

Ralph T. Baker, a graduate of Northwestern university, is the first student to obtain a master of arts degree in journalism. Mr Baker has worked for various newspapers, including five years on the staff of the «Oil and Gas Journal». At present, he is an instructor in the extension division of the university and the article which follows was a radio address over WNAD March 31

## Using your 1932 leisure time

BY RALPH T. BAKER, '32

**R**OGER BABSON has said that leisure time will either make or break America. He continues—"Leisure time will be a curse instead of a blessing unless we use part of it for self-education and improvement. We should read good books and worthwhile papers and magazines.

We as individuals are most affected by how we use our working hours, but the community is most affected by how we use our leisure hours. Our leisure hours rather than our working hours determine our character and the character of the nation. Any use of our time that brings improvement, physically, mentally and spiritually, is a help to individuals, to business and to the nation; but the wasting of leisure in inconsequential, or harmful pursuits, is a great detriment. Hence, while I believe in the shorter work week, I also believe that we must train ourselves in the proper use of leisure.

The real question is, what will the majority of people do with additional leisure? If people worked permanently four or five days instead of five and one-half or six, would they spend the additional leisure time in a way that would help them, or hurt them; that would make them better men, or weaker men?

Mr Babson has placed the finger upon the vital issue of the present day—the correct use of leisure time. In the boom period covering the years between 1922 and 1929, the gaiety and exuberance that marks every period of easy money was observed. Everybody worked, everybody earned good wages, everybody spent what he made, and often more than he made, in having a good time. Now, new conditions have caused us to regret our spree and to undertake measures that will insure us as individuals a living wage for the future, real homes and true happiness. Our collective happiness and prosperity rests upon the effectiveness with which we as individuals utilize our leisure time—in useful, purposeful endeavor and recreation or in the wild meaningless, money-

wasting pleasures that border on dissipation.

How, then, can we best use our leisure time? The answer is covered in the work already under way in the field of adult education. The business of getting an education is perhaps the oldest human task. Education is learning how to live. We have found that it is a mistake to think that education is primarily a preparatory period, or an acquisition of knowledge for later use. As Dr Helen T. Woolley, formerly director of the Child Development Institute, Teachers college, Columbia university, New York, has said "Education begins at birth and continues throughout life."

Doctor Woolley emphasizes the point that education includes not only the training of the mind, as it has always been agreed by educational leaders, but also the training of behavior, of character, and the development of personality and the formation of taste in art, music and literature. If the truth of this assumption is granted, how can we say that we are through with education, merely because we have acquired one or more diplomas or certificates? Is it not much better to assume that we are never through with our education—that we are never too old to learn?

In times past many of us have heard the expression that we have passed the period of learning—that we have become too old to learn. Nothing can be more false. In the classrooms of the University of Oklahoma are a number of men and women ranging in age from thirty to fifty years. Others of even more mature years are holding their places with recent high school graduates, frequently securing much higher grades than the younger



students. The old idea that the mind crystallizes after one passes his twenty fifth birthday may be classified with other superstitions long-since disproved by modern scientific methods of research.

If it is true then that we can learn as long as we live, is it not an important matter to make an honest attempt to acquire something valuable, something vital in the field of learning, each day, each year that we live? It is just as important that we continue to learn as we continue to live. We should be just as much concerned about our acquisition of knowledge as we are in the acquisition of sound bodies.

The public is accepting the idea that education can apply to adults as well as to children. People who have never thought about education—who left school in the middle grade to go to work in a factory—are now returning to school, and are absorbing knowledge rapidly. Dorothy Canfield Fisher says:

Adult education is a movement to keep the brains of the grown-ups from stagnating in the delusion that they learned during school years all that is necessary to know; or that it is a realization that mental activity and growth are the most rewarding and delightful ways of spending one's time; or that it is the conviction that, the modern world being what it is, continued intellectual growth is absolutely necessary all through life if one is not to be miserably left behind. But the best definition is that adult education is a realization of the fact that whatever one's way of life may be, it can be bettered and brightened and deepened by the application to it of purposeful intelligence, by turning on it the effort to understand which is the basis of all success in life.

That there is a tremendous field for adult education in the United States is seen in the fact that there are approximately five million illiterate adults in this

(TURN TO PAGE 317, PLEASE)

One of the most brilliant law students of recent years, friends of Horace Thompson, '30 law, believed him marked for continued success. Serving as correspondent of the «Daily Oklahoman» while in Norman, Mr Thompson became an executive on that newspaper's staff on graduation, only to be chosen by Patrick J. Hurley of Tulsa, secretary of war, to be his executive assistant, a position which Mr Thompson now ably fills



## The secretary of war's assistant

**W**ASHINGTON the intriguing goal of many has been realized by Horace Thompson, '30 law, who is executive assistant to Patrick J. Hurley, secretary of war.

