit vault. For the smaller the income, the more important to the possessor is the security of the evidence of property ownership.

In the collection of checks and drafts, you and I are constantly applying to our bank for assistance. You receive through the mail a check drawn by a New York publisher in payment for an article you have written. The check is of no value to you, for it is payable,

"There are some who assert that the bankers of the country have repeatedly brought hard times and depression upon the country. I am convinced that a careful student of the activities of our banks will agree with me, that the interests of our banks lie on the side of successful, growing business."
—W. R. MYERS.

in this country are quite generally institutions of the people. The personnel, from cashier down, is courteous, and indeed friendly, even to small depositors, like most of us. Patrons are served promptly and with due regard to their convenience.

In foreign countries, the attitude of most banks is noticeably different. It has frequently been my experience to wait half an hour while a Travelers' Cheque was being turned into cash. Even in England, the service of the banks to the small customers seems backward to an American. A friend of mine, intending to travel north from London, obtained a draft drawn by a London bank upon one of the "Big Five" banks of London, with branches all over England. When he presented this draft in Manchester, only a few hours distant, at a branch of this bank, it was only after considerable delay, and as a special courtesy to a foreigner, that the branch cashed this draft, although drawn upon the head office of the same bank. To us in America this seems like inexcusable lack of service to the customer, and would drive away depositors.

A brief experience with foreign banks teaches an American to truly appreciate the prompt service of American banking institutions to their customers great and small.

Let us recall to mind some activities of the banks we know—just a few of the everyday things they are doing for you and me; things we all know about, yet seldom give conscious thought to.

Of all characteristics of banks safety is perhaps most fundamental. Yet banks do fail, more often in the United States than elsewhere. In the ten years ending December, 1923, we had about 1,000 failures (national

York Federal Reserve for collection. You have the proceeds of your check to spend immediately, while the bank attends to the correspondence, and bears a brief loss of interest on the amount advanced to you while the check is in the mails. The interest on ten dollars for two to eight days is negligible, but when hundreds of thousands of such checks are turned in, the daily interest charge becomes important and forms a part of the basis for the small charge made for the service. Additional costs to the bank are postage and stationery and clerk hire, for one or more clerks devote part or all of their time to the collection of such transit items.

The method by which your bank would collect your check from New York through the Federal Reserve System is of interest.

Let us assume that your bank is the Home City National Bank of Minneapolis. A New York publisher has sent you a check drawn upon the Chase National Bank of New York; and therefore payable in New York City, of course. Because your bank is a member of the Reserve System it may send your check with its endorsement to the Minneapolis Reserve Bank for Collection. The Minneapolis Federal Bank forwards it at once, again endorsed, to the Federal Bank of New York. The New York Reserve Bank endorses and sends it to the city clearing house and thus collects from the Chase National, which is the drawee. On the day that collection has been made in this manner by the New York Reserve Bank, the latter telegraphs orders to the Gold Settlement Fund in Washington to transfer this amount from the ownership of the New York to that of the Minneapolis Reserve Bank. This item is, of course, merely one of a large number included in the total sum transferred daily. Each of the twelve Reserve banks has several millions of gold on deposit with the settlement fund under control of the Federal Reserve Board and when such transfers occur, the credit New York to Minneapolis is offset against the reverse credit, and the balance only is transferred on the records of the Gold Fund.

As soon as the Minneapolis Reserve Bank learns by telegraph that your check, with others, has been collected and credited to its account in the Gold Fund, the Federal bank credits in turn the Home City National Bank's account. To the latter, this is the same as cash.

The elapsed time for collection and return of the credit in this case is three days. That is, if your banker pays you cash for the New York check, he will have to wait three days before he can obtain the amount again through the Reserve Bank. Time schedules are pub-

(Continued on page 4)

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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

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S. H. Perry I. W. Jones

H. B. Gislason

Alta J. Jones - - - - - Editor

MARCH, 1928

Changes of Registration

The attention of all extension class students should be called to the fact that changes of registration from the non-credit to the credit basis may not be made after the middle of the semester, and then only on written request to the central office. Changes from a credit to a non-credit basis may be made as late as one week before the final examination, but not thereafter. Written requests are required in all cases.

Extension and the Library

Many of our Extension students do not realize that the university libraries are open to them upon payment of their registration fees. This privilege extends to the use of the General Library and the following branches: Agriculture, in the Administration Building of the Department of Agriculture, and Chemistry, Engineering, Law, and Mines in the buildings which house these departments.

There are nearly 500,000 volumes in the various libraries; most of them are to be found in the General Library, which has five reading rooms for student use. If the student wishes to study or use a reference book, he chooses the General Reading Room at the front of the library. If he has business with magazines or newspapers, he may go to the Periodical Room on the south side of the building. If he desires to delve into books and periodicals relating to animal biology, botany, dentistry, medicine or pharmacy, he will find the desired information in the Biological-Medical Library on the north.

But, if he wishes to spend a pleasant evening among books, "reading for pleasure," he will turn to the right up the first cross-hallway as he comes in, and enter the door at the end of the passage. He must leave all his textbooks, notebooks and periodicals on the stand outside the door, for they are forbidden in this room of pleasure. When he enters he will find himself in a room, the beauty of which comforts and relieves all cares. He will find there books of many lands and times. He may enjoy them here, but cannot take them out of the Arthur Upson Room.

The main circulation desk is on the second floor, facing the General Reading Room. Here there is a card catalogue to help the puzzled student find the book he wants, and if it is not needed in the library for immediate use he may take it out on his card.

So far it has been possible to extend the same library privileges to extension students as to day scholars and the library will continue to do so unless they encounter trouble in the return of books or collection of fines. Correspondence students are urged to try to interest their local libraries in obtaining the books in demand, as that will induce greater efficiency in the matter, but the university library extends to them also the privilege of sending for books needed and will try to accommodate them as much as is in their power.

"Culture is the adz shaping man to fit snugly into the social structure of his day."—*Everett Dean Martin.*

The Gentle Art of Using Leisure Time

Sociologists of today are much concerned with the use made of the increased leisure time at the disposal of the average person. And well they may be.

Every decrease in the working hours of labor—whether in office, factory, farm, home, school, or where, creates, supposedly, some spare time that is going to be of benefit to the individual who has it. Most of our legislation in this direction has, tacitly or expressedly, postulated that man needed more leisure, more time to himself, that all work and no play makes lots of things besides dull boys.

But doesn't it all depend on what use is made of the leisure so gained? Why, of course it does. That is so plain it needs no argument. Put to good use it is good; put to bad use it is bad. White is white, and black is black and that's all there is to it.

The question is, sometimes, "What is good use?" And that may often be a difficult question to answer. Four hours a day at golf, or even at pinocle, might be a very good and profitable use of leisure time—in some cases. Perhaps they are rare cases; perhaps not; I don't know. All I know—or at least think I know—is that, first, every man's case must decide what is good for him, entirely on the merits of his case; and second, that there are a few things that are good use of leisure for all people.

One of these things is sleep; despite Mr.

Edison's idea that two or three hours is enough for all men. It will take more than the experience of *one* man to prove that.

Another good thing is some kind of play—real play—physical or mental exercise that is sufficient for itself, satisfying, purposeless beyond the satisfaction of the hour, economical of time and energy. Too much play may be just as bad as too much work—but that is another story.

Another good thing is some kind of study, or thought, or reflection—to be gained by reading, or conversation, or listening to lectures, or writing down one's thoughts, or experimenting with natural forces, or with people, or setting up theories one minute to be knocked down the next. It is good exercise for the mind just as physical exercise is good for muscles. It is a way of keeping fit for the demands that life makes on us. It enables us to know some things that we ought to know. Life is at best a very short period, in which we can probably learn only a small part of what is learnable. It brings us into the company of other good folks. We learn to think straight, whether it is about our business, or our health, or our social organization, or our political problems, or our balance at the bank, or what we shall have for dinner tomorrow. These are ALL good things.

IRVING W. JONES.

Head of Correspondence Dept.

Law Study Simplified

Many of us have always had the feeling that law is one subject which, because of the long Latin words and complicated phraseology, we would not care to study. Fear of red tape has held us from the investigation of the interesting mysteries of the why's and wherefore's of rules which govern us. It is, therefore, quite delightful to find that we were wrong in our overestimates of the difficulties connected with the study of law. Mr. Jackman, Instructor in Business Law, gives us the following statement, "In our extension classes we aim to simplify the legal principle we study. There is nothing complicated or technical about it. We are interested in finding out about rights and duties, so we leave the technical and remedial adjective law to the lawyer. We gain such principles as are presented by the laboratory method of cases, actual and hypothetical, by questions, answers, and by a vast amount of discussion. First hand or original thinking is encouraged rather than memorizing lines from textbooks."

"Chronicles of America" Popular

The Chronicles of America Photoplays, produced under the direction of Yale University and distributed in Minnesota by the Bureau of Visual Instruction, General Extension Division, University of Minnesota, are becoming popular with Minnesota schools, according to H. B. Gislason, in charge of the Community Service department. Some schools are showing the whole series of fifteen photoplays. Schools are using these films at Buhl, St. Joseph, Arlington, S. D., White Bear, Coleraine, Truman, Duluth, Worthington, New Ulm, St. Paul, St. Cloud, Hutchinson, and Chisholm.

The proper aim of education is to construct a world for the youth and adult, and give them faith to live in it.—*Henry Morris.*

Dear Editor:

Some folks go to school to study the Law and the Prophets, but I go to study the Profit and the Loss.—A St. Paul Extension Student.

Rarig Praises "Cabbages"

High praise has been awarded the work of the Extension Play Production class by Professor F. M. Rarig of the Public Speaking department of the university. In commenting on the last production of the class, he said, "I thought 'Cabbages,' Mr. Staadt's play, was delightful, and the acting, particularly that of the two leads, was admirable. I have seldom seen parts so well created and sustained as were those of the German farmer and his wife. The middle-west is a rich mine of material for plays, and Mr. Staadt seems to have discovered some of it."

The play spoken of was given on January 13 in the auditorium of the Music Building, and the leads were taken by Mr. Joseph Tillman and Miss Ingeborg Nystrom.

St. Paul Students Entertain

The St. Paul students of the Extension Division were very successful in staging a party on January 28 in the Knights of Columbus Hall. Dancing, cards, and a number of special features provided entertainment for the huge crowd which attended the party, and refreshments were served to all of the students. The St. Paul contingent is to be congratulated on the splendid management and co-operation which made the affair a success.

Lantern Club To Give "Ice-Bound"

Members of the Lantern Club are now at work on their major production for the year. They have chosen "Ice-Bound," a three-act drama written by Owen Davis, as their vehicle. The part of Jane will be portrayed by Ethel Fabian, and that of Ben Jordan will be taken by Dape Causer.

The play will be given on March ninth and tenth in the auditorium of the Music Building. This is by way of being an experiment, as the club has never before tried having a performance for two nights in succession. We feel sure that they will receive all the support necessary as the very fine work which they have done in the past certainly warrants it.

"A man's intellectual character is determined by what he habitually thinks about."—*H. W. Mabie.*

Why I Attend Evening School

BY HENRY G. OLSON

Student in Freshman Composition, Minneapolis

"He who does not advance," it has been said, "falls back." To cope with such a situation education is necessary.

Then, if so much depends upon learning, many young men and women would be building their futures on shallow sand if the Night schools had not come to aid them.

I sometimes wonder who set this pace of an almost universal desire for more learning. While reading some of John Ruskin I saw the statement that ambitious parents educate their sons and daughters to give them a place in life. The desire is something like that of the seaman who does not want to become captain only because he can manage the ship better than any other sailor on board. He wants to be made captain that he may be called captain. The motive for higher education may be, to some extent at least, similar to this still, as it was in Mr. Ruskin's time. But even if it is, there is necessity mingled with it. Business, society, and all worth while professions set the standard. They demand higher education if one is to operate in their fields.

