

The Interpreter

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

Vol. XIX

SEPTEMBER, 1943

No. 1

"Where There Is No Vision"

By Julius M. Nolte

(Director of University Extension)

WHERE is education today? What have we learned about it in the recent past? The answers to be inferred from our behavior indicate some confusion of mind. But they also show progress in forming a sound working philosophy. During the 'thirties, in days of depression, in spite of all the emphasis on getting each day our daily bread, we came near



J. M. Nolte

to believing what often had been asserted, that man does not live by bread alone.

HOW did we reach that idealism? We began to suspect the time-worn slogans of educators who cried loudly in the market place that "schooling" paid dividends in cash. There were too many masters of arts and doctors of philosophy in the soup lines to make the slogans credible. "Schooling" emerged as an obligato to the main solo, and the theme of the solo was that we owed the apparent rewards of what we called education to the favorable conjuncture of affairs in the world which had given the western hemisphere, as compared with the rest of the globe, a tremendous surplus of material resources in relation to population. The possibility of staying in school was an accompaniment of our exploitable natural wealth. As a people, we were rich enough to afford it.

WE had assumed that because school activities increased as national real income increased, the school activities must have caused the income. To be sure, there was a connection between the two phenomena, and we could not have reached our pre-eminence in the techniques of depletion without the craft knowledge which came in significant part from our schools and colleges. But those who were

Editor's Note: With this issue of the *Interpreter*, Extension students are introduced to Julius M. Nolte, the new Director of the General Extension Division, succeeding Richard R. Price who has retired. Mr. Nolte is widely known through his work as Director of the Center for Continuation Study of the University. He is not a newcomer to the Extension Division, having at various times been associated with it in administrative or teaching activities since 1921, when he entered the Duluth office of the Division.

the intellectual leaders of this technological revolution were actually a mere handful of those "educated."

The premises of the syllogism upon which we had founded our advertising of education were not wholly true. Our argument ran: "Most men who are esteemed successful (measured largely by income) are 'educated' men; by continuing to stay in school you may become an 'educated' man; ergo, you will be successful (and your income will be satisfactory)." During the depression we realized that circumstance had restated the sequence for us: "Most successful men are 'educated' men; you can also become an 'educated' man; so what?" We realized that the original proposition, to be reasonable, must start with the premise, "Most educated men are successful." A glance

(Continued on page three)

The New Bulletin

The 1943-44 Bulletin of Extension Classes will be sent out this year only on request. Any Extension student who neglected to mail in the return card sent out this summer and who is interested in getting a Bulletin should notify the Division at once. Requests may be made by telephone or by mail at any of the offices of the General Extension Division.

New Certificates

FOUR new general certificates are now available to Extension students. The programs have been set up for several purposes: to encourage students to have a plan of study; to make possible concentration of courses in fields of their special interests; and to make it possible for students, after two planned years of Extension work (at the rate of two classes each semester), to get a certificate as tangible and visible evidence of their achievement.

Students may still, on the same basis as before, take any of the courses offered in the groups below without being committed to completing the unit:

The Citizen's Tool-Kit (27 credits)

First Year

Engl. Comp. 4-5-6 Freshman Composition
Phil. 2 Logic
Speech 1 Fundamentals of Speech

Second Year

Psy. 1 General Psychology
Speech 2-3 Fundamentals of Speech
Phil. 63 Principles of Mature Thinking

North American Certificate: Know Ourselves (27 credits)

First Year

Hist. 20-21-22 American History
Engl. Lit. 45-79ex. American Literature

Second Year

Hist. 83-84-85 American Economic History
Anthrop. 80 The American Indian
Phil. 114 American Philosophy

Latin-American Certificate: Know Our Neighbors (24 credits)

First Year

Spanish 1-2 Beginning Spanish
Spanish 7 Latin-American Culture
Econ. 126 Economic Problems of Latin America

Second Year

Spanish 3-4 Intermediate Spanish
Geog. 110 Geography of Latin America
Anthrop. 118 Indian Civilizations of Mexico and Peru

International Certificate: Know Our World (24 credits)

First Year

Hist. 1-2 European Civilization
Geog. 35 Geography of the War Theaters

Second Year

Pol. Sci. 25 World Politics
Pol. Sci. 30 Problems of Postwar Reconstruction
Pol. Sci. 85 Problems of World Politics
Econ. 166 International Economic Problems

In addition, students may work for the 45-credit certificate in Liberal Education or the new 90-credit degree, Associate in Liberal Arts. For information about these, students should consult the Students' Work Committee.

THE INTERPRETER

Published four times a year, January, March, June, and September, by the General Extension Division, University of Minnesota, at Minneapolis.
Entered as second-class matter, October 2, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

Advisory Committee

T. A. H. Teeter H. B. Gislason J. S. Lombard
Julius M. Nolte - - - - - Director Bess D. Stein - - - - - Editor

September, 1943

New Classes

For the benefit of Extension students who missed the list of new classes published in the June issue of the *Interpreter*, the new fall classes for 1943-44 are mentioned here again:

Basic Mathematics
Counterpoint
Current Developments in Language Expression in the Elementary School
Economic Problems of Latin America
Enjoying Music
Fix-It-Yourself
Health Problems of Adult Life
Industrial Engineering Accounts and Accounting
Intercultural Education Through Art
Introduction to the Scientific Way of Thinking
Latin-American Culture
Magazine Writing and Editing
Marine Drafting
Modern Drama
Norwegian Lyric Poetry
Plants Useful to Man
Problems of Democracy
Russian Literature
Wartime Entertainment
Wild Game of Minnesota

For a description of the contents of these classes, consult your complete Bulletin of Classes for 1943-44.

Prize Radio Script

Florence V. Hastings, Saint Paul student of the Extension Division classes in radio script writing for three semesters, was honored at the recent summer radio institute sponsored jointly by the National Broadcasting Company and the University of California at Los Angeles. Her script, entitled "Chains for Freedom," was one of four scripts selected as prize plays from a class of eighty writers.

The play was permanently recorded by NBC with the possibility that it would be used for broadcasting by the network. The plot revealed that freedom, by its possession, creates a demanding obligation. It was the story of a "bound" boy, shipped to the American colonies in 1765 and "bound out" for eight years to pay for his passage money. When he found himself free, he declined to leave his foster parents.

Several of Miss Hastings' plays were presented over WLB, the University station, before she went to Hollywood in February.

Piano by Visual Aids

By Kate M. Twichell

(Editor's Note: This article was written for the *Interpreter* by Mrs. Twichell, who teaches **Piano Playing for Pleasure** for the Extension Division.)

Screen and projector are used with great effectiveness in **Piano Playing for Pleasure**, a class offered by the General Extension Division of the University.

As a result of requests for evening piano classes, classes were first started four years ago this fall. The appearance of about 50 prospective students at the initial meeting was surprising to all concerned with the venture.