Horace Thompson has an uncanny ability for plunging ahead, literally pulling himself upward from one good job to another. By his own efforts Mr Thompson became what is known as a "crack" newspaper man in Oklahoma City. Desiring to broaden his education, he entered the law school of the university in 1927, where he earned his entire way through school in addition to supporting a wife and baby daughter. He had the honor of making the highest grades of the group taking the bar examination in 1929. He was staff correspondent for the *Oklahoman* and *Times* while in school.

Ethel Bolend Thompson '29 arts-sc., his wife, attended school while Thompson was a law student. She is the daughter of Dr Floyd J. Bolend, '01, pharm.

Thompson has the happy ability to form wide contacts and friendships in connection with his work, first as a newspaper man, then as a lawyer, which may be explanation in part for his selection by Mr Hurley to the important position he holds now.

Born January 30, 1901, at Webber Falls, Indian Territory, Mr Thompson's parents, Mr and Mrs H. Y. Thompson moved to Oklahoma City in 1906. His father, a native of Ohio, was an attorney at law. He died in 1916. His mother lives in Oklahoma City. There were three sisters and a brother in the family when the father died, so Mr Thompson, then a high school lad, readily went to work to help his mother in the support

of the family. After two years high school work, he became traffic clerk with the Pierce Oil corporation. He resigned in 1921 to re-enter high school, working part time with the *Daily Oklahoman*, first in the classified advertising department, later in the editorial rooms. Graduating from high school in 1922, he took a job as reporter for the *Oklahoman City Times*, and later reported on the morning paper.

Upon leaving the university, Thompson became night city editor of the *Daily Oklahoman*, and formed a law partnership with Hugh H. Walker '30 law, who was a classmate. Thompson resigned his newspaper work in January, 1931, to become executive assistant to the secretary of war.

Of important dates, Mr Thompson attaches a great deal of importance to that of his wedding with Miss Bolend, June 1, 1926, in Oklahoma City. Their daughter, Mary Frances, four years old, in their words, is the most important addition to the Thompson and the Bolend families.

▲ ▲ ▲

### USING YOUR 1932 LEISURE TIME

(CONTINUED FROM PAGE 309)

nation, more than three millions of whom belong to the white race. But these figures are not as significant as the estimate that shows ten million additional adults who are able to read and write only with great difficulty.

The importance of adult education is seen in the expression of Saint-John Ervine, who declared in the *Christian World*, a London periodical:

The hope of the world at this moment is not

in the young but in the middle-aged. The most dangerous person in any community is the young man or woman who is resolved to ignore anything that may have happened in the world before his or her birth; and there are many young people about to-day who believe that the world began in 1918. These are times when the whole world is afflicted with a mania for worshipping youth. In my youth there was a heresy that the old knew everything; in this age there is a heresy that the old know nothing.

The problem of the proper use of leisure time and its application to adult education has become increasingly acute as a result of the recent period of industrialization, which brought shorter hours, fewer days of work and finally unemployment to the laboring man. Machinery has made it possible for the big employers of labor to cut the hours of work from the old twelve-hour, six-day week to the present eight-hour, five and one-half-day week, with an increasing cry for an eight-hour, five-day week.

We have been taught that the normal day may be divided into three periods—eight hours for work, eight hours for rest, and eight hours for recreation and improvement. For several years now, the laboring man has worked eight hours and rested eight hours, but the vast majority of workers have been engaged in profitless pleasures and inactivity as the sole end for the third period of eight hours. If every laborer would use half of this third period for study and self-improvement while working, the present period of industrial stagnation might have been made less acute and certainly, future periods of unemployment could be lessened in their severity and duration.

The reasoning behind this statement is seen in the tremendous technological unemployment that preceded the stock market crash of 1929. Unthinking citi-

(TURN TO PAGE 325, PLEASE)

But whether or not our scholar enters officially into the political arena, he has an equipment which should cause him to be an interested citizen in the important social and governmental affairs of his country. The mere mention of Russia in any class room is enough to arouse even the drowsy student to a show of interest. This is not strange, for Russia is in the throes of a vast experiment; she is attempting to forge a new life, organize a new order, create a new outlook for the Russian people; and youth is intrigued by the mere adventure of it all. Yet the problem of politics in America is just as closely and immediately bound up with life itself as is Bolshevism in Russia.

We do not ask the scholar to be a reformer in the technical sense; we do not ask that he be a radical, or a conservative; but we do want him to be intelligent. What, for example, will be his attitude toward one of the major questions now before the American people, that of prohibition? It is a question which will never be settled by a battle of words between two sets of extremists.

We anxiously scan the horizon for the appearance of a new leadership, for the man of new power, freed from old familiar futilities which will lead us nowhere. We also realize that democracy is dependent upon a citizenry intelligent enough to recognize and follow right leadership. Is it expecting too much of our colleges and universities to ask that they furnish both the enlightened leaders and an enlightened body of graduates who will be a leaven of high social and political activity in the citizen mass. It is a big order.