I think we must admit Confucius was right when he said that to take untaught men into battle is to cast them away.

Adult Education

Adult education, happily, requires neither entrance nor exit examinations. Adult learners attend classes voluntarily and they leave whenever the teaching falls below the standard of interest. What they learn converges upon life, not upon commencement and diploma. The external tokens of education are removed so that the learning process may stand or fall on its intrinsic merits.

EDWARD C. LINDEMAN,
The Meaning of Adult Education.

"Curiously enough, adult education is often thought of as education for those who have missed the opportunity of education in their youth. On the contrary, it should be regarded, far more fundamentally and broadly, as the needed stimulus and training for all minds that have grown beyond the easy judgments and the rather superficial training of youthful immaturity. When age begins, education is then, in a profound sense, really possible."

—H. A. Overstreet.

Why a Correspondence Course

"It was a considerable time after finishing my college work," writes a student, "before I realized myself handicapped from the lack of ability to express myself properly; and a somewhat longer time before I began looking for a way to correct the trouble. I found it impossible to attend the regular day classes at the University. An evening class seemed impractical also, as I already had two evenings occupied in that manner. It was with a good deal of pleasure that I discovered, quite by chance, that this instruction might be got by mail.

"The subject of rhetoric seemed to me particularly well adapted for this method of treatment; for the whole procedure, being carried on by correspondence, would furnish opportunities for putting into practice the principles taught. The chance to put to a good use, at home, some of the idle moments which so easily slip away was too valuable to be overlooked."

"A man's life is made by the hours when great ideas lay hold upon him and except by way of living persons there is no channel down which great ideas come oftener into human lives than by way of books."—HARRY EMERSON FOSDICK.

About Myself, a Child of Jewish Russia

BY A STUDENT IN FRESHMAN COMPOSITION

I AM a child of the Russian Jewish Ghetto. That I was born in a little Ghetto town in Russia nineteen years ago is an event of great significance to myself. There I spent my childhood. Although that past is now but a memory, I know that my thoughts and my actions, nay, my feelings today are influenced by my early life in Russia.

It was a little town of about ten thousand people where we lived, most of whom were busy all week making a livelihood. On Saturdays they went to the synagogue and prayed, but gossiped even more. It was a forum. And Jews can debate! Then they went home. Most of them had fish and meat for dinner, and wine. After dinner they took a nap, and before supper the women came out and sat down on the verandas gossiping and quarrelling.—Pardon me—they did not quarrel on Saturday. It was not pious to be unpeaceful on the "Rest Day."

Thus life was quiet, uneventful, and monotonous. But in the quietness there breathed a spirit of depression; in the uneventfulness, a fear of "events"; in the monotony, a sense of suppression and decadence of life. For the Jewish Ghetto was a place made a cage by years of "pogroms;" oppressive to Jewish life, the Jewish spirit, the Jewish happiness. Such conditions as these developed a kind of youth that was different from the usual and a kind far from natural. It made ten-year-old boys men, and deprived five-year-old tots of all childishness. The child developed a spirit that was sick, unhealthy—and the earliest experiences unfortunately are the strongest in influence. Thus am I a child of the Russian Jewish Ghetto willingly or unwillingly.

When I was six years old the Great War began, before I had had a chance to realize the existence of a world around me, and to find out what that world was like. I knew that peoples were fighting and killing. I saw pictures of bloody Germans, and pictures of pale-faced Austrians falling from the bayonets of beastly (but oh, such brave) Russians. Through the cracks of closed shutters I watched hundreds of carts unloading wild, ferocious, beastly youths, and desperate long bearded fathers. I heard their war cries and savage songs as the carts rattled in. I saw them breaking up the liquor "magazine." I saw them drink and revel, and perform outrageous acts; and I expected to have them break into our house any minute, and murder us all.

The war was long, and when a war is long, it seems even longer; things become so natural. "War will go on forever." I can still remember my thoughts: peace was only a thing of the imagination, and how idealistic! "Can you believe in it?" asked my childish yet incredulous mind.

So that was my youth: War—the natural! Peace—an event!

I knew a revolution before war was hardly over.

The Russian Revolution was felt throughout Russia. Of the economic forces and political and social background that gave to it its rise, I knew nothing. But to my ten-year-old mind it was thrilling to see the boy of our landlord come home with a sword. He, a Jew and the landlady's boy, really a policeman! How brave it made me feel and what admiration I had for him and the Revolution! There were parades! Red banners! Soap box orations! Jew and Gentile hand in hand, dancing together on the streets, singing songs of freedom and independence, of a new life, a new world! I watched with awe and inward fear as the head of the "czar" was removed from his marble shoulders in front of the city hall. And every time I passed that headless statue, I felt the existence of a new world, one I had never before even imagined. That Russia

should ever be free from the "Czar," and the Jew ever be on an equality with the Gentile, having the right to be a policeman and even President—such things had been hardly present in my thought even for an ideal world. But here were these things being fulfilled—in this new world. Other new things soon came to pass, such as elections and voting, and Jewish candidates, and propaganda, and speeches, and picturesque posters. This new life had a great effect on me. The freedom was making something new, something good out of me. But before long it was all over. There was a counter revolution; a White Army and a Red Army and war again—this time internal war. Nothing was heard about all the world outside of Russia. Something horrible seemed to be coming; and it came!

For two years, with only short intervals of so-called peace, Jews were butchered, their homes put to fire, and what part of them managed to escape kept flying from one place to another in search of a secure spot. But the "bands" were everywhere. For a while it seemed as if our town were safe. They would not come there. But one bright, sunny morning, in May, an unexpected shot was heard. And many shots afterwards were heard, and the bullets seen and felt, and felt no more. That was the first slaughter. At this early stage they did not kill women or children. My father was dressed in women's clothes; so was my uncle. The women,—my mother, grandmother and aunt,—cried silently. I prayed. We saw people killed all around. The slayers did not enter our house. It was only coincidence, or luck . . . or God . . .

The days and weeks following that lasted longer than ages, I shall not describe. But suffice it to say that it was impossible to come out from such experience without being greatly affected. My life was branded by the "pogrom." My spiritual life, that is. The "pogrom" broke to pieces all traces of freedom and independence. It made life hateful, ugly, worthless. It obliterated civilization. Idealism was "bunk." Men were beasts. Blood was wine. All thought was centered around one point—the security of your wretched, starved, vermin-filled body. In the young and the old alike, no imagination! no hope!

We stole across the border when the Bolsheviks had taken control of practically all of Russia, and "pogroms" had decreased. We came to Rumania and from there went to America. Expectations were great. America, the land of gold and honey, turned out to be a realistic tragedy. But we adjusted ourselves. The human soul is a riddle. To have gone through the devastating bloody "pogroms" was bad, but to reduce one's self to an economically lower stage was even worse. In the "pogroms" the body alone was in peril and was hurt. But now there was greater though different pain.

I did not feel it as keenly as my parents—my father especially. It is only here in this country that I have settled down and had a chance to look around, and grow up, and find myself—which is what I am now doing.

Every person has two educations, one which he receives from others, and one, more important, which he gives to himself.—Gibbon.

The Adult Education Movement pursues its ends "by seeking to establish contact between all those, whoever and wherever they be, who hold fast to the belief that the true purpose of education, for young and old, is the understanding and enjoyment of life, and that the uneducated man is not he who cannot read or write or count or spell, but he who walks unseeing and unhearing, unaccompanied and unhappy, through the busy streets and glorious open spaces of life's infinite pilgrimage."—A. E. Zimmern.

(Continued from page 1)

lished by the Reserve Banks by which member banks may know just when they will receive credit for items sent to the Federal banks. In the case of checks on some western cities your banker must wait eight days or more for his money.

In order to avoid this delay some bankers—even members of the Federal Reserve System—prefer to send such checks to their nearest correspondent when satisfactory arrangements can be made to that end. For when this is done the correspondent bank immediately credits such amounts to the account of your bank, even though final collections be not made for some time. For example, the State Bank of Mound, Minn., might receive from a depositor a check drawn upon the Western State Bank of San Francisco. The Mound bank would send the check to its Minneapolis correspondent, the First National. Immediately, the Mound bank considers that its deposit with the Minneapolis bank has been increased by that amount. The First National might send the check to a Chicago correspondent, likewise receiving immediate credit. The check might thus be relayed by short moves until it finally reached, say, the First National Bank of San Francisco. This bank would likewise give credit, and in turn collect from the drawee bank through the clearing house.

This process of collecting through correspondents usually requires much more time and more frequent handling, with a higher total cost to the banks involved, than when checks are sent through the Federal Reserve System.

About 4,000 banks, 15 per cent of all in the United States, do not remit at par. That is, when one of their depositors draws a check, sends it to a creditor in another city, and the check is collected by mail as described above, the drawee bank pays the correspondent bank, which sends in the check, with a draft upon a New York or Chicago Bank, i. e., it remits to the last holder of the check to reimburse him for cash paid out or credit given. But in place of remitting the full amount of the check, a draft is drawn for from ten cents to a dollar and a half less than the face of the check. This charge is made to cover the cost of the remittance draft. This charge is relayed back to the bank which cashed the original check, which either absorbs the charge, or debits the account of the depositor who brought in the check. The incidence of this charge is therefore quite unjust. Either there should be no charge, or the *drawer* of the check should pay for the convenience of paying by check.

These "non-par" banks are not members of and refuse to co-operate with the Federal Reserve System in the collection of checks, and checks drawn upon non-par banks are not collectible through the Federal Reserve System.

Not only will your bank collect your checks on out of town banks, but also a note, or a bond coupon, or any other negotiable instrument due you, but payable elsewhere.

Many people of small incomes have little knowledge of investments. Here is one of the most important services of our banks—especially through the savings department. They collect the smaller amounts which we put aside, and the total makes a large sum. The banker is a trained investor, as a rule, and he uses our money so skillfully that he is able to pay us four per cent and still make a profit. We avoid the risk and responsibility of selecting the investment. Moreover if we attempted to invest continually in small amounts as we saved, we should not find suitable opportunities.

By the same token, the risk and responsibility—and the power—of making investments passes to the banks to that extent. Whoever determines whether this enterprise or that one is to receive money, has to that degree the responsibility for encouraging and developing such types of enterprise. Commercial and savings banks have to some extent that function.

Where do you go when you want to change

a twenty-dollar bill? Did it ever occur to you how much we depend upon the banks for that service? If you are a business man and need more pennies for your till, where do you go? If there is a shortage of subsidiary silver in the community, who obtains an additional supply? If you have in your possession some worn or torn bills, who replaces them with new ones? Who is responsible for continually withdrawing the worn bills, and the worn and damaged coins, and providing a sufficient supply of fresh ones? Who but your banker?

Not only does he practically supervise the supply of paper currency and metallic money issued by government, but he is responsible for the amount of checks which may be circulated in the community. There are two ways for you and me to obtain a checking account at our bank; first, by depositing money to our credit, and second, by borrowing, and having the amount of the loan credited to our account. A large proportion of checking accounts are created in the latter way. In this country over 85 per cent of payments are made by check. The banker takes a risk when he makes a loan—he may never be able to collect. Or, his loans may all be good, but if he grants too many rights to draw out money, he may not have cash enough to pay the checks as they come in for payment, which would be fatal.

This power to furnish 85 per cent of the purchasing medium in the country is an important one and the possessor has a serious task, the task of intelligently and wisely supervising the expansion of business, of saving everything possible in a time of crisis and depression, of supplying funds to conservative, solid enterprises and restricting the supply to those of doubtful character.

There are some who assert that the bankers of the country have repeatedly brought hard times and depression upon the country. I am convinced that a careful student of the activities of our banks will agree with me, that the interests of the banks lie on the side of successful, growing business.