Available classrooms in the Music Building were inadequate but the library, with its blackboard, two grand pianos, library tables, and as many small tables as were necessary for individual dummy keyboards, was opened for the classes. Visual Education and General Extension furnished a screen, opaque projector and an operator. Then the group was divided into two sections and classes began.

Teachers as well as students who are using visual aids will be interested in the advantages and possibilities of such equipment used for group instruction of piano students:

1. The screen furnishes a focal point for the attention of the class.
2. The semi-darkness of the classroom eliminates, to a large extent, the consciousness of class personality and thereby minimizes self-consciousness.
3. Reading—that is, playing the piano while looking at unfamiliar music flashed on the screen—establishes a manual feeling for the keyboard, which is difficult to acquire if the eyes may be readily used for keyboard allocations.

Flashed material must necessarily be of a very simple pattern so that there is no uncertainty about key location, and playing may be rhythmical. However, when the teacher has become familiar with the abilities of each class member, the material used can be suited to the experience and ability of each person. All musical examples must nevertheless bear on the particular musical or technical point to be highlighted in the lesson. Illustrations of one basic problem, such as a chord pattern, or a rhythmic grouping or a melodic phrase, may be displayed in interesting settings. Where an opaque projec-

tor is available, the number of pattern illustrations for a given item is limited only by the experience, ingenuity, and aggressiveness of the teacher.

4. Lesson assignments can be analyzed and working methods suggested. This could not be done for a group, in a limited amount of time, without the screen. Every member profits by the suggestion given each student. The routines in which all participate, such as scale and chord patterns, can be disposed of also with a minimum expenditure of time.

5. Playing before other students creates a feeling of self-confidence and gives emphasis to the communal and social aspects of music study.

6. Ensemble playing from the screen of simple duets, trios, and quartets not only affords amusement but develops a rhythmic sense, intensified by the silent participation of the remainder of the class, an experience which cannot be duplicated in private instruction.

8. The reduction in cost of instruction and the increase in time for learning that result from an expanded group program with visual aids should recommend this method of presenting instrumental music for widespread use.

Degrees and Certificates

The following Extension students were awarded degrees and certificates at the June 1943 commencement:

Bachelor of Electrical Engineering
(with high distinction)
Mathias G. Tometz

90-Credit Engineering Certificate
Ture F. E. Gorgenson
Reynold B. Hagglund
Walton K. Johnston
Kenneth C. Kirkland
Marlin D. Lee

90-Credit Business Certificate
John O. Creviere
Bernard W. Johnson

45-Credit Business Certificate
Orthen W. Ohnstad

Room Changes

The three following classes announced in the Bulletin as meeting in Room 664 Northwestern Bank Building will meet instead in Room 1175:

Beginning Spanish I	T 5:00
Intermediate Spanish 3	Th 4:40
Accounting 20L	Th 6:20

Other classes scheduled in 690 Northwestern Bank Building will not change. They will meet as originally assigned.

A program of Extension Classes available each day will be found on pages forty-two and forty-three of the Bulletin of Classes.

No Vision

(Continued from page one)

around us demonstrated the falsity of the statement. Most educated men emphatically were not successful, at least in the prevailing sense. Consequently, we started at once to re-examine our definitions of success, and when the war overtook us, we were well on the way to concluding that for us, in our time, income was perhaps not the best measuring stick. We were about to conclude that a reappraisal of the ingredients of happiness, to the pursuit of which we are traditionally devoted, would reveal many items not to be bought with money.

OUR emphasis in education accordingly turned from acquiring and storing bits of knowledge and tricks of skill to the integrating of personality through experience. The student was no longer to be a ship to be put together piece by piece in a mental dockyard and then, "finished," with flags waving and bands playing, to be slid down the ways at commencement and launched upon what was metaphorically termed "the sea of life." The student, in the light of our new researches, was rather a developing organism for whom we tried to provide the environment of wholesome development. And we changed our slogans to include the idea that the pursuit of happiness begins at the cradle and that the experiences of school years are not a process of installing the equipment for a life in the future but are an integral part of life itself. Education emerged as a continuous process of becoming, and we hoped that in time it might be a process of becoming progressively happier.

THIS inevitably turned our attention to the needs of individuals if they are to be happy; and in addition to monetary income and commensurate usefulness in ministering to the creature wants of society, such things as achievements in the arts and crafts, appreciation of beauty, adaptability to environment, personal health and well-being (all subjectively considered as indexes of happy adjustment to life) became important as ends and means of education. The process of education necessarily included training for specific tasks (for each must help to feed and clothe the world), but education as a whole was distinguished from such training and came to be looked upon as a continually elaborated design for living, covering the whole of life. This change of outlook was marked by earnest and heated debate (which indeed still goes on) about the methods to be employed by schoolmasters, the subjects to be included in the curriculum, the value of "disciplines," the relative importance of

the general as opposed to the specific, and so on *ad nauseam*; but it was also marked by a great proliferation of educational devices and institutions, and particularly by experiments in preschool and adult education. Our practice tended to follow our thinking, and we started to "implement" (to use the uncouth phrase of the day) our newly emphasized devotion to the cradle-to-the-grave conception by establishing nursery schools, forums, continuation centers, and community cultural circles.

IN this brief comment I have used the past tense because the war emergency has suddenly thrust upon us as a people and upon educators as a class new burdens which are in part (in how large part no one yet knows) at a tangent to our depression-evoked ideas. With a war to fight, specific training has become a national obsession. Just as our everyday life has been geared to a series of deprivations, so our education has been adjusted to accomplish the utmost preparedness of individuals for particular duties—and therefore also has been adjusted to a series of sacrifices of values ordinarily considered indispensable. This is less true of elementary education than of secondary and college education, but it is true of the educative process as a whole and may indicate that for all our vaunted national power we are not powerful enough to fight a major war and still preserve the amenities of peacetime civilization. This statement is made not in a critical spirit but in sorrow; the fact is unfortunate, but it is true. We are not to blame for it except to the extent that we, like all peoples of the civilized world, are to blame for the war.

WHAT does this sudden intrusion of emergency methods mean for education in our time? What tasks does it lay upon us for the period of reconstruction after the war? What duties have we with respect to the maintenance of our educational ideas during the war? These are questions which every educator and every thoughtful citizen seeks to answer, and there are a host of collateral questions which inevitably follow upon any attempts at an answer to each of them. Within the limits of space here, it must be sufficient to remark that our experience of the past should help us to chart our course in the present and the future. We should not discard what we learned in adversity about navigation upon a sea of troubles. Just as our period of industrial and commercial expansion led to overemphasis of the part "schooling" plays in achieving income, so this period of national technological accomplishment

(Continued on page four)

War Reading Room

The War Reading Room, 108 Library, is open to Extension students as well as to students in the day session and to other interested people. The maps and charts available in the room are useful to those following the changing geography of the war. The room contains books and pamphlets on a wide variety of subjects, including rationing, housing, postwar planning, our allies, the Axis countries, industry and labor, and the home front. The War Reading Room is open every Tuesday and Wednesday evening, during the regular session of the University, from 7:00 till 9:00. It is open on week days from 8:30 a.m. till 12 noon, and from 1:00 till 5:00; on Saturdays from 8:30 a.m. till 1:00 p.m.