▲ ▲ ▲

## USING YOUR 1932 LEISURE TIME

(CONTINUED FROM PAGE 317)

zens are prone to blame present conditions 100 per cent upon the stock crash. They forget that hundreds of thousands of men had been thrown out of work by mergers, by new machines and improved industrial methods, many months before the descent in the price of securities.

A report of the National Bureau of Economic Research shows that in the eight-year period from 1922 to 1929 the increase in the per capita productivity in manufacturing amounted to thirty-five per cent. The rise in the use of mechanical power was three and three-quarters times as fast as the growth in population. The horsepower available to the American worker today is three and one half times as much as that at the disposal of the English worker. The thirty-five cent per capita increase in the productivity in manufacturing was achieved by seven per cent fewer workers in 1929 than in 1922.

Direct results of this hectic industrialization may be summarized under the following heads—first, the insecurity of the

worker's job; second, technological conditions which have thrown hundreds of thousands of working men into unemployment; third, the elimination of men over forty years of age from industry; fourth, the fact that too much slack is seen between the displacement of workers and the development of new industries to utilize their services, and fifth and finally, the loss of skill by the worker.

Ray Lyman Wilbur, secretary of the interior, has referred to the 1930 census figures which show 557 major occupations with thousands of specialized jobs, illustrating our modern complexity. He has found that more than 300 occupations have ceased to exist in the past one hundred years. Unemployment today does not present the comparatively simple task of finding another job—it presents the complex task of educating the worker to fit his efforts into another, entirely different line of work.

Millions of workmen, now jobless, are stabbing around in the dark, hunting jobs, living with relatives, losing their initiative and morale, many of them unemployed because they are not prepared for a new kind of employment. Educators have accepted the challenge with the installation of correspondence courses, extension class work and the numerous other activities of Extension Division work as conducted in forty-two state universities. Extension class work increased more than 250 per cent between 1921 and 1929, the enrollment growing from 59,399 to 152,095 students. In addition many correspondence schools offer help to a large number of people.

Other motives for adult education, in addition to the matter of presenting educational opportunities to those who are economically handicapped, are found in the field of working out an adjustment of maladjusted personalities—or taking the round worker from the square-holed job; and also in the field of providing a continuous cultural development medium for the individual. The scope of adult education is vast. Its opportunities are almost limitless.

Thus we find that the big work in education in future years will include attention to the needs of adults. Adult education is an American institution. In Europe and Asia, a man stays in the class where he is born. He receives a rudimentary education in his youth and then his future is fixed. He has no opportunity to change his environment, such as is available to Americans. His level is fixed. In America, opportunity awaits the efforts of the individual. Education late in life may bring as much happiness and worthwhile accomplishment as that secured in early years. Today, a man may study as successfully at forty as at fifteen. He may fit himself for some specific job or he may improve himself in a cultural way for the full enjoyment of life.

The bright spot in the industrialization

of our nation and our workers is seen in the increase in the leisure time. Unemployment has given many men limitless time and opportunity for study. The worker with a job today can use his leisure time, at least partially, in study and self-improvement. He should be keenly alert to these possibilities in his job, and if he views unemployment ahead, prepare himself by means of educational facilities for employment in a better field, or some new field. If he is a round peg in a square hole, he can attain happiness and usefulness by preparation for a more suitable job.

Every American is entitled to individual growth and improvement and the joy that comes from living a useful life to the fullest degree. In the home, this means education for parents as well as for children. It has been said that the ideal home is not a paternalism of parents nor a bolshevism of adolescents but a partnership in which the experiences of the elders are blended with the experiments of the younger.

Education, to be successful, must be considered a continuous process, enduring from the cradle to the grave. The facilities are increasing with the tremendous growth in the extension division of our universities and correspondence schools. The increasing tendency toward purposeful study and self-improvement, definitely exhibited in recent years, brings a hopeful view to the consideration of Mr Babson's statement that leisure time will either make or break America. I feel that we will continue to take advantage of this leisure time and make a new and better America by creating more alert, better informed Americans.

▲ ▲ ▲

## EXIT—KING HALL

(CONTINUED FROM PAGE 304)

one could hardly get into his room. I remember one was the *New York Times* and another was the *Oklahoman*."

E. P. R. Duval, associate professor of mathematics and W. S. Campbell, associate professor of English, remembered Reverend Griffith as a scholarly gentleman of architectural ability.

Mrs Fayette Copeland, wife of Fayette Copeland, associate professor of journalism, lived at King Hall while in school here. "Architecture was Rev. Griffith's hobby," she recalled. "His room was hung with many pictures of fine buildings."

And speaking of the house mother, Mrs Copeland said: "Miss Roscoe was a woman of very high ideals and she, like Reverend Griffith, was very interesting in conversation."

"Miss Roscoe's life had a beautiful influence over those with whom she came in contact," said Dr Lucile Dora, professor of French, and a close friend and admirer of Miss Roscoe. "Sororities were eager to have as their members women