From the public point of view, the check is superior to actual money as a circulating medium. A check is as good as a receipt, and the stubs serve as a record of expense.

I conclude that we should feel toward our banker as we do toward the family doctor: that he is usually a skillful, trained man, of high character and good judgment, to whom we can talk with absolute frankness, and who is willing to co-operate, because in *our* success lies *his* success.

Lectures on Child Problems

The Community Service department has secured the services of Fred G. Bale as a lecturer on child problems and announces that Mr. Bale will visit Minnesota in March. He is particularly well-suited to speak upon the training and education of children as he was formerly prosecutor in the Juvenile Court in Columbus, Ohio, where an average of 1500 children's cases a year came under his observation.

Among Mr. Bale's lecture subjects are "Tomorrow's Citizens Today," a study of the influences leading to delinquency among the youth of our time; "The Fourth Line of Defense," a study of the eugenic, physical, and educational development of youth as the most important defense program; and "Youth Leisure, and Achievement," emphasizing the creative use of leisure as a neglected phase of education. These topics should appeal strongly to parents and to all forward-looking citizens as well as to educators.

Mr. Bale will lecture in Fairmont, Milroy, Willmar, Benson, Fargo, Moorhead, Crookston, Thief River Falls, Grand Rapids, Biwabik, and International Falls. Other communities interested in getting Mr. Bale should communicate with the General Extension Division immediately.

Four Marks of a Fine Mind

A good mechanic studies the tools of his trade continuously and critically. The better he knows his tools, the better he can use his tools. He knows that good craftsmanship is impossible unless he keeps his tools adjusted to his tasks.

Our brain is, of course, the major tool we bring to the task of living. Like good mechanics, we profit from keeping our brains under continuous and critical study. As a sort of primer to guide us in such a study of our own minds, I suggest that a first-class mind bears these four marks:

First, *humility*. A first-class mind is never cocksure; it is always willing to admit that it may be wrong; it is never afraid to say that it does not know; it does not specialize in closed questions; all questions are open questions to it; it is always ready, in the presence of new knowledge or fresh challenges, to question the soundness of its earlier observations and the sanity of its earlier conclusions.

Second, *curiosity*. A first-class mind is never satisfied with surface observations; when, in its humility, it has admitted that there is a question to be considered, it turns a restless and ruthless curiosity on the question; it is never satisfied with a sweeping judgment; it ferrets out every detail and tries to see just what bearing each detail has on the whole question.

Third, *courage*. A first-class mind is marked by a subtle blending of courage and imagination, the result of which is that it takes the results of its analysis of a problem it has worked over and puts these results into various new combinations in an effort to find some new and better theory for action; it is never afraid to set up a tentative new theory of action; it is willing to follow a new idea, if it is sound, even if it upsets former notions and former ways of doing things.

Fourth, *responsibility*. A first-class mind has a sense of responsibility in handling its new theories; it puts them through all sorts of tests to prove both their logical soundness and their practical utility.

The practical fruits of the intellectual virtues are obvious: Humility makes for open-mindedness. Curiosity makes for careful analysis. Courage makes for creativeness in blazing new trails. Responsibility makes for reliability in action.

GLENN FRANK.

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



The Interpreter

Published by the General Extension Division
University of Minnesota

WHY STUDY GERMAN

By JAMES DAVIES
Assistant Professor of German



JAMES DAVIES

Those who attended the lecture by Count Keyserling at the Art Institute a short time ago, carried away at least one thought: that true progress depends, not at all on material things, but on the things of the spirit. From the count's point of view we are still, or again, in a barbaric stage, out of which we shall issue only after the spirit has passed through great travail. Spiritually, I assumed,

we of the present generation are dead, and until life has been renewed and the human soul redeemed from the thralldom embodied in the movements of life's present activities, what we accomplish counts for very little.

We must develop from within, out. Without spiritual essence we are in no better condition than the most primitive of our ancestors.

Progress must be spiritual, at least the only kind of progress worthy the name, and we are assured that a long time would elapse before we reached the delectable condition, which would indicate the beginning of real progress.

There is plenty of room for argument here, I am well aware, particularly if the application of this dictum applied simply to America, as I suspect. At the same time the fact is inescapable that we are in danger of losing whatever measure of culture we possess by our attitude toward subjects in our educational curriculum, through which we may absorb some of the spirituality Count Keyserling emphasized. Before we can give anything out, we must have it within.

Literature is a definite means of spiritual grace, and when I speak of literature I do not simply mean the heritage of our race as embodied in the long and glorious

series of literary creations by those who have written in our language. "To be spiritually minded is life eternal," and we can only become spiritually minded by coming into contact with the great minds of all the ages, of all lands.

Why study German? The answer has already been given. In what better way can we approach the minds of such men as Goethe, Schiller, the German philosophers, historians, lyric poets, critical writers, dramatists, and novelists than by first-hand knowledge of their writings? It is easy enough to reply: through the medium of translations. And again a question arises: Where can we find good translations of German works?

Something is always lost, both of the spirit and purpose, in the process of transference from one language to another. We, as a race, are not distinguished for the exactness and elegance of our translations. Take, for example, some of the simplest lyrics that have found their way from German into English, and we have a perfect illustration of what I mean. Selecting a few of these at random, and choosing first of all one of the most frequently translated: Heine's: "Die beiden Grenadiere," and this is the ghastly outrage that is perpetrated:

"Nach Frankreich zogen zwei Grenadier;
Die waren in Russland gefangen
Und als sie kamen ins deutsch Quartier
Sie liessen die Koepfe hangen."

becomes:

"Released from their bondage two
French grenadiers
The stories they told them aroused all
their fears
Not one gleam of hope could they
gather
For sad are the tidings they hear on
their way."

Not a word about whence they came or where they were; the original is poetry, the translation an insult, lacking in or-

dinary decency; rhythmically, it is ugly, the rhyme, not too pleasing, the meter an oddity, and accents fall promiscuously where the translator wanted them. Much could be said, but why?

Another simple little German gem:

"Der Nussbaum" is maltreated in this fashion:

"Es gruengt ein Nussbaum vor dem Haus,
Duftig, luftig, breidet er blaettrig die Blaetter aus."

This becomes in English:

"An almond tree in yonder vale
Shedding, spreading, rarest of per-
fumes to woo the gale."

Nothing at all concerning a "vale" in the original, and there are certainly no perfumes "wooing the gale." How can they anyhow?

Rueckert's "Widmung" is the next one that meets my eye and

"Du meine Seele du mein Herz

Du meine Wonn'o du mein Schmerz"

comes to life in English as:

"Queen of my soul my heart's delight
Thou art my joy from morn till
night."

Anyhow this translator managed a rhyme if nothing else, but it would have been most appropriate to work in something of bliss and pain instead of joy from morn till night.

But why continue in what is after all a most unpleasant task? This sort of thing is present in every English translation of German poetry I know anything about, with one exception. Where greater freedom has been taken, as for example in Coleridge's translation of "Wallenstein" we are treated to some magnificent poetry, but this "Wallenstein," in spite of its many points of attractiveness, is not that of Schiller, but of Coleridge.

Any student of German is able to read lyric poetry with understanding and appreciation after a year's study of the language, and with this understanding and

(Turn to page 4)

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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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

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APRIL, 1928

Registration for Second Semester Heavy

Extension classes are holding their own with regard to numbers this semester. An approximate estimate shows 3,964 students enrolled in more than 300 classes, meeting in Minneapolis, St. Paul, Duluth, and towns of the Range. A table of figures follows:

Minneapolis	2,237
St. Paul	1,071
Duluth and the Range	656

Total

3,964

A final and exact count of registrations for the second semester last year stated a total of 4,008. It looks as if the final mark for this year will be quite as high if not a bit higher.

A Hope for the Future

The University has given evidence of its confidence in the quality of the extension class work by offering an increasingly large number of credit courses, and finally granting residence credit for work done in the late afternoon and evening classes.

We can, therefore, no longer think of extension work in terms of classes to be offered hit or miss. We must think now in terms of curricula that lead somewhere.

The General Extension Division of the University of Minnesota has responded to the need by the institution of courses in business and engineering, by the organization of curricula that put the student well on his way to a degree in his chosen field. The Department of Collegiate Instruction has now grouped its courses and organized a curriculum leading to a Junior College Certificate.

Would it be too much to hope that as the immediate past has seen the building up of organized curricula leading to certificates, so the not remote future shall see the completion of the edifice, an institution standing not below, but beside the great institution of campus instruction, carrying on the full work of the four years of college at least in the field of Science, Literature, and the Arts.

Life is for the greater part a succession of tasks. It is characteristic of the educated that they do them courageously and with pleasure.—*Horace Mann*.

Course in Camp Leadership

A course in Camp Leadership, conducted by the General Extension Division in co-operation with the Minneapolis Council of Social Agencies is now in session at the University Armory. The sessions began on March 21 and will continue until May 9, meeting once a week from 7:00 to 9:20. Each meeting is divided into five periods; the first one, ten minutes, is devoted to exhibits; the second, also ten minutes, to song; the third, of forty minutes, to lectures; the fourth, forty minutes, to activity; and the fifth, of thirty minutes, to discussion.

Twenty-seven instructors, each of whom has made some one specialized contribution to one of the various aspects of the course, are conducting the session. Dr. A. C. Alder, Head Master at Blake School, spoke, on March 21, on "Qualifications for Camp Leadership"; on March 28, Mr. L. L. MacDonald, Director, Department of Camping, Boy Scouts of America, spoke on "Camp Organization"; Mr. O. E. Brandell, of the Minnesota Board of Health, speaks April 4 on "Health and Sanitation"; Miss Alice M. Childs, of the Home Economics Department of the University of Minnesota, will speak April 11 on "How to Select Proper Foods"; Mr. Terrance Webster, Secretary of the Big Brothers Committee, Minneapolis, has chosen "Daily Schedule and Program" as his subject for April 18; Mr. Fred Luehring, Director of Athletics at the University, speaks on "Athletic and Aquatic Program," April 25; Mr. O. R. Tripp, Secretary, Public Relations, Minneapolis Y. M. C. A., will lecture on "Special Program Projects," May 2; and Mr. H. W. Gibson, President of the National Camp Directors' Association, speaks, May 9, on "Camp as a Center of Training Character for Democracy."

The course will be continued with a Camp Training Session at Janett Merrill Lodge, Lake Minnetonka, on May 12 and 13, and will be concluded with the conducting of a Red Cross Institute, June 14-15, at Camp Tonkwa.

Candidates for Certificates

Students who are candidates for a certificate in any of the departments of the Extension Division at the June Commencement should notify the Students' Work Committee at once, so that the list may be verified with the list submitted from the Registrar's office. Observation of this notice is important in order that we may avoid the omission of any names of eligible candidates.

Sad the day for any man when he becomes absolutely satisfied with the life that he is leading, the thoughts that he is thinking, and the deeds that he is doing; when these cease to be forever beating at the doors of his soul a desire to do something larger which he knows he was meant and intended to do.

—*Phillips Brooks*

"In the highest civilization the book is still the highest delight."—*Emerson*.

Irving W. Jones To Leave



IRVING W. JONES

It is with great regret that the INTERPRETER announces the resignation of Irving W. Jones, Head of the Correspondence Department of the University, who has accepted the position of Assistant President of the

University of Idaho, at Moscow.

The position is one which has been newly created in accordance with a plan of administration put forth by F. J. Kelly, Dean of Administrative Affairs at Minnesota, who is leaving to become President of the University of Idaho.

Mr. Jones became Associate Director of Summer Session at the University of Minnesota in 1921. In 1924 he became a resident here and in 1926 took the position which he now holds as Head of the Correspondence Department. He has also had charge of the administrative work in connection with the state high school music contests.