Key Center Bulletins

The following bulletins based on "The World We Want," the second series of radio programs sponsored by the Key Center of War Information and the Department of Speech, are now available on request:

- No. 23, Postwar Reconstruction
- No. 24, The World—Its Natural and Human Resources
- No. 25, Basic Needs and Their Satisfaction
- No. 26, What Can Be Done Through Trade and Commerce To Achieve a Tolerable World Order?
- No. 27, What Can Be Achieved Through Financial Organization To Achieve a Tolerable World Order?
- No. 28, Political Prospects for Postwar Reconstruction
- No. 29, Why International Co-operation Has Failed
- No. 30, What Is the Future for International Organization?
- No. 31, The Function of Arts in the World We Want
- No. 32, Science in War and Peace
- No. 34, Organize Now!
- No. 36, Wisdom of the East

(Others will be appearing)

The September-October issue of the monthly "Reading for Wartime" bulletin, edited by Helen Parker Mudgett of the Extension Division faculty, will be devoted entirely to book reviews. For copies of these bulletins or other Key Center publications, write to Mrs. Bess D. Stein at the Key Center of War Information, 410 Administration Building, University of Minnesota, Minneapolis 14, Minnesota.

English Placement Tests

- September 23, 7:00 p.m., Room 110 Folwell Hall, Campus
- October 1, 7:00 p.m., Room 110 Folwell Hall, Campus

Registration

Students may register for Extension classes by mail or by personal application, from September 13 to October 2. Late registrations are subject to a late fee. It is important that students register before the first meeting of classes.

The first step in registration is to apply for registration blanks, program of classes, and other necessary material. This can be done by mail, by telephone, or in person, at the main office of the General Extension Division on the Campus. Registrations in person may be made at any of the offices of the Extension Division.

OFFICE HOURS

Extension Division offices are regularly open from 8:30 a.m. to 5:00 p.m.; Saturday, to 12 noon. From September 15 to March 4 the Campus office is open from 8:30 a.m. to 8:30 p.m., except on Saturday.

From September 20 to October 2 all offices will be open from 8:30 a.m. to 8:30 p.m. daily, including Saturday.

WHERE TO REGISTER

Minneapolis: 402 Administration Building, Campus. Telephone Main 8177

690 Northwestern Bank Building, Marquette Avenue and Sixth Street South. Telephone Main 0624

St. Paul: 500 Robert Street. Telephone Cedar 6175

Duluth: 504 Alworth Building. Telephone Melrose 7900

Matt Tometz

The June 1943 commencement was an occasion of special pride and significance for the Extension Division. On that day, Mathias G. Tometz was granted his degree of Bachelor of Electrical Engineering with high distinction, the first graduate of the Institute of Technology to take all his courses in night classes offered by the Extension Division. Mr. Tometz, now forty-one years old, began taking classes twenty-two years ago. Time for him has passed swiftly; each fall he has looked forward to coming back to take more classes. The way was not easy, especially during the years of the depression, but Mr. Tometz persisted. His five children ranging in ages from five to sixteen years and his wife are rightly proud of him. What will he do this fall? Take more Extension classes, he says. Perhaps in his profession, perhaps in literature and in related courses. Mr. Tometz has discovered that education is, by wise choice as well as by necessity, a lifelong process.

Late Fees

Saturday, October 2, is the last day to register for Extension classes without paying an extra fee. Late registration and failure to attend the first meeting of the class penalize not only the individual but also other members of the class.

Calendar

1943	
Sept. 13	Registration begins
Sept. 20-24	How To Study Institute
Sept. 23	English Placement Test
Sept. 27	Classes begin
Oct. 2	Last day for registration without penalty
Dec. 18	Christmas recess begins
1944	
Jan. 3	Classes resumed
Jan. 31-Feb. 4	Final examinations
Feb. 5	First semester ends

New Film Bulletin

The 1943 Film Bulletin Supplement will be ready for distribution about the middle of September. If you do not get a copy, write to the Bureau of Visual Instruction, 404 Administration Building. This bulletin and the 1942-44 Film Bulletin list include all the films available from the University Film Bureau.

Additional lists will be issued from time to time by the Bureau of Visual Instruction as new films are acquired.

No Vision

(Continued from page three)

may lead to overemphasis of the values of specific training.

The training itself is all to the good, and we are learning how to do it effectively. But the state of the world, confusion about national and international objectives, popular blindness or indifference to criminal inefficiency and waste and greed and corruption, failure of judgment in selection of governing officials, vast complacency about the state of public health, inability to detect the true from the spurious in the political and social and economic schemes that are put before us—such things suggest that a man or woman may be the best welder or aviator or chemist or surgeon in christendom and still be incredibly clumsy in the art of living as a member of a highly interdependent self-governing society. We talk of a democratic order abroad; what are we doing to prepare for it at home?

Is there not a present duty resting upon all of us in civil life (and in spite of the time-load of forced-draft war activity) to follow even now while the battle rages a planned course of conduct that will keep alive those ideals to which alone we must look for the preservation of our liberties in the days to come? If we were right before the war in concluding that education must be a lifelong process and that it includes the imponderable things of the spirit, can we be right now in assuming that we can lay aside the truly cultural

aspects of education at any time or for any cause without national danger and without impairing our individual capacity for happiness? Of course there are gains from the very sacrifice, if it is consciously made, but only to the extent that it is necessarily made.

THIS is the appropriate place to say that as far as the University of Minnesota is concerned, and notwithstanding the great overload of war training, the facilities for cultural advancement and true education are still available and will remain so. There are some casualties among services normally rendered, but in general the opportunities are little impaired. The conception of education as a continuing process, as learning for living, has naturally brought about expansion of the University's General Extension Division and its many branches. By means of extension services the University's reservoir of knowledge and experience is piped to every city and village, and it is easy for anyone to turn the tap. In these days it is already trite to point out that many University facilities can be of direct assistance in fitting persons for specific jobs, and that many other facilities which the University is helping to provide are devoted to training in war activities.

But in these days, also, it may be wise to say a special word for the humanities, for the traditional cultural services of the University, those which make full the intellectual and spiritual experience of the citizen, which enrich the mind and the understanding. Stable judgment and sound philosophy, faith in the purposes and in the essential goodness of man—we need them now and we shall not need them less after the war. The centuries have not changed by a jot or tittle the perennial truth, "Where there is no vision, the people perish."

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

Use This with Your Bulletin!

The Interpreter

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

Vol. XIX

JANUARY, 1944

No. 2

What Now, White Man?

By Helen Parker Mudgett

(Member of the Extension Faculty)

AT the end of the 15th century two white men started out, one to cross the Atlantic and be the unwilling discoverer of the American continents, and the other to round the tip of Africa and sail eastward across the Indian Ocean. They were not the first white men on these routes, but they were the ones who began the story which today is nearing its climax.

Today, white men stand on the watershed of history. They have climbed the high mountain; before them lie the kingdoms of the world with all their peoples. Dark-skinned peoples for the most part. Today, white men must decide whether they go down from the mountain with vision broadened and healing in their hands, or whether they go with a sword.

THE story has come to this: white Europeans followed Columbus and Vasco da Gama to conquer and exclude, or to conquer and subdue. They went with the white man's pride fierce in their hearts. They went with the white man's weapons in their hands, weapons deadlier far than those of any other people. They went under the banner of the white man's god, and by their own admission he was a "jealous God."

Over most of the peoples and lands of the world white men spread their national flags. To men hitherto content to let the sun across the sky mark time's passing, white men brought alarm clocks. White men put steel in the place of stone and iron kettles where gourds had served. They went further and set power-driven machinery where hand-looms had stood; they closed the mouths of mountain smelting pits and opened the mouths of huge blast furnaces.

WHEN war swept the world, white-taught techniques were everywhere—in the camps of friend and foe alike.

And another thing, also white-taught, was everywhere. It was an idea. The idea it has been called. The idea goes under many names: democracy, freedom, liberty, the right of all people to live in the

way of their own choosing. It is an idea for which uncounted men have died, for which some man, somewhere, is dying now.

But is it a **white** idea meant for white peoples only? When white men saw freedom from the mountain top, did they see it mainly for themselves? Did they climb to a place nearer the sun that they might forever cast their shadow over the colored peoples of the world? Are they planning to fight to hold an exclusive place in the sun, or will they go down and lead the rest of mankind up the half-broken path to freedom's summit?

YOU think these statements and these questions vague and of little meaning? Then you are wrong. Out of our understanding of these questions, out of our answers to these questions will come the end of the white man's story in world history. By what we think and do today we write the chapters of the climax. It is we who will determine whether the end will come in tragedy or triumph.

In the United States, our problem seems two-fold: What shall we do about the colored peoples in our midst? What shall we do about the colored peoples of the world? The problem seems complex beyond the power of any individual to think through, let alone solve even for himself. Before his mental eyes parade endless questions, different questions for each individual, depending upon where he finds himself in relation to the whole.

ACTUALLY, the question is not multiple but single. The first step to its solution not only can but must be taken by each individual alone. It is simple: it is to acknowledge that mankind is a whole of equal parts. With our lips we have customarily admitted this; we say so in religious rites; we say so from political platforms. But we have long let our hands deny the words of our tongues. Too long we have allowed the gulf to widen between the things we say and the things we do.

No man and no nation can long remain healthy under such conditions. The psy-

(Continued on page two)

Building Democracy

FOR those who wish to see democracy better expressed in the field of race and cultural relations, and for those who wish to equip themselves for an active part in this improvement, the General Extension Division is scheduling a special class, (**Racial and Cultural Democracy**. Tuesday 6:20. 104 Folwell. Mudgett and others. No credit. \$10.)

The first few meetings of the semester will be given to facts of race, the assumption being that even men of good will need the additional armor of fact. The balance of the semester will be devoted to the consideration of (a) minority problems as presented by leaders from the minority groups themselves; (b) minority problems as they affect majority groups. Implicit in this arrangement is the too-seldom recognized assumption that majority groups, as well as minority groups, suffer whenever and wherever democracy fails.

MRS. Helen Parker Mudgett of the General Extension staff will act as coordinator. Minority group discussions will be conducted by minority members; the relationship of majority groups to the problems presented will be discussed by various leaders from the Twin City area. In all cases emphasis will be upon such practical matters as employment opportunities as viewed by both business and labor. Those interested in the complete program and names of participants may call any office of the General Extension Division for further information.

Other aspects of the problems of cultural and racial adjustments will be taken up in **Sociology 2, Individual and Group Adjustment**, and in **Art Education 156, Intercultural Education through Art**.

Required Business Course

Economics 175, Government Regulation of Business, will be offered during the coming semester on Mondays at 6:20 in Vincent 211. Because this is a required course for the business degree and because it will not be offered next year, all students who want it should take it now.

THE INTERPRETER

Published four times a year, January, March, June, and September, by the General Extension Division, University of Minnesota, at Minneapolis 14.
Entered as second-class matter, October 2, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

Advisory Committee

T. A. H. Teeter H. B. Gislason J. S. Lombard
Julius M. Nolte - - - - - Director Bess D. Stein - - - - - Editor

JANUARY, 1944

What Now?

(Continued from page one)

chologists have a special word to describe people divided within themselves. We need no special word; we need only the remembrance that comes at night: we go before the world and preach the doctrine of self-determination. What self-determination is there for the peoples in our own country who are denied the vote? We beam our short-wave broadcasts on Asia and promise freedom. What freedom is there in our own country for peoples who are denied the promised right to freedom of opportunity? We ask our young men to give up their cherished places in civilian life and put on their country's uniform. For what? For liberty. But is there liberty at home when some Americans are denied the right peacefully to enter hotels, eat in restaurants, sleep in Pullmans, or worship their God after the manner of their choice?

Have you wondered what is happening, will happen, to the minds of young men ready to give their lives for freedom, for liberty, and who yet see both freedom and liberty imperfectly expressed at home? Have you asked yourself what happened in the minds of men back from Guadalcanal when they heard of the Detroit riots? Those men on Guadalcanal went through a hell which even in imagination we can only skirt. And for what? For groups of our citizens to kill each other in American streets?

The Indian scholar, Shidrahani, says: "There is no race problem except in the mind of the white man." By itself, the statement asks for thought; its implications demand attention. The cool facts are that the white race is outnumbered; that the end of this war will find the products and techniques of our industrial civilization spread over the world; that the idea of liberty will have penetrated to the uttermost corner and the smallest island; and that the voice of freedom—with whose tongue we have ourselves spoken—will never again be still.

If these be the facts, what should the white man do? The answer can be argued in many ways. I suggest three: First, ethically, the white man can acknowledge the right of all peoples to live equally in the sun—he has long said it; he can now act in accordance with his words.

Second, intellectually, the white man can accept the findings of the specialist

(for the most part, he admires specialists) and listen to the anthropologist who says that the differences between races are non-functional; who says that skin-color bears no functional relationship to the skill of hands, the quickness of mind, or the depth of heart; who says, in short, that there is no such thing as racial superiority or inferiority.