"Icebound" Well Presented

On Friday and Saturday nights, March 9 and 10, the Lantern Club presented "Icebound," Owen Davis' drama of New England. The play, while presenting in rather exaggerated form the blue and narrow side of New England, has much good comedy in it; comedy which the players made both evident and pleasing to their audience.

The leading rôles were satisfactorily represented by Ethel Fabian and David Couser, playthings both of fate and a very strong-minded off-stage grandmother whose lingering death and uncertain will cause much mental and moral turbulence to the Jordan family, all of whom play their parts according to their own restricted sense of honor.

We recall that some of the most entertaining spots in it were furnished by Edward Johnson who, as the boy Orin, played his part naturally and with much apparent gusto. Velma Price, as his mother, was most successful in her interpretation of a character narrow in mind but inclusive in knowledge of other people's affairs.

Rosella Stein, as the maid, Joseph Tillman as Henry Jordan, and Amy Chambers as Ella Jordan were others whose work was particularly good. Ray Lyons, as the judge, was hampered by lack of proper make-up, but he succeeded in spite of his handicap in handling his part well.

No man should think so highly of himself as to think he can receive but little light from books.—*Johnson*.

Girl Scout Training Courses Offered

Training in elementary and advanced girl scout leadership is offered by the Extension Division of the University of Minnesota by means of courses given in co-operation with the National Education Department of the Girl Scouts, Inc. The courses will be conducted from April 3 to 27 by Miss Milicent Hosmer and Miss Marjorie Puddington, Local Directors of the Minneapolis and St. Paul Girl Scouts, respectively.

Members of the class are to be divided into three sections, which will have separate meetings taking up those things which are of most benefit to each particular group. Sections I and II are open to anyone over eighteen years of age who is interested in the Girl Scout program or in volunteer leadership of recreational groups. Section III is open to any leader who has had a course in Elementary Troop Management with a minimum of twelve hours and has at least one year's experience with a troop.

All sections will meet on Tuesdays and Thursdays: section I from 4:00 to 6:00 p.m. in Shevlin Hall, and sections II and III from 7:30 to 9:30 p.m. in the Women's Gymnasium.

A visit to a troop meeting and a trip to the woods will complete the course.

Registration may be made at the first meeting of the class or through the General Extension office.

California Has New Building

Another substantial testimony to the rapid and solid growth of extension work stands forth in the work of the University of California which has recently opened a new and commodious building, in the heart of San Francisco. The whole building was planned with reference to the needs of the extension student.

A description of the building, in the words of Boyd B. Rakestraw, Assistant Director of California Extension, follows:

"Color in soft shades has been used to express a cheerful, happy atmosphere. The classrooms are not torture cells. Our students are free agents. The effects are in harmony with the moods of the student. He will not be depressed, irritated, or lulled to sleep by the decoration.

"The comfort, too, of the student had to be looked after. We should have preferred an informal arrangement of chairs throughout, but this did not turn out to be everywhere possible. Classes in some subjects lend themselves easily to informal arrangement, particularly classes in dramatics and public speaking. The same is true of subjects treated in our laboratories. Again in other subjects our most effective work is done in small classes. So on the fourth floor in each of the small class rooms the students and instructors will be seated at a 'U' shaped table."

VIGNETTES OF THE NORTHWEST

WITH THE LUMBER-MEN

BY JOEL PETERS, ARLINGTON, MINN.

Picture in your mind for just an instant acres and acres of tree-covered land, tall and mighty pines reaching skyward decorated with Nature's thick covering of snow as a stiff north wind, which makes a low moaning sound in passing through the tree tops, heaps the loose snow in huge drifts here and there, and you will have an ideal setting for the yearly harvest of lumber—the harvest as it begins with the raw product to terminate eventually in the saw mills with finished material.

The lumber camp, the winter home of the men, with its log huts huddled closely together in the center of the wilderness, protected by the silent giants of God's wonderland, appears to an observer like a primitive settlement. A log hut, usually the largest in the camp, lodges the lumberjacks, as the men of the lumber camp are called. Near the outside of the clearing in a low-roofed building, so constructed to keep the ascending heat of the animals near them, the horses are kept, while a long shack of only one room, the center of activity and enjoyment three times a day, contains the cook and his array of tin dishware and crude dining room furniture. Next to the camp cook is the storehouse almost completely buried in snow to protect the provisions from the intense cold. Another important building in this little settlement is the camp office where the records, as well as a generous supply of heavy woolen clothing are kept.

Long before the average city dweller is stirring the lumbermen have eaten breakfast and are plodding their way through the deep snow into the woods. Soon we hear the low rasping sound of the saws, or the clock-like thud as a sharp ax meets the wood. The men have begun to work.

LAKE WINONA

BY VADA F. SELLE, WINONA, MINN.

From its mid-southern bank, Lake Winona stretches out like a lady's opened fan. Along this shore, Lakeside Drive holds a very nearly straight line east and west, drawing in toward the north ever so slightly where it is joined by the Boulevard Drive which, in the days from April until snow comes, extends around the lake in a curving edge of white and green.

But the surface of the fan varies. Nature is an ambitious saleslady and hourly displays new designs and colors and weaves for our appreciation. My lady might find any shade needed to complement her gown, flaming red, orchid, powder-blue, gorgeous yellows, cyclamen pink, violet, and on these colors float at will frail birchbark canoes, romance laden, or high Sugar Loaf hangs a pendant pearl from its chain of green filigree.

When the day is over, the fringe is outlined with gleaming jewels spaced with regularity, and the water lies still and dark, or rippling in the moonlight.

THE BROWN THRASHER

My golden brown knight of the Spring has arrived, and awakens me every morning with his liquid song, changing from clear calls to rippling runs, and interspersed with varied whistles and coaxing notes.

—Mrs. Emily Benedict Gipson, Faribault

The men who operate our great enterprises, factories, elevators, banks, and department stores—know nothing of ease. Their working hours are not limited by the whistle. They sweat blood to meet the payrolls and to keep the wheels of trade revolving.

—Elbert Hubbard

THE HOUSE ON THE SLED

BY AMANDA GILBERTSON, LONG PRAIRIE, MINN.

My first ride in the ludicrous, snail-like vehicle, a tiny wooden house atop a sled, proved more comfortable than I had anticipated, for, due probably to its crawling locomotion, it swayed and jounced much less than I had supposed possible. It was a gray, wintry day when little Verna and I clambered in, sat down on a board seat, and adjusted a robe around our knees. After several vain attempts, Hal, our driver, succeeded in securing the door by hooking a bent wire over a nail. Yellow lines of light shone through the crevices of our demure little heater which radiated a pleasant warmth, while its antics absorbed our attention as it now and then lurched alarmingly close to our lap robe only to be quickly and vigorously thrust back into its corner by watchful Hal. Soon, unbuttoning our coat collars and pushing our caps above our ears, we allowed the robe to drop to the floor. Occasionally, the sled encountered a rough spot in the snow-filled road, whereupon the stove rakishly scudded across the little room, and we bounced up and down in unpremeditated haste; but we were soon righted and jogged along once more in comparative smoothness. Suddenly the door flew open, and a gust of raw wind blustered over us as we shivered for a moment. While Hal leaned far out, grasped the wire, and again essayed, with a cold hand, to fasten the door, we caught a glimpse of gray snow-covered fields overhung with heavy clouds, but no living thing was to be seen in the dismal view. When the door once more shut us in, we turned gratefully to the deep, blunt aroma of tamarack burning in our diminutive heater. And now we had almost arrived at our destination. Suddenly a bang, a deafening clatter and rude shock struck Verna and me with quick terror. We were whisked from our board seat and tumbled against each other. The door of the heater flounced open, and our little house seemed alive with red and yellow flames which illumined it with a lucent glow. Hal recovered instantly; holding the horses' reins firmly with one hand, with the other he slammed the stove door and swiftly shoved that useful article of furniture once more into place. All was again gray, with only a pencil line of light near the heater. Although Hal explained that nothing serious had happened,—the protruding stove-pipe had collided with an overhanging branch of a tree—we were, nevertheless, not sorry that our ride, which, while safe, had not been monotonous, was soon at an end.

BUCKWHEAT CAKES

BY VADA F. SELLE

Yesterday we passed a field of flowering buckwheat. It stretched away a waving mass of loveliness, but it was not that I saw. I was in the big, lamp-lighted kitchen of my boyhood; I felt the welcome warmth from the great wood range; I saw the platter of round, brown sausage cakes on the checked red and white table cover. I bowed my head while father solemnly said grace, I scraped my chair along the hard pine floor, heard the flap of pancakes on a hot griddle. I passed the brimming coffee cups, the bowls of cream gravy, the jugs of maple syrup. I talked to Andrew, scoffed at Jerry, poked Henry, teased Nancy, helped little Mattie. I was thirteen and everything was perfect. In a sudden lull, mother was saying, "And how are the cakes, This Morning?"

"... Black Hampshire hogs draw up their belts—white belts—in lean corn years. . ."—Mrs. E. V. Horning, Wells, Minn.

(Continued from page 3)

"From Mt. Moriah, one sees that Deadwood [South Dakota] sprawls like a poorly printed capital Y in a trough of the mountains. A chocolate-colored creek joins forces with the Northwestern Railway to emphasize the tail of the Y at the east."—Matilda Pryor, Spencer, South Dakota.

"... An undulating prairie country dotted with dark, shadowy forms of cattle. . . . Alongside the dance hall ran a wire fence, to which were tethered a score of uneasy saddle horses. Across the road from them tubby Fords and long boats of larger cars looked somehow tawdry against the blazing glory of the huge red harvest moon still low in the eastern sky. . . ."—Matilda Pryor.

"... The shape of a hand well describes this wild and desolate territory, for, after the snow has packed heavily in midwinter, a gigantic hand, with fingers outspread, can be traced among the canyons. White Mitten Mountain, a snow-capped peak, is the palm of the hand, and from its base four canyon-fingers extend northwest. The jagged canyon walls, deep in snow, are clearly drawn as by an artist's crayon against the blackish-green slopes of evergreen. Extending west but joined to White Mitten Mountain itself is a high, barren bench land that forms the thumb. Numberless indistinct canyons criss-cross the entire territory like gashes made by a giant's meat-chopper. . . ."

"... A band of sheep which milled like grey broth in a great green bowl of pine-covered buttes; the herder like a fly on the wall of the bowl; a yellow collie flashing after stragglers; and over all a red-dust cloud which was shifted by a wind heavy with the musk of wool, and a tang of pine. The wind carried, too, the deep bleatings of ewes and the shrill calls of lambs."

—Nina Bickle, Ismay, Mont

"I know of a cleft between mighty rocks of sandstone where the precipitous walls are covered with the most delicate tracery of moss, while irregularly tiny ferns of an almost unimaginably frail vitality lift their pointed fronds to a line of deep, deep blue."—Vada F. Selle.

What Our Students Want

"The love of personal independence, which, in many persons, is merely a desire and nothing more, amounts in my own nature to a controlling passion. Even in my early years I was restive of advice and restraint, wishing always to discover for myself whether a recommended line of procedure were expedient or no. It has always seemed to me that, while life is thrust upon one and to that extent perhaps not one's own responsibility, it is at least an opportunity, and as such, a person should be privileged to do with it much as he pleased, provided, of course, he in no wise injure or corrupt other lives. . . ."

"I have wandered [as a part of my insistence on independence of action] from the Canadian border to the Mexican line and beyond: I have traveled from coast to coast; I have walked railroad ties and I have driven my own six-cylinder car; I have served as apprentice in a round-house and as superintendent of a public school system; I have done many things for no other reason than that I wanted to try them once, but I have seldom done anything that I did not want to do, unless to determine whether or not I could force myself to do something for which I felt extreme distaste."

The Lantern Club announce that it would welcome new men as members. Those interested should get in touch with Leo Knight, whose business phone is Geneva 8341.

Dramatic Club Represented in Road Show

Miss Ingeborg Nystrom has been chosen to represent the Lantern Club in the all-university production, "Wind in the South," which has been touring Minnesota towns during the spring vacation. The part which she portrayed was that of Mrs. Seckler.

"Wind in the South" has a cast made up of members from all of the dramatic clubs on the two campuses. The spring tour, formerly an annual event, has been revived by Mr. Staadt and will continue as a yearly function under his supervision.

The company will also tour other towns during week-ends later in the spring.

Austin, Bennett, and C

Editor's Note: The following poem was contributed with the notation that it was the aftermath of a night school course in Accounting. It must be a good course!

(With apologies to Eugene Field)

Austin, Bennett, and C one day
Sailed off in a Partnership—
Sailed on a venture they hoped would pay,
And hoped for a pleasant trip.
"Where are they going and what do they wish?"
The teacher asked of me.
"They have gone to fish for the profits, rich
That live in the business sea.
Assets of cash, bonds, and drugs—these three,
Have Austin,
Bennett,
And C."

All thru June their helpers wrought
With pestle and mortar and vat.
And the salve they made, their customers bought
For pains and this and that.
The little white pills of mighty power
That make one grow fat or grow thin,
Were made of water and sugar and flour.
And oh! how the cash rolled in.
So came the profits to partners—these three,
Austin,
Bennett,
And C.

All month long their helpers toiled
For the baby with croup or mumps.
Powders and syrups they stirred and boiled—
Made oil for swellings and lumps.
'Twas all so fruitful a venture it seemed
As if it could not be,
And some folks thought 'twas a dream they'd dreamed
Of sailing the business sea.
But I shall name you the partners—three,
Austin,
Bennett,
And C.

Austin and Bennett had started the game
Buying buildings and running up bills.
Then C came in with cash and name
And soothed their threatened ills.
But now instead of the Partnership
A Corporation you'll see—
For Austin died.—That ended his trip
On the wonderful business sea.
No longer together you'll find these three,
Austin,
Bennett,
And C.
—E. E. J., St. Paul

A boisterous March of irrational blizzards and a sleety, melting April finally gave place to pale, green grass dimpling the rounded contours of the low hills; the first stiff-jointed lambs frisked feebly over the musky bed-ground. Then, heralded by an iron-grey sky, a rioting blizzard piled snow to a horse's belly in washout and gully. But at last came a morning when the yellow-vested meadow-lark flung his brilliant, full voice exultantly over the blazing snow crystals.

(Continued from page 1)

appreciation comes a keener insight into the heart and mind of, not the individual poet alone, but of his country and countrymen. It is not through the rag tag and bobtail of translations that we meet the foreigner mind to mind, but only when we are able to enter into the beauty of his thoughts and imagery directly.

The question is often asked: What can a student get from two years study of a language but a mere smattering? What can one get from anything in two years if the fields of adventure are so extensive as those of language? The ability to progress depends, as in every other subject, on the strength of one's desire for progress.

Pure literature deals with the things of the spirit, those things Keyserling seems to think we need to cultivate. Love of literature for itself can be developed, and if once the possession of any man or woman is of far greater value than any material thing in existence. That is one of the reasons why it is essential in any educational system, aside from its disciplinary value.

Some scoffer will arise to ask "What disciplinary value?" He that propounds such a question has never worked out his grammatical and syntactical salvation by the sweat of his brow. It is just this kind of training the freshman students at the University of Minnesota are getting, whether in our regular classes or those under the direction of the Extension Division. It is the kind of training that, sooner or later, will enable a student to co-ordinate all his mental faculties to the best advantage.

There is a great deal more that might be said but there are limits to the space allotted me, therefore I must bring this article to a close, more soundly convinced than ever of the imperishable value there is in the things of the spirit as they come to us through the literature of all lands.

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

Mr. H. Russell
University Library

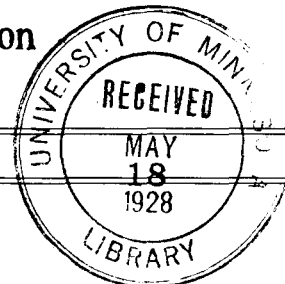
The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. II

MAY, 1928

No. 9



STIRRINGS IN PHILOSOPHY

By GEORGE P. CONGER

(Assistant Professor of Philosophy, University of Minnesota)

"PHILOSOPHY is like a blind man in a dark cellar at midnight looking for a black cat which isn't there." One who rises, as I do, to assemble an answer to this gibe is forced to admit first of all that there is a good deal in the literature of Philosophy which has earned it; but I think after some more or less recent events it is now possible to indicate three trends of change in what has been a rather widespread attitude toward philosophy (which the gibe after a fashion expresses), and of change also in the philosophical traditions themselves.

The first is the fact that in the past few years so many scientific and philosophical subjects have been written up in what is called "popular" form. There are a number of collective works, like the volume edited by Lull, "The Evolution of the Earth and Its Inhabitants," or the book published without the name of an editor by Blackie of London and called "Evolution in the Light of Modern Knowledge," or the volume edited by Newman at Chicago (for a Freshman "Orientation" course) called "The Nature of the World and of Man," any of which give in condensed, readable form some of the conspicuous data of the sciences. The scientists also see of the labor of their hands in a number of popular magazines, like the *Scientific Monthly* and the *Scientific American*, and even in the daily newspapers with the syndicated Science Service. Philosophy is nowhere near such popularizations, and for numerous good reasons as well as some poor ones; but something has transpired here, too. One thinks first of Dr. Will Durant's "Story of Philosophy." I think most teachers of philosophy, astonished, as even the publishing fraternity seems to be, at the sale of the work, agree that it is readable and often brilliant, but that it represents a selection of men and topics which are sometimes treated too easily. Most of us teachers of the subject are persuaded that philosophy, perhaps unfortunately, is harder than Dr. Durant

makes it appear. Nevertheless I think he has done a notable service in finding and presenting so much that is human and readable in its history. At the very lowest estimate his book is a blow to the blind man in the dark cellar.

All recent popular discussions of problems of science and religion mean sooner or later a recourse to philosophy. This is not because somewhere there is one answer which bears the imprint of THE philosophical answer. It is rather because ANY answer that can be given must imply a philosophy, or broad general view of the world. Orthodoxy, for example is based on one kind of philosophy while the various liberalism and radicalisms break away from this philosophy only to arrive at or imply others. In fact, refusal to have a philosophy is itself the beginning of a philosophy—but it is rather a poor beginning.—GEORGE P. CONGER.

A fine series of selections from the philosophical classics, is now appearing in single volumes under the general editorship of Professor Perry of Harvard; this will help to get rid of a good deal of the dead wood in the older works and make it easier for the general reader to find the principal ideas which have influenced the philosophies of the past. There seems to be not much available in the way of fresh popular treatments of scientific data from philosophical points of view, but there is the "New Science Series" edited by C. K. Ogden, and at least one other series is under way. All these popularizations may be taken to represent a certain demand, and doubtless will create a widening demand, for philosophies which with open eyes in daylight will tell us something about the universe.

The second influence working powerfully upon philosophy is, I should say, its new contacts with the new sciences. I say the new sciences, because the philosophy suggestive of the blind man in the dark cellar was usually steeped in the so-called "science of knowledge." It discussed the problems not of the world,

but of our experience of the world, and so began and ended in a kind of insulated, thermos-bottle mind. The detached attitude of the philosophers roused the ire and ridicule of the scientists, so that, for instance, while some of the philosophers of the older traditions are now concerned to demonstrate the impossibility of behavioristic psychology, Dr. Watson in reply pours out his scorn upon metaphysics. But nowadays the high potential of the laboratory and observatory sciences is gradually operating to break down the insulations, and even to charge philosophy itself with scientific content and importance. The world is too interesting to discuss in terms of our interests; we want to know what is there, and we do not care to know that we want to know. All this means that the philosophers, as well as the scientists, are examining the data; the philosophers, depending upon the detailed work of the scientists, look for the general principles which are implied and used in all the sciences alike. Metaphysics is the part of philosophy which deals with such general principles. Incidentally, one might see how many general principles—for instance, integration—Mr. Watson uses in his psychology, and from that judge the value of his diatribes against metaphysics.

An unmistakable sign of new understandings between scientists and philosophers is found in the number of eminent scientists who, as William James did thirty years ago, are not merely interested in philosophy, but are writing books of philosophical importance. It is true that most of these books are not to be entered into inadvisedly or lightly, but at least they are the work of men who have seen something besides the questionable black cat in the cellar.

The men I have in mind are, first, the English mathematicians A. N. Whitehead and Bertrand Russell, who are among the half dozen leading philosophers of the day. Whitehead is for the most part too

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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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

Richard R. Price - - - - - Director

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H. B. Gislason

Alta J. Jones - - - - - Editor

MAY, 1928

Director Price Attends Conference

The University of Minnesota was represented by Director Richard R. Price at the thirteenth annual conference of the National University Extension Association held at Lawrence, Kansas, April 25-26-27.

Director Price was president of the association for the year 1923-1924, and has attended all of the thirteen annual meetings held since its organization.

The National University Extension Association has a membership of forty-two university extension divisions. They are scattered throughout the United States, and while the majority of them are in state universities, there are also such institutions as Columbia, Harvard, and New York University represented.

Figures Reach Record Mark

Final figures for second semester show registration to be larger than that of any previous year. There are on record 217 registrations more than for second semester last year. Tabular records follow:

Second Semester Figures

	1926-27	1927-28
Total Collegiate	2259	2392
Total Business	1162	1238
Total Engineering	587	595
	4008	4225

Last year at this time there was a total of 2972 individuals taking an average of 1.34 classes per person, while this year we have 3250 students enrolled for an average of 1.26 classes per person.

Certainly these figures may speak for themselves concerning the number of people whom the Extension Division serves, not only in the Twin Cities, but in Duluth and the Range towns.

The Business School leads with an increase of 6.5 per cent, Science, Literature, and the Arts comes second with 5.4 per cent, while the Engineering courses rank third, having gained 1.3 per cent.

We are haunted by an ideal life, and it is because we have within us the beginning and the possibility of it.—Phillips Brooks.

Community Service Program Ready

The Community Service of the University announces that the program of next year's activities is now completed. There has been a concentration of effort to secure a few carefully selected numbers, rather than many of doubtful excellence.

Quartets, soloists, a monologist, string ensembles, lectures, and a group of players presenting plays are to be found on the list of entertainments.

An early selection should be made to secure the desired programs in order that definite arrangements may be made for dates with the artists. Further announcement will be made through THE INTERPRETER in next month's issue, and information may be obtained through the office on the campus also.

Innovation Causes Uproar

Surprise and consternation were the states of mind of a number of night school students when they received notices from the Students' Work Committee shortly after mid-semester grades came out. Some of them thought that they were cancelled out of their courses, others thought that they might as well be.

And all of this was because the Extension Division decided to emulate the day school and use its Work Committee for something more than a bureau for information. All of those students who received D's or lower were asked by letter to confer with the committee and with their instructors.

In this way it is hoped that students so notified will realize the peril of their positions and seek various ways and means to remedy the tell-tale marks. The plan, on the whole, worked out as it was expected to, and many contacts were established with teacher and student which will be of much help in the future.

May Mixer Date Set

At the meeting of the class representatives held on April 20, plans were made for the fourth annual May Mixer, to be given by the Evening Students' Association, on Saturday, May 5, at the Minnesota Union.

Mr. L. W. Holmes has been appointed chairman for the evening by Mr. Thomas E. Moore, president of the association.

"THE ADVENTURES of universities in adult education, formal and informal, are in the very nature of things speedily translated into the practices of life. Thus through the liberal service channels of our universities, authentic information, seasoned conclusions from up-to-date knowledge, may constantly play upon the solutions of all contemporary problems, individual or social, and upon the deepest issues of human life."—WILLIAM H. LIGHTLY, PRESIDENT. NATIONAL UNIVERSITY EXTENSION ASSOCIATION.