Third, it is possible to argue on the grounds of expediency alone (an argument perhaps for those who like to think of themselves as "practical"). And here it must be said that some fall into the danger of becoming party to the "Wolf! Wolf!" fable. We talked too soon, some of us, about the "Yellow Peril." We talked before our weapons, our machines, and our ideas were abroad in the world. They are there now. At the peace table, men from China will talk, not as they did at Versailles in tones of supplication, but in tones of authority. They will speak with the voice of Asia. With the voice of Africa. With mingled voices from the Americas.

They will speak and they will be heard with the respect we give to equals, or at a later date their voices will echo in our ears as we go over the divide into the long valley of broken promises, betrayals, and defeats.

These are hard words. The time for soft words has quite gone. No man should dare to speak soft words to the American people. Not at this time. Not now when Negro Americans have died in the streets of our cities; when Spanish Americans have fled naked through back alleys; when Japanese Americans cower in relocation camps, and Jewish Americans stand helpless in the presence of their desecrated dead—Surely not now, when men from all these groups are dying for us on the battlefields!

No time for soft words now when there is fear lest some day the mask be torn from this war, and we find beneath its verbal exterior the cruel features of a war for the maintenance of white supremacy.

To men and nations there comes a time of crisis, a moment of choice, an instant of decision. Today the United States stands in that moment. As individuals and as a nation, we stand there. Not tomorrow but today, we make our choice.

White man, what have you in your hands and heart as you go down the mountain side?

New Films

The films listed below, received since the Supplemental Film Bulletin was issued in September, are now ready for distribution.

	Rental
About Faces (1 reel)	\$.25
A short subject on dental health. Follows "Danny" from the cradle to his induction in the Army. (Precision Films)	
Black Marketing (1 reel).....	.50
Brazil's Fishing School (2 reels).....	.50
Care of the Feet (1 reel)	1.00
Cuernavaca (1 reel kodachrome).....	.50
In this film we visit three of the loveliest towns in Mexico—Cuernavaca, which stands on the site of an ancient Aztec village and whose modern homes, countless varieties of flowers, and ideal climate have made it one of Mexico's most popular resorts; Tasco, a silver mining town, so picturesque in its beauty that the Mexican government has named it a monument in order to keep it unchanged; and Acapulco, a town whose history is as colorful as its own beautiful surroundings. (Coordinator of Inter-American Affairs)	
Mexico City (1 reel kodachrome).....	.50
When Work Is Done (1 reel).....	.50
This film shows how the people of Sylacauga, Alabama, got together and provided amusement and recreation for the thousands of people who had come to work and live there, to make them feel that they were a part of the community life. Prints of this film have been purchased for the Bureau of Motion Pictures by the Recreation Division, Federal Security Agency. (Office of War Information)	
Resurrection (2 reels).....	.50
The part played by the French in the common struggle. Most important events in the spring of 1940. Exodus of France. Chief episodes of resistance. (France Forever)	
Tehuantepec (1 reel kodachrome).....	.50
Tehuantepec, with its thatched roofs, picturesque countryside, and faithfully preserved traditions, is one of Mexico's most attractive villages. The women of Tehuantepec, famed for their unusual beauty and graceful walk, dominate the scene as we see them in the market place; for it is understood that the men are to work in the fields while the women engage in trade. The clothing worn is exceptionally beautiful and bright. We see a gay wedding party and watch the proceedings of the fruit festival. (Coordinator of Inter-American Affairs)	
Three Cities (1 reel).....	.50
The story of three typical American cities—Norfolk, Virginia; Willow Run, Michigan; Ogden, Utah—and how the war-workers in each tackled and conquered wartime living problems. (Office of War Information)	
Characteristics of Gibbon Behavior (1 reel)	1.00
A documentary film dealing with an important anthropoid ape—the Gibbon (<i>Hyllobates lar</i>)—showing its place in the evolutionary series of primates. (Pennsylvania State College)	
Day of Battle (1 reel).....	.50
An inspiring and dramatic account of the life and death of an aircraft carrier, how she was built and how she lost her life valiantly against the Japanese in battle in the South Pacific. (Office of War Information)	
Defense Against Invasion (1 reel kodachrome).....	.50
Good Neighbor Family (1 reel).....	.50
I Love To Singa (1 reel technicolor)	1.50
This is an animated cartoon, picturing the troubles of a jazz singing son of Professor Owl, a teacher of classical music. The film is recommended for use in elementary grades and through high school. It will provoke conversation about varied types of music and, likely, parental opposition to "musical likes and dislikes." (Teaching Film Custodians)	
Town in Old Mexico (1 reel kodachrome).....	.50

Cancellations

- Advanced Traffic and Transportation II
- Anat. 6 General Human Anatomy
- B.A. 151 Accounting Practice and Procedure B (St. P. Wed. Extension Center section)
- B.A. 180A Accounting Topics (St. Paul section)
- German 4 Intermediate German
- German 64 19th Century German Drama
- Norwegian 4 Norwegian Conversation
- Norwegian 6 Introduction to Norwegian Literature
- Russian 56 Russian Literature
- Span. 4 Intermediate Spanish (St. Paul section)
- Speech 52 Advanced Public Speaking
- Swimming—for Men

Recordings

The recordings listed below are available from the Bureau of Visual Instruction. All of them are on 12-inch records with 78 r.p.m.

- | | |
|--|--------|
| | Rental |
| University of Chicago Round Table
(4 subjects, 12 records)..... | \$1.50 |
| Should We Discuss the Next Peace Now?
Political Reconstruction
Economic Requisites of a Durable Peace
The Challenge of the Four Freedoms | |
| Growth of Democracy (10 records)..... | 1.50 |
| The Magna Carta
Beginnings of Parliament
Freeing of the Serfs
Mayflower Compact
House of Burgesses
Petition of Right
New England Town Meeting
Public Education Begins
Penn and Religious Liberty
Bacon's Rebellion
Right of Habeas Corpus
Indictment of Slavery
Locke on Human Rights
Freedom of the Press
Search and Seizure Issue
Stamp Tax—Proposal
Stamp Tax—Opposition
American Outlook: 1775
Declaration of Independence
The Constitution | |
| Cavalcade of America (Each program
3 records)..... | .50 |
| Abraham Lincoln As a Man Thinketh
Francis Scott Key Nancy Hanks
Robert E. Lee Susan B. Anthony
Thomas Paine Walt Whitman
Constitution of the United States
Dr. Franklin Goes to Court
Jane Addams of Hull House
Oliver Wendell Holmes, Poet | |