Teaching Correspondence Courses

The teacher of a correspondence course leads a life which is not so quiet as may be supposed at first thought. In fact his days are colored highly; sometimes the colors are pleasing to the eye in their harmony and vividness; at times they are drab and unattractive; once in a long while they are downright disagreeable in a screeching combination which simply will not mix.

There are many things which he must take into consideration when he is reading a lesson. He must remember that there are many students preparing a lesson under conditions not conducive to thought; perhaps one has no desk, maybe another cannot avoid the attentions of a family which many times causes real harm in a spirit of helpfulness, again, some may not have been able to secure a much-needed book at their local libraries, or perhaps a problem in mathematics simply will not be straightened out without a little push from someone who knows. So the correspondence teacher looks at the card which is his picture of the student, reads the lesson which expresses that student's thought and personality, writes his comments, extensive or brief, but always intensive in meaning, and grades the paper. He then feels that he has done a good day's work.

He is confirmed in his judgment when a student comes back at him with a list of intelligent questions or when he receives an expression of a thought like the following: "If I knew this subject I would not be taking lessons from the university. The more you tear things to pieces the more do I receive from that lesson. You don't hurt my feelings in the least when you tell me that a thing is wrong, and it does help when you tell me why. That's the thing I'm trying to understand." That is the kind of an attitude which brings success to the student.

Picture the consternation of the instructor when a student writes "I think your criticism is too harsh for a first offense. Don't you think my mark is too low?" He knows that here is a student who will not receive full benefit from his lesson. Questions that add to the understanding of the pupil he welcomes with delight, but others will create nothing but discord.

So there we have it; the teacher tries his best to meet his requirements. Most students respond, but a few complain unreasonably, refusing the hand held out to help them along.

Publication of Dr. Ross L. Finney's book, "A Sociological Philosophy of Education" has just been announced. Dr. Finney, who is a member of the staff of the Extension Division of the University of Minnesota, will teach Educational Psychology at Harvard College during the summer session.

SEEK EDUCATION IN BOOKS

Harvard Emphasizes Reading as an Open Door to Education

Eager young men and women who want to gain a higher education and who lack the opportunity to go to college can find encouragement in a rather startling new departure at Harvard college, in six of the nonscientific departments. Announcement of the plan has had reasonable publicity, but its significance to those not at Harvard, and not at any other higher educational institution, has not been emphasized. We may hail it as a note sounded in the Boston educational field for all to hear. Nothing more heartening has come out of an educational institution in years. Yet the departure in itself is a simple matter.

It is simply this: These six departments of Harvard college, including the study of English, government, modern and ancient languages, philosophy and psychology; and other departments perhaps to follow, including the study of comparative literature, social ethics, and fine arts; and possibly also German history, mathematics, economics and a course in history and literature—these are to adopt a plan which calls for a cessation of classes for the two and a half weeks preceding the midyear examination and three and a half weeks preceding the final examinations, this time to be devoted entirely to reading—which reading will be assigned or optional at the direction of the instructor concerned. The plan was approved some months ago by the Harvard corporation and has been voted on by some of the departments; it is not approved for freshmen or for courses in science.

Education Problem Ancient and Everlasting

The announcement of this plan for a "reading period" in anticipation of and preparation for examinations comes as college news; but it is of far more importance than that. It emphasizes a great fact: That there is an open path to education by the process of purposeful reading.

These reading periods at Harvard will have their foundation in the weeks of instruction and lectures and assigned study. Those facilities are less handily available to the young men who are not at college but they are not impossible of access. The important thing is that the worth of reading is brought before everyone eager to learn.

The problem of education is ancient and everlasting. The methods of instruction undergo modification and change year by year. Yet through all the ages, from the time of the first printing, the essential power of the written word to uplift the mind and soul of man has been patent. Given all the facilities and equipment of Harvard, Yale, or any college or university, there can be no achievement

of education without reading. There is a limit to what an instructor can pour into a young man's mind in four years. There is no limit to what a young man or woman can acquire by intelligent and purposeful reading.

No Bars To Learning

The worth of the college education is past debate. That some young men and women can go ambling through college and come out with no more mental richness than they took in is no indictment of the college. The college provides the opportunity; it is for the youth to accept and apply it. If he does not, then the fault is his, not that of the college.

Yet there must remain countless men and women whom circumstances bar from college. Nothing can bar any man or woman from an education. Poor health may retard and obstruct, but need not often exclude. Poverty is no closed door. Lincoln was poor. The printed word is the way to learning, and the invitation to wisdom. The printed word is available through books bought, books borrowed, and the public library.

Now we have Harvard college advertising to the world that there is a mighty virtue in a few weeks of intensive reading in preparation for examinations. If this reading is of such value to young men about to face the ordeal of examinations it is equally of value to those who conduct their own examinations themselves. It is a very satisfying thing to receive from a college instructor a high mark. It is of more worth to have the knowledge that one has acquired learning.

Education Is Boundless

Nor does the encouragement in the Harvard departure apply only to youth. No man or woman is too old to read. No one is too old to acquire an education. There is no period in life when the mind is filled to repletion. There is no saturation point in the the mind of man. There is no ultimate depth to the well of learning. There is no blank wall beyond which nothing is to be found.

Education has no beginning and no end. Children begin to learn before they begin to talk. Aged men and women continue to learn until the time of physical dissolution. The world is a school, humanity is a succession of classes at study. Every crisis, every moral test, every demand for judgment is an examination. In the end, the greatest degree of all is in the thought that one may face the hereafter without fear.

Colleges have no magic. They cannot transmute base metal into gold. They organize and co-ordinate the world's offerings in learning and in wisdom. Those offerings are everywhere. To the man

or woman unable to go to college, they are yet at hand and available. Read! Read good books. All the thoughts of the ancient philosophers are set down in print for all generations. Aristotle, Plato, and the rest are gone; yet they remain forever. The great struggles of humanity to rise, the unconquerable determination of the race to achieve freedom and happiness, these are on the records. Readers of books can live again the emotions that have swayed and determined the boundaries of nations. The high thoughts of Emerson, the gentle humors of Dr. Holmes, these remain with us, friendly companions that will come at a gesture. The swinging narratives of Homer go singing through the ages.

Books Are Doors To Wisdom

Read! There is no book which these young men at Harvard will read in preparation for the midyear or final examination which those who are working along at their daily tasks may not have for themselves. There is no wealth of learning which one may not approach through the printed page.

We hear praise for the man who does things. Achievement, consummation of purpose, these are entitled to the admiration they receive. Yet there has never been any deed done in this world which did not have its preceding thought; and the printed word is the vehicle for most of the world's thoughts.

Through many centuries fine-minded men and women have been striving to advance human understanding and wisdom. All they have done through the centuries is at our door. Open the door, let in the books of the world.

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FOOTBALL METHODS FOR MATHEMATICS

We quote a prominent educator: "Departmentalize football like an academic subject, and interest would cease." What spectators would enjoy an exhibition of the forward pass on Mondays and Wednesdays?

Far be it from us to take issue with a prominent authority. But we have often felt that if we had a coach on the "Sine" at about \$5,000 a year, a coach on the "Cosine" at about \$5,500, a coach on the "Identities" at \$7,500 a year, and a head coach on "Trigonometry" for \$10,000 a year, we could produce some trigonometry experts that might attract the attention of the public.

Every institution is but the lengthened shadow of the man.—*Emerson.*

Next to excellence is the appreciation of it.—*Thackeray.*

The books around you are the extension of your mind.

(Continued from page 1)

difficult for any but advanced students; but some of the chapters in his "Science and the Modern World" are fascinating, and in his "Religion in the Making" are many ideas stimulating for any thoughtful reader. Russell has written upwards of twenty volumes, of varying content and merit. His "A B C of Atoms" and "A B C of Relativity" may interest some members of THE INTERPRETER'S house. His recent book called "Philosophy" is supposed to be a popular presentation, and is at many points clear and incisive, although it seems to run rather too thinly in some places and too thickly in others.

Another scientist who is beginning to be heard from in philosophy is A. S. Eddington, the astronomer at the University of Cambridge. One essay is available in the volume edited by J. Necham, called "Science, Religion, and Reality;" Eddington's Gifford lectures have not yet been published, but are awaited with much interest. C. Lloyd Morgan, a biologist and psychologist of note, maintains the philosophical position called "Emergent Evolution," in a book of that title, in which he discusses the relations of matter, life and mind in a unified way. Professor W. M. Wheeler of Harvard, author of the fascinating "Social Life Among the Insects," has a very recent brief volume, in the New Science series, called "Emergent Evolution and the Development of Societies."

In Germany philosophy is taught at Leipzig by Hans Driesch, long famous as a vitalist in biology, and at Berlin by W. Koehler and M. Wertheimer who are among the leaders of the so-called "Gestalt" psychology. I mention these names and books incidentally in order to suggest what may be some interesting lines of reading, but primarily to give point to my statement that the sciences and the philosophies are drawing nearer together. This is a side of philosophy, by the way, which one who is *not* an admirer of Count Keyserling ought not to forget or disregard.

My third point is one which might be made to generate an exceedingly long line, but which will be confined within rigid limits. It is that all the recent popular discussions of problems of science and religion mean sooner or later a recourse to philosophy. This is not because somewhere there is one answer which bears the imprint of the philosophical answer. It is rather because *any* answer that can be given must imply a philosophy, or broad general view of the world. Orthodoxy, for example, is based on one kind of philosophy—usually, authoritarian supernaturalism—while the various liberalisms and radicalisms break away from this philosophy only to arrive at or imply others. In fact, a refusal to have a philosophy is itself the beginning of a philosophy—but it is a rather poor beginning.

AERIAL NAVIGATION

By J. E. NICHOLAS

Instructor in Mechanical Engineering

In view of the profound interest that nearly every person has taken in the subject, due to recent successes of the American aces of the air in their trans-oceanic flights, it may not be amiss to point out some of the natural characteristics of this great universal highway, the atmospheric air.

Atmospheric air is a physical mixture and not a chemical mixture of gaseous elements and various compounds and this composition varies somewhat with the locality. Thus, for example, the carbon dioxide element is above the average value over industrial centers and hence the lighter elements, such as helium, will rise to much higher levels in such localities.

The average composition of dry air is: nitrogen, oxygen, carbon dioxide, argon, hydrogen, helium, etc. But atmospheric air contains, though a small quantity, a certain amount of moisture generally in superheated state. As an illustration: if the barometer is 29.45 inches of mercury and the temperature of the air is 80° F., then in one cubic foot of this air there are 0.000964 pounds of moisture in superheated state and 0.070661 pounds of air, and hence the total weight of one cubic foot of mixture, is .071625 pounds; whereas one cubic foot of dry atmospheric air under the same conditions of pressure and temperature would weigh .072206 pounds, from which it can be seen that moist air is lighter than dry air, other things being equal. If, on the other hand, we should consider the other elements of the air with their varying degree of constituency, we would find that in a course of flight a plane meets with different densities, hence different strata of air and consequently meets with continually changing resistances in its flight.

Atmospheric air, considered as a gas, obeys the simple laws of Charles and Boyle, so that its characteristics are determined by pressure, volume, and temperature. However, both pressure and temperature change with the altitude and consequently the density. The rate of fall of temperature is approximately 1° Fahrenheit per 300 feet of ascent. For example, if the temperature is 60° on the ground, it is approximately 0° at 18,000 feet, and if the barometric pressure is 28 inches of mercury on the ground, at 18,000 feet it will be approximately 15.6 inches Hg., at the same temperature. It has been found that the rate of fall of temperature is almost constant with the ascent from an altitude of several hundred feet up to approximately 35,000 feet. At this latter altitude we meet what is known as stratosphere, or the layer of air where there is no further decrease in temperature with increasing altitude. In

the region of stratosphere the temperature increases with the ascent, but this is such a high altitude that practically no flying is done at the present time.

It is therefore apparent that the great aerial highways need charting as much as the ocean for the most efficient and safe flying. Aside from storms, winds, and clouds, the atmospheric air with its changing characteristics is not so much of a problem to heavier-than-air machines, but the sensibility of the lighter-than-air machine is very pronounced.

With constantly increasing knowledge about air, researches in many fields in the improvement of the flying machine, including its motive power, aerial navigation is here to stay and become one of the nation's greatest assets. It is indispensable.

Music Contest Held

Final arrangements for the state-wide music contests to be held at the University on May 17 and 18 are being made by Irving W. Jones, head of the correspondence department.

District contests are being held on May 5 at Montevideo, Moorhead, Mankato, Northfield, Crookston, Rochester, Morris, and Slayton. St. Cloud held the contest for its district on April 28.

Last year the number of contestants was 1800, and Professor Jones expects the numbers to be approximately the same this year.

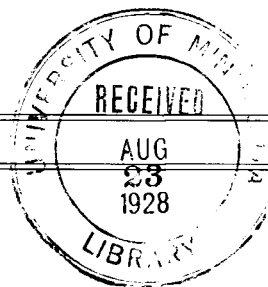
The test of greatness is the way one meets the eternal every day.—"Ian Hay" Beith.

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

Pres. Lotus D. Coffman,
202 Admin. Bldg.,
U. of M.,
Minneapolis, Minn.

The Interpreter

Published by the General Extension Division
University of Minnesota



Vol. II

JUNE, 1928

No. 10

MATHEMATICS—THE FOUNDATION

By CHARLES H. DOW

Assistant Professor of Civil Engineering, University of Minnesota, and Head of the St. Paul Office of the Extension Division



CHARLES H. DOW

THE youngest student enrolled in the day school follows out a group and sequence of studies, standard for all pupils, usually without regard to his antecedents or his prospects. In the high school a small latitude of choice is offered and the student begins to think of the relation of

studies to his future. Unfortunately, at this point young folks are often subject to caustic criticism because they do not announce the choice of a life work and begin to specialize in subjects tributary to that end. Perhaps the choice would be better for a liberal education as a foundation which will indicate his field for later specialization.

In the engineering schools the freshmen in Civil, Mechanical, and Electrical Engineering, with the Chemists, have about the same program. Miners, Agricultural Engineers, and Engineering-Business students fall in the same group. In their sophomore years, after they have begun to differentiate, the engineers continue the mathematics through calculus, still as in grade and high schools without choice.

Other uniform requirements for this group include Chemistry, Rhetoric, Engineering, Drawing, and Shop Practice. Physics is a uniform requirement in the sophomore year. Chemistry and Physics, the latter somewhat modified, are also requirements in Medicine, Dentistry, and Pharmacy.

The Extension student while pursuing a course for an Engineering Certificate falls into the same routine of mathematics, the advisability or desirability of which is not an open question.

So, for a very large body of students no choice in the matter of mathematics is necessary. While others may question why, the engineer at least soon learns the necessity of his long routine of mathematics, and, often enough, with regret that he has not more completely mastered the subject. An elderly engineer in giving his opinion of a young engineer said that he was smart enough and capable enough but that he "touched the work too lightly." Without doubt there is this danger in studying mathematics.

Outside this group of certificate students in extension are many other prospective students doing well enough in a business way who feel the need of a better technical knowledge in their field. For instance: an estimator-salesman for a large lumber company wants to know something about reinforced concrete design. The General Extension Bulletin gives Structural Design as a prerequisite. This in turn calls for trigonometry and physics. So, unless he has these prerequisites he must have patience as to concrete design and start to lay the foundation in trigonometry, physics, and structural design—evidently not the work of a single year alone.

Apparently there is no satisfactory short cut to advanced engineering subjects. The business offices of the extension division are constantly importuned for suggestions to get around lack of preparation.

Why so much stress on mathematics? This question from optimistic young folks looking for a short cut to knowledge in some field that interests them, the same question from more mature folks trying to piece out their learning of yesterday to the understanding of the technique of problems of today, requires this rather long answer. It has in fact been given this way many times by us.

The answer to the non-technical person is more difficult unless it be realized that the most vital part of education is not to smatter information, but to develop thinking ability. "Two and two make four" is a common symbol for rigid reasoning

from cause to effect and the symbol suggests the means,—"math."

Something more in detail about two mathematics courses will perhaps be useful in the "answer."

The underlying principles of Algebra are taught in the elementary high school. Higher Algebra, also a high school subject, reviews the principles of the elementary study and goes farther with its applications, with the introduction also of a limited number of new topics. College Algebra includes all the foregoing with a more exhaustive and intensive application to numerous advanced problems. Certain new topics closely related and preparatory to the higher forms of mathematics are added.

Prospective students of College Algebra, then, to avoid disappointment, should have a good preparation in the elementary subject. As Algebra is the language of higher mathematics and indeed of all scientific literature, its thorough mastery is indispensable.

Undoubtedly an adult with natural aptitude may plunge into College Algebra with little elementary preparation and make it go. But in most cases insufficiently prepared students proceed with discouragement and end in failure. For having unwittingly allowed such students to register we are often held "accessories before the fact."

As a general proposition, progress in advanced engineering and scientific work is very slow to any one unless, in addition to a knowledge of the principles of College Algebra and Trigonometry, he has a certain degree of fluency in the use of their forms.

Experience shows this fluency only comes from mature consideration and much, very much, practice in Algebra and Trigonometry as such.

Finally, as reassurance to the timid, with fear for the supposed terrors of math, we may quote, as the eminent scientist Silvanus P. Thompson did, in his "Calculus Made Easy," the ancient Simian proverb. "What one fool can do, another can."

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 postoffice at Minneapolis, Minn., under the Act of August 24, 1912.

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Alta J. Jones - - - - - Editor

JUNE, 1928

Candidates for Extension Certificates, June 1928

CERTIFICATE IN ACCOUNTING

Raymond A. Albers
William Edward F. Erickson
Grace C. Fillmore
Colletta Mary Janda
Ella M. Lee
Leslie A. Ludeking
Theodore W. Lyden
Leslie Theodore Madden
George A. Nelson
Henry David Rockowitz
Hyman Rockowitz
Elsie Augusta Schneider
Martha Louise Schneider
Roger G. Soderberg
George Edward Troedson
Donald Merton Wakefield
Paul Carl Wilson
Joseph George Zilliox

CERTIFICATE IN GENERAL BUSINESS

Jay Carroll
Wendell C. Cheney
Lawrence E. Coupe
John C. Effinger
Minnie L. Kuehne
Edith Luella McKenzie
Adelbert Raymond Tymeson

CERTIFICATE IN FINANCE

Minnie L. Kuehne

CERTIFICATE IN CIVIL ENGINEERING

John Fred Fredin, Jr.
John F. Robohm, Jr.
Niels Peter Sorensen
Matt George Tometz

CERTIFICATE IN ELECTRICAL ENGINEERING

Marven Theodore Emme
Landrock Peter Larsen
George Taus

CERTIFICATE IN MECHANICAL ENGINEERING

Charles B. Diers
Elov Carl Kempe
John Nels Myhrman
John M. Peck
Henry James Sullivan

Finney to Teach on "University Afloat"

Announcement of the appointment of Dr. Ross L. Finney, member of the Extension Division Staff, to the post of chairman of the Department of Sociology on the Round-the-World University has recently been made. An enrollment of 375 students on board the S. S. Ryndam will take the seven and a half month college course while circling the globe.

During the summer months Dr. Finney will teach Educational Sociology at the 1928 summer session of the Graduate School of Education at Harvard University.

Notes From the Convention

Price Appointed Representative

At the annual convention of the National Extension Association, held in April, Director Price was appointed official representative to the triennial meeting of the World Association for Adult Education, to be held at Cambridge, England, in August, 1929.

President Shelby, of the University of Texas, will head the Association for the coming year, 1928-29, while the next annual convention will be held at the University of Texas at Austin in the second week in May, 1929.

Reading Plan Adopted

Of popular interest also is the following report which Director Price presented to the convention and which was adopted by the body of educators:

"On April 6, representatives of the United States Bureau of Education, the American Library Association, the National Congress of Parents and Teachers, and the National University Extension Association met in the office of the Commissioner of Education, Washington, D.C., and agreed to recommend to their respective organizations the adoption of the following co-operative program:

1. The Bureau of Education will prepare graded, annotated reading courses on general and special subjects, as may be warranted by public demand. These courses will be issued in printed form and distributed free of charge. The Bureau will also undertake to give wide publicity to the project of home reading and study courses.

2. The American Library Association will—(a) Continue the preparation and publication of its "Reading With A Purpose" series; and (b) Use its good offices in urging upon local libraries, State libraries, and library commissions the desirability and importance of co-operating in making available to readers the books required for the successful pursuit of these courses.

3. The National Congress of Parents and Teachers will actively promote the use of the reading courses prepared by the Bureau of Education, the American Library Association and the respective university extension divisions, and the formation of reading and study groups for the further use of these courses. The Congress will also devise plans for making available in interested communities the books required for these courses.

4. The National University Extension Association will adopt and promulgate as part of the extension program the reading courses issued by the United States Bureau of Education, the American Library Association, and the respective extension divisions. Each extension division subscribing to this program will issue on its own behalf a certificate of achievement to those persons who complete courses to the satisfaction of the issuing institution. For the service of reading papers and issuing the certificate a reasonable fee may be charged. For the present it is recom-

Record Crowd Attends Mixer

The May Mixer, annual party of the Extension students organization held at the Minnesota Union on May 5, was a most successful affair. Entertainment there was in plenty and in great variety for the huge crowd which attended.

Each form of gaiety vied with the others in popularity and quality. On the second floor of the building, in the ballroom, there was music which made all those who heard it want to dance; on the same floor, food was served at all times to all who wished it. In the reception room on the first floor, there was a continuous vaudeville show for those who did not care to dance or were perhaps but resting between dances.

Credit for arranging and carrying out the plans for the party must be given to the officers of the organization, whose names follow: Thomas E. Moore, general president; Edward Ahern, vice-president; Pearl E. Thalen, recording secretary; L. W. Holmes, credential secretary; W. C. Cheney, treasurer.

Course in Modern Merchandising

A course in retail advertising, window trimming, interior store display, and sales planning will be given this summer by The General Extension Division, in co-operation with the School of Business. The course will be conducted from July 23 to 28.

Members of the School of Business and visiting lecturers will conduct the course. W. E. Koch and Pryor Irwin of Kansas City, Mo., retail counselors and business experts, together with Professors R. S. Vaile, A. H. Hansen, J. W. Stehman, E. F. Heilman, F. G. Wagner, and Dean R. A. Stevenson will collaborate in offering the course.

Price Has Chapter in Recent Publication

One of the outstanding publications of the University of Minnesota Press is a recent volume entitled "Problems of Education" which is composed of chapters written by the presidents, deans, and heads of departments of various colleges.

Director Richard R. Price has a chapter in the book entitled "The Support of the State University" which is a very pertinent summary of facts concerning the methods of maintaining educational institutions in general and some few in particular.

The Adult Education movement exists:

"To dispel the melancholy belief that grown men and women have nothing left to learn, and to diffuse throughout all countries, and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life."—I. E. Zimmern.

mended that this fee be one dollar. It is also recommended that each extension division consider the advisability of popularizing these reading courses and other means of adult education through State committees, congresses, conferences, institutes and other forms of co-operative endeavor.

Editor's Note: The following article came to the editor from one who has had experience with many correspondence courses, and who insists that she could not have been the Minnesota winner in a nationwide contest, had she not taken a correspondence course in advertising.