Calendar

- Jan. 24—Registration second semester begins
- Jan. 31-Feb. 4—Examinations, first semester
- Feb. 5—First semester closes
- Feb. 7—Second semester classes begin
- Feb. 14—Last day for registration without penalty
- May 29-June 2—Examinations, second semester
- June 2—Second semester closes
- June 4—Baccalaureate service
- June 10—Commencement exercises

New Classes

- ArtEd.156 Intercultural Education Through Art. 3 credits. \$10. W 6:20 St. P. Ext. Center 219, Lien
- B.A.151 Accounting Practice and Procedure B. 3 credits. \$10 plus \$1 lab. fee. T 6:45 Mpls. N. W. Bank 1175, Sevenich; M 6:20 St. P. 1st Natl. Bank 924 East, LeBorious
- Basic Mathematics. 3 credits for certificate. \$10. M 6:20 Main Eng. 104, Fischer
- Choral Reading. 2 credits. \$7.00. W 4:00. Folwell 125, Owen
- Individual and Dual Games. \$5. Th 7:30. (Archery, badminton, bowling). Norris Gymnasium 60, 153. Jaeger
- Industrial Engineering Accounts and Accounting. 3 credits for certificate. \$10. W 6:20 Mpls. N. W. Bank 1175, Rotzel
- Interior Decorating II. 3 credits. \$10. Th 6:20 (in addition to Tuesday 8:05 section) Jones 207, Lewis
- Latin American Culture. 3 credits. \$10. Th 8:05 Folwell 213, Cuneo
- Physics of Ophthalmic Lenses. \$10. W 6:20 Physics 166, Valasek
- Racial and Cultural Democracy. \$10. T 6:20 Folwell 104, Mudgett and others
- Span. 74 Survey of Spanish American Literature: Colonial Period (Prereq.: 20 credits in Span. 1-2-3-4, or equivalent). 3 credits. \$10. Th 6:20 Folwell 213, Figueroa
- Synchronized Swimming and Water Ballet. \$5. W 8:30 Norris Gymnasium 51, Starr
- Woodworking and Finishing in a Home Workshop. \$10 plus \$1 lab. fee. Th 7:30 Mech. Eng. 206, Richards

Changes

- Accounting Practice and Procedure D. T 8:30 Mpls. N.W. Bank 1175 (not 6:20 on campus), Sevenich
- Beginning Acting. W 6:20 (not 8:05) Music 19
- Cameracraft. Limited to 25 in order of registration.
- Contemporary Literature 39: The Novel. W 6:20 (not Th) Folwell 226, Warren
- Engl. Comp. 92 Seminar in Writing. M 6:20 (not 8:05) Folwell 203, Phelan
- French 54. M 6:20 Folwell 304 (not 203), Fermaud
- Norwegian 2. M 6:20 Folwell 12 (not Y.M.C.A.), Rolvaag
- Wartime Entertainment. W 8:05 Murphy 302 (not Music 19)

Special Notices

ENGLISH PLACEMENT TESTS

The placement tests required of all who plan to register for **Composition 4-5** will be given according to the following schedule:
7:00 Thursday, February 3, Room 102 Folwell Hall, Campus
7:00 Thursday, February 10, Room 102, Folwell Hall, Campus

WHERE TO REGISTER

- Minneapolis (Campus): 402 Administration Building, University of Minnesota, Main 8177, Julius M. Nolte, Director
- Minneapolis (Downtown): 690 Northwestern Bank Building, Main 0624, J. S. Lombard, Resident Manager
- St. Paul: 500 Robert St., Extension Center, Cedar 6175, C. H. Dow, Resident Manager
- Duluth: 504 Alworth Building, Melrose 7900, W. H. Livers, Resident Manager

OFFICE HOURS

All Offices
General: 8:30 a.m. to 5:00 p.m.; Saturdays, to 12:00 noon
January 31 to February 14: 8:30 a.m. to 8:30 p.m., including one Saturday
Additional Hours for Campus Office
Till March 4: 8:00 a.m. to 8:30 p.m.; Saturday, to 12:00 noon
(Note: Extension offices are closed on Saturday, February 12, and Tuesday,

February 22, which are legal holidays. Classes will be conducted as usual unless the class and the instructor have arranged for a substitute meeting.)

Transfers

Students transferring from one course to another should notify the General Extension office of the change either by telephone or by letter.

American Patriotic Films

A number of the Warner Brothers series of films in technicolor dealing with important episodes in American history have been added to the University Film Library. The complete list is given below.

- | | |
|--|--------|
| | Rental |
| Declaration of Independence (2 reels)..... | \$3.00 |
| Flag of Humanity (2 reels)..... | 3.00 |
| Flag Speaks (2 reels)..... | 3.00 |
| Give Me Liberty (2 reels)..... | 3.00 |
| Lincoln in the White House (2 reels)..... | 3.00 |
| Man Without a Country (2 reels)..... | 3.00 |
| Monroe Doctrine (2 reels)..... | 3.00 |
| Old Hickory—Andrew Jackson (2 reels)..... | 3.00 |
| Romance of Louisiana (2 reels)..... | 3.00 |
| Song of a Nation (2 reels)..... | 3.00 |
| Sons of Liberty (2 reels)..... | 3.00 |
| Under Southern Stars (2 reels)..... | 3.00 |

DAY-BY-DAY SCHEDULE OF CLASSES, SECOND SEMESTER, 1943-44

MONDAY

Classes in Minneapolis

6:20 p.m.
Accounting (Econ. 25L)
Accounting (Econ. 20L-25L)
Basic Mathematics
Cameracraft (Advanced)
Ethics
European Civilization (Hist. 2)
First Aid for Nurses (P.M.&P.H. 56)
French 4
French 54
Freshman Composition 5-6
German 2
German 4
German 17
Gifted Children (Ed.Psy. 183)—N. W. Bank
Government and Business (Econ. 175)
Health of the School Child (P.M.&P.H. 59)
Interior Decorating II
Minnesota Plant Life
Norwegian 2
Psychology 2 (General)
Seminar in Writing 92
Spanish 2
Speech (Advanced Practical)
Speech (Beginning Practical)
Transportation (B.A. 72)
Vocabulary Building II
Zoology 2

7:00 p.m.
College Algebra
Golf (Men)
Higher Algebra
Hydraulics

7:30 p.m.
Aircraft Engines 1
Metallography and Heat Treatment 2ex

8:05 p.m.
Commercial Drawing
Corporation Finance (B.A. 155)
Personnel Administration (B.A. 167)
Psychology 145 (Abnormal)
Speech 1-2-3
Ward Administration (Nurs.Ed. 60)

Classes in St. Paul

4:40 p.m.
Later Childhood (C.W. 82)

6:20 p.m.
Accounting (Econ. 25L)
American History 21
Business Law 51
Education and the War (H.Ed. 150)
Income Tax Accounting II (B.A. 134)
Principles of Economics 7
Swedish 8

8:05 p.m.
Business Law 53
Europe in the 20th Century (Hist. 66)

TUESDAY

Classes in Minneapolis

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

5:00 p.m.
Spanish 2—N. W. Bank

6:20 p.m.
Accounting (Econ. 25L)
American History 21-22
Behavior Problems (C.W. 140)
Birds of Minnesota
Cost Accounting (B.A. 153)

Drawing from Still Life and Pose
Health Problems of Adult Life
Income Tax Accounting II (B.A. 134)
Motion and Time Study (M.E. 174)
Nutrition for Nurses (P.M.&P.H. 76)
Personality Development Through Speech II
Postwar Reconstruction (Pol.Sci. 30)
Psychology 161 (Personnel)
Racial and Cultural Democracy
Sociology 1
Spanish 1
Spanish 4
Spanish 54
Swedish 8

6:30 p.m.
Accounting II (A.I.B.)—McKnight Bldg.