DOES A CORRESPONDENCE COURSE PAY?

BY MRS. E. W. FOSTER

Does a correspondence course pay?

The answer is: "Yes, because it makes for progress, peace of mind, and prosperity."

Cynics on every side invariably raise this question: "Is it worth the effort? What do you get out of it? Is it worth while? Does it pay?"

We might make the same inquiries about being President of the United States. What has it been worth to Calvin Coolidge? He has aged physically. His income and expenditures in office do well if the balance is not written in red ink on the wrong side of the balance sheet. He has been cruelly censured by those whose comments meant much to him. He has all but broken under the tremendous strain of his office. Does it pay? Yes, for he has gained much that cannot be measured in money or meters.

Is it worth while to be crowned in Westminster Abbey? Why the pomp, and the ceremony? Does it pay? Yes, for traditions are carried on. The past is united with the present.

Is it worth while to jeopardize life and limb for prowess in military or naval maneuvers or air flight endeavors? Does it pay? Yes, for some one must be the pioneer. Some one must make the chart by which others are to be guided and governed.

Is it worth while for a millionaire magnate, head of a large industrial concern, to spend his life tied to a desk, when he could roam at will the wide world over? Does it pay? Yes, for it is life for him. To do nothing would mean stagnation, defeat, death.

Why do we do these things? Why do we work, and study, and sacrifice?

To contribute our mite to the onward trend of events, to add our personal bit of service to an undertaking, to share and

to promote the activities of the corner of the world in which we live.

Why, primarily, do we enroll in a correspondence course?

We enroll, in order to acquaint ourselves with what others have done in the past, in a certain line of endeavor, and to find out what are the standardized rules to be followed and the secret of the surer, safest, best short-cuts for success.

I may have no desire to engage actually and personally in mining or electrical engineering, the radio field, the nursing or banking business, but I should derive real benefit and acquire vast funds of information if I familiarized myself with a correspondence course on the subject. I could then look upon some of the marvelous feats performed by experts in these lines, with an understanding eye, with thoughtful appreciation of what these departments of labor are contributing to the world.

Astronomy may mean only the name of a textbook study of the stars, but if I were to follow conscientiously a correspondence course on the subject, the celestial bodies would shine and twinkle at me with a different meaning. I would be conscious of the beauty, the significance, the history of the heavenly bodies, and their particular relation to this little planet on which I hope to reside for a few fleeting years.

A correspondence course breaks the seal of a magic book of information which would otherwise be locked from the student. A passing glance at a subject, or a casual observation of an undertaking does not reach the inner significance of that particular subject. To most of us, a correspondence course is a great lifeline, thrown out into the depths for us to embrace, in order to bring us to the shores of a land where we can find congenial surroundings, something to live for, and friends.

The Fulfilment of an Ambition

Editor's Note: The following article was turned in as fulfillment of a lesson in rhetoric. The writer is a grandmother, a very charming lady who is one of the pioneers of Minneapolis.

There were several things which influenced me in registering for a correspondence course. Many of them reach back in my memory to the days when I was a student at a preparatory school in Washington, D.C. When I had completed the course at the school, the question arose as to what I should do to occupy my spare time, for in those days a refined young lady must not soil her hands and her manners with the work-a-day world.

As I seemed to have some talent for drawing, it was decided that I should take lessons in art from a Mrs. Adele Fossett,

whose daughter was my dearest friend. Mrs. Fossett was well known at that time as the painter of a large picture of the Electoral Commission, the body of men who tried Andrew Johnson, the president. At her home I met many distinguished people: artists, writers, and those high in the diplomatic world. Such people as Kate Douglas Wiggin and Frances Hodgson Burnett were among her friends, and they made a deep impression on my young mind.

Shortly after that time I married and came to Minneapolis to live. Here again I was thrown with people who were interested in writing and in doing things which counted in the world. Family cares distracted my attention, however, and I gave up all thought of actually taking steps to follow my ideals.

How To Milk a Cow

CHARLOTTE ANDERSON, FARGO, NO. DAK.

There are cows and cows. Without inquiring to far into bovine psychology, we may suppose that there is as much difference between cows as there is between persons. Perhaps the disposition of each animal may be determined by its coloring, the look in its eye, the length of the ear, or the bones of the head. Therefore, taken all in all, the business of milking a cow may prove both difficult and dangerous and its accomplishment a feat worthy of admiration and high praise.

The general equipment does not require a great deal of attention although trouble may result from an unwise choice. The stool should be low and substantial, being built for hard service rather than for style. Since taking away with you as much milk as you can is possibly your object, care must be taken in the choice of a pail. If it is too large, it might prove a veritable temptation to the cow whose back leg is not of the steadiest. Then too, there is the possibility that ones knees are somewhat shaky and the muscles not as dependable as they might be, and there is danger that a large pail will slip and land on the toes of the unsuspecting cow. Not aware of extenuating circumstances, she would retaliate by kicking either you or the pail. It is not likely that the animal has ever heard the biblical suggestion as to "turning the other cheek" and more than probable that she most heartily favors the policy of a "kick for a kick, and a swish in the eye for a jab in the thigh." On the other hand, she may be averse to being milked on, and with a small pail, this cannot be avoided. These things must be considered, and the lesser of two evils chosen.

In approaching the cow and maneuvering for position, the following procedure is advisable. It is very simple and very easy. Move the cow to allow place for the stool. Place the stool, and with as little fuss and ostentation as possible, sit down.

The cow must be kept in good humor if the results are not to be disastrous. Remember that cows may be very sensitive. Speak soothingly, and in a low and gentle voice. Do not swear in the cow's presence. She may not like it. Pat her gently, and if her tail proves troublesome, remonstrate gently rather than forcibly. Prevent flies from irritating her. Do not shove. Do not resent either mild or violent protests which she may register, and attempt to punish by kicking her while you are still in position.

When you have finished, get away without mishap. Remember that if the cow is young and active, it is probably not safe to kick her even after you have risen and stepped behind her.

Milking a cow, though seemingly a menial and ordinary task, requires tact and delicacy, courage and fortitude, and its satisfactory accomplishment may be counted an achievement.

COMMUNITY SERVICE OFFERS UNUSUAL PROGRAM

Among the very excellent numbers which the Community Service offers to its public for the coming year is the presentation of "Stop, Look, and Marry!" by the Theater Guild Players, an organization of artist players, under the capable direction of John Seaman Garns.

The play is concerned with the modern marriage problems treated from a humorous angle. It is intensely modern in its youthful spirit, but at the same time contains much of the kindly wisdom of the previous generation.

The situation is created by means of a conflict between two brothers, both married, but having different ideas as to the proper way to bring about domestic happiness. The older brother with his wife, Molly, lives in the suburbs and flaunts his budget and savings account before Fred, the younger one, who is trying to provide Judy, his pleasure-loving wife, with city life and freedom from cares.

A visit from Dad precipitates matters into a tangle from which the characters are extricated only by the advice of the same genial person who started it all. In the third act the story is enacted as it would appear in the movies.

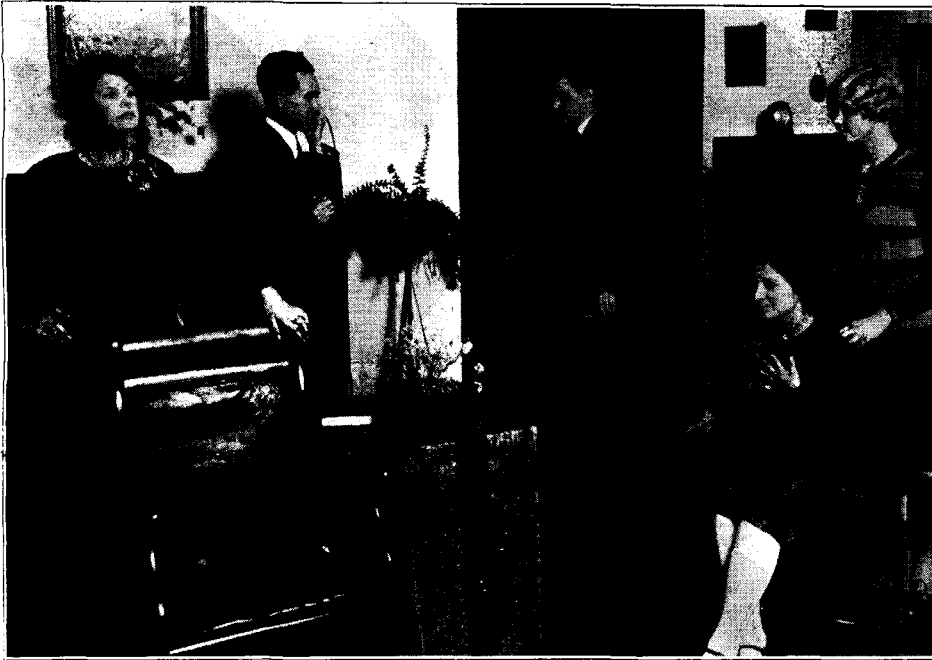
The Cecilian Singers.

A vocal quartet of mixed voices is always a delightful entertainment, but when that quartet is composed of voices which have been symphony soloists the quartet in question may be voted *par excellence*.

Such a one is the group of four singers with their pianist who call themselves the Cecilian Singers. Their repertoire embraces opera, oratorio, and concert programs, so that the type of singing desired by the audience may be satisfied. The quartet has been declared to be comparable to the Metropolitan Opera Quartet in many respects and to outshine it in freshness and balance of voices.

S. Platt Jones, Impersonator

In securing the services of Mr. S. Platt Jones, the Community Service has done the unusual thing, because good im-



SCENE FROM "STOP, LOOK, AND MARRY!"

personators are rare and hard to find. Mr. Jones is recognized as one of the leading impersonators in America today.

His numbers are varied in the matter, but each one of them contains the elements necessary for a good laugh. Some of his impersonations are: a school boy with a cold in his head reciting "The Charge of the Light Brigade"; an Englishman taking his first ride on a street car; and old codger, not accustomed to speaking, undertaking to give a funeral oration.

To hear Mr. Jones is to have an evening's real entertainment.

Margery Maxwell, Concert Soprano

Those who love good music should not miss this opportunity to bring Margery Maxwell to their town. Miss Maxwell was for many years one of the leading sopranos of the Chicago Civic Opera. Since she has been giving her time to concert singing she is welcomed as a soloist by organizations

of note; in January, 1928, she appeared with the Minneapolis Apollo Club.

Scheurer-Williams-Fischer Trio

The Scheurer-Williams-Fisher Trio is also represented on the list of entertainments. Karl Scheurer was for many years concert-meister of the Minneapolis Symphony Orchestra under the direction of Emil Oberhoffer, and is now head of the Violin department of the University School of Music. Henry Williams, harpist in the trio, is harp soloist with the

Minneapolis Symphony, while Carl Fischer has been cello soloist with the same orchestra for many years.

The Trio is available only during the first half of October.

Lecturers

One of the outstanding figures of the platform and a very popular lecturer with students and educators, Montaville Flowers has lately been drawing much attention wherever he has spoken. He is interested in trying to help the youth of the nation find himself in the place where he will best fit, and has had tremendous success in his work.

Dr. John W. Powell of the Extension Division of the University of Minnesota may be secured for next year, also. His particular field is that of English Literature. He is ever popular because he can make a subject popular while it retains at the same time its scholarly qualities and dignity.

For further information and details those interested should get in touch with the general office of the Community Service as soon as possible to insure the program desired at the date preferred.

I look forward to the day when we shall have a system of adult education in the State which will reach every man and woman as we are now reaching the child.—
John Finley.

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

Pres. Lotus D. Coffman,
202 Admin. Bldg.,
U. of M.,
Minneapolis, Minn.



S. PLATT JONES