6:45 p.m.
Accounting Practice B (B.A. 151)—N. W. Bank
Geography of War Theaters 35

7:00 p.m.
Integral Calculus
University Chorus

7:30 p.m.
Advanced Plastics
Bacteriology 152
Chemistry 2ex
Chemistry 7ex
Chemistry 9ex
Chemistry 12ex
Chemistry 124-125ex
Home Vegetable Gardening
Navigation and Meteorology (Aero. II)
Petroleum Products and Testing
University Symphony Orchestra

8:05 p.m.
Accounting Practice (B.A. 151)
Accounting Topics (B.A. 180A)
American Government (Pol.Sci. 2)
Freehand Drawing
Home Floriculture
Insurance Principles (Econ. 50ex)
Interior Decorating II
Preparatory Composition
Social Philosophy 20
Swedish 10
Swimming (Men)
Teaching and Supervision (Nurs.Ed. 70ex)

8:30 p.m.
Accounting Practice D—N. W. Bank

Classes in St. Paul

4:40 p.m.
Children in Wartime (C.W. 85)

6:20 p.m.
Accounting (Econ. 20L-25L)
Spanish 2

8:05 p.m.
Psychology 2 (General)

WEDNESDAY

Classes in Minneapolis

6:20 p.m.
American Economic History 84-85
American Literature 79ex
Astronomy and Navigation 13
Beginning Acting
Business Law 53
Cameracraft (Beginning)
Choral Reading
Contemporary Literature 39: The Novel
Counterpoint
Europe in the 20th Century (Hist. 66)
Fish and Fishing in Minnesota (begins March 1)
French 2
French 5

French 68
Freshman Composition 4-5
Handcrafts
Health Education (P.M.&P.H. 81)
Individual and Group Adjustment (Soc. 2)
Physics of Ophthalmic Lenses
Principles of Economics 6
Psychology 1 (General)
Radio Speech 65
Recent Literature in High School English (Ed.C.I. 198)—N. W. Bank
Wartime Entertainment (Speech 71-72)
Zoology 2

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

7:00 p.m.
American Country Dancing
Analytical Geometry
Trigonometry

7:30 p.m.
Aircraft Engines 2
Beginning Swimming (Women)
Engineering Drawing 1 and 2

8:05 p.m.
Advanced Money and Banking (B.A. 142)
Beginning Acting (Speech 33)
Business Law 51
Enjoying Music
Industrial Accounting—N. W. Bank
Life Drawing and Painting
Philosophies of War and Peace
Russian 21
Wartime Entertainment

8:30 p.m.
Synchronized Swimming

Classes in St. Paul

6:20 p.m.
Accounting Practice B (B.A. 151)
Advanced Cost Accounting D
Diagnostic and Remedial Instruction (Ed.C.I. 151)
Freshman Composition 5-6
Intercultural Education Through Art
Interior Decorating II

7:30 p.m.
Engineering Drawing 1 and 2
Mechanical Drawing 20

8:05 p.m.
Accounting Practice D
Accounting Topics (B.A. 180A)
Art in Secondary Education (ArtEd. 185)
Beginning Cost Accounting (B.A. 153)

THURSDAY

Classes in Minneapolis

4:40 p.m.
Spanish 4—N. W. Bank

6:00 p.m.
Beginning Tennis (Women)

6:20 p.m.
Accounting (Econ. 25L)—N. W. Bank
Art for Elementary Teachers (Art Ed. 17-18-19)
Book Reviews
Business Law 54
Ear Training and Sight Singing
European History 60-61
History of Music 36-34
Income Tax Accounting Survey (B.A. 134ex)—begins January 6

Interior Decorating II
Italian 5
Mineralogy
Nursing School Personnel Techniques
Portuguese 2
Problems of World Politics
Public Health Nursing (P.M.&P.H. 63)
Radio Script Writing II-III
Recent Social Trends 96
Russian 2
Social Worker and the School 80
Spanish 74

7:30 p.m.
Bacteriology 152
Beginning Plastics
Chemistry 2ex
Chemistry 7ex
Chemistry 9ex
Chemistry 12ex
Chemistry 124-125ex
Engineering Drawing 1 and 2
How to Use a Home Workshop
Individual and Dual Games
Marine Drafting 71

8:05 p.m.
Advanced Writing 28
Business English
Freshman Composition 5
Latin American Culture
Principles of Economics 7

Classes in St. Paul

6:20 p.m.
Accounting (Econ. 20L-25L)
Elementary School Subjects (Ed. Psy. 113)
Fundamentals of Speech 1-2-3
Psychology 1

7:00 p.m.
College Algebra

8:05 p.m.
Vocabulary Building II

FRIDAY

Classes in Minneapolis

6:20 p.m.
Accounting (Econ. 20L-25L)

6:30 p.m.
Accounting II (A.I.B.)—McKnight Bldg.

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

The Interpreter



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

Vol. XIX

MARCH, 1944

No. 3

The Word and the Warrior

By Bess Dworsky Stein
(Editor of the Interpreter)

WHY should we be so concerned with the education of the *soldier*, the man of war?" we may ask. "What has the pen to do with the pilot, the book with the bayonet, the word with the warrior?"

Examining these questions and formulating our answers involves us in the wholesome process of defining our values, of realizing what we mean when we say of a man, "He is an *American soldier*."

What do we mean? We mean in part that our soldier is not only a fighter with a necessary task to accomplish but a civilian as well, with a place in civilian life that he must resume; with duties, responsibilities, privileges; with a living part in the American tradition; with innumerable ties with the past and a stake in the future.

WE mean this also: Our soldier asks Why? and How Come? and What Next? and So What? He may phrase his questions differently; he may not be able to ask them of all men. But he wants to know what he is fighting for. As we do. He wants to retain and develop the skills, the training, the curiosity, the hopes and ambitions, the capacity for adventure and change and growth of his rooted civilian life. As we do. And we don't want our soldier to forget that he, too, is the People of the United States.

A RECENT *Fortune* article on "Army Orientation" expresses well one part of the significance of education for the soldier:

"The importance of what the soldier knows today obviously grows out of the fact that an army can be a peril to the democracy that has reared it. And it grows out of the fact that we are training a generation of technical specialists who need badly to learn broad human perspectives. The education of any soldier now is one of the most tremendous social instruments in the world, and it is such precisely because the battle is everywhere, and nowhere more than in the soldier's own mind."

But the interest in the idea and in the alert mind is not, cannot be, should not be the concern of the Army exclusively. As the *Fortune* article suggests in evaluating the army orientation program, "... no army can do what its civilization has not done."

The two can work together. An example of the way they do work together is the

Armed Forces Institute, a program which encourages men and women in the several Armed Services to continue their education through correspondence study courses of the Army Institute or of any of the seventy-six colleges and universities cooperating in the program.

BECAUSE the University of Minnesota is one of the institutions participating in the program, we can examine aspects of this intellectual ferment at close range. Our Correspondence Study Department reports that besides some one hundred and fifty independent registrations from servicemen, there were 308 registrations in 1942-43 through the Armed Forces Institute. By March of 1944, there were 1,164 more.

Where do they come from? From men in the air, on the sea, on land. From men within and without the boundaries of the United States. From all the continents. From the places-with-names where we know our fighting forces to be—North Africa, Italy, Alaska, China, India, Iceland, New Guinea, Australia, Hawaii. And from the great anonymous sweeps—"Somewhere in the Southwest Pacific," "Somewhere in the Central Pacific."

THESE long distance students have many courses available to them. There are about forty preparatory subjects, subjects on the high school level for those who want to complete their high school training or for those who have developed new interests and want to study them at a pre-college level. On the college level students of the Armed Forces may choose among some one hundred and sixty subjects. Their needs and their interests are various. They may be interested in technical training and select engineering courses in drawing, mathematics, mechanics; because of present needs or because of plans for the future they may prefer classes in business administration, economics, education; feeling that the war will make linguists of us all, they may register for French, German, Italian, Norwegian, Swedish, Spanish; their concern with the social-political scene may lead them to take courses in anthropology, history, po-

litical science, sociology. Or they may be people with hobbies and special interests who choose courses in agriculture, English composition and literature, geology, interior decorating, journalism, philosophy, playwriting.

JUDGING by the number of registrations, the subjects most popular with members of the Armed Forces registering with the Correspondence Study Department of the University are Accounting, Engineering Mathematics, College Composition, and Journalism. These courses and the others may not in themselves preserve the civilian values and increase the comprehension and *Weltanschauung* of the students, but certainly the continued study is yet another way to preserve ties with the society these men and women have for the time left behind them; to increase the spread of their horizon beyond the immediate battle; to maintain or improve their articulateness about what they see or feel or think.

THESE people are not merely "registrations." They are not merely an envelope coming over long distances and at irregular spans of time. They are people, sometimes mysterious, sometimes articulate. One cannot help wondering, for example, whether the band-member soldier who has registered for Beekeeping is planning mischief, or whether, perhaps, he remembers that there was a book called *Honey in the Horn*. And what about the sailor taking Landscape Design? Will his ship come sailing into port someday, all skilfully terraced, green not with seaweed but with rooted blossoming things?

SOMETIMES letters provide some information about the interests and attitudes of the men. From "Somewhere in the SW Pacific" one enterprising soldier writes:

"I have another problem I should like to explain to you. It takes about two months for texts to reach me out here. As a consequence, if I wait until I complete courses to register for more, there will be a time lag of about two months. To avoid this, I would like to register in advance for future courses so that the materials will reach me shortly after the completion of my present courses. Otherwise a large part of my time will be wasted in sitting around waiting two

(Continued on page two)

THE INTERPRETER

Published four times a year, January, March, June, and September, by the General Extension Division, University of Minnesota, at Minneapolis 14.
Entered as second-class matter, October 2, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

Advisory Committee

T. A. H. Teeter H. B. Gislason J. S. Lombard
Julius M. Nolte - - - - - Director Bess D. Stein - - - - - Editor

MARCH, 1944

Word and Warrior

(Continued from page one)

months at a time for new courses to reach me. I have a great deal of time to devote to the courses out here. Outside of not too lengthy duties, my time is my own. It's a long trip out here and we have malaria and Jap bombers, so we don't have USO entertainers hanging on the trees. I've seen one in the last six months. We have occasional movies mostly dealing with the war. The Hollywood version doesn't exactly square away with the actual thing so they are usually greeted with cat calls and boos. If you're lucky enough to get a rest leave, it's over fifteen hundred miles to the nearest place you can call civilized. It all adds up to a lot of spare time. Hence the request to register in advance to keep it partly filled.

"I think you'd be amazed at the number of boys that have shown interest in this correspondence work. The Army as a whole is showing interest in education and all things pertaining to the postwar world. No matter how crudely they may express it, this army seems to have a pretty good idea of what they're fighting for."

From another part of the Pacific comes a different request.

"What would you do if you were in my place? I mean aside from digging fox-holes and writing epitaphs for the man who invented hash. . . I would like to try my hand at writing. . . But I'll be darned if I know where or how to begin. I don't know if I can write a short story or a newspaper column any better than I can wash a pair of socks since I haven't tried. As I said I don't know where to begin. . . What would you do if your pen had two left feet and didn't know which way to travel? What course would you take as a beginner? Newspaper feature writing, short story, advanced writing?"

A wider program of advice is asked by a staff sergeant "in the Pacific."

"While it is very early to be looking forward to post-war days, I am giving serious thought to earning a college degree in journalism or advertising after the war, and shall very much appreciate your advice and assistance in formulating tentative plans. . . . What courses in journalism, advertising, or basic subjects, if any, does the University offer under the Army's correspondence course plan which might be helpful to study now rather than waiting until enrolling at the University, and would such courses carry credit toward a degree? . . . Can you make any general comments about the likelihood of a person of my age, with business experience which might tend to make one just a little skeptical or scornful of class work, and with severe war experiences which inevitably result in some degree of cal-

lousness and cynicism, being able to really settle down and concentrate on studies? I realize, of course, that it depends entirely upon the individual, but perhaps you can mention briefly the general experiences of others with a like background."

These and others like them are some of the men who are coming home. These are some of our future ex-soldiers returning to take part in a world they were sent away to protect. Neither we nor they can afford to have them return complete strangers, alien to the ways of civilian life, and indifferent to the power of the idea and the word.

Spring Plowing

By Joan McComber

(Editor's Note: Miss McComber wrote "Spring Plowing" this winter as a class assignment in Preparatory Composition. Except for corrections in punctuation and spelling, it appears here as she wrote it.)

MY father stood in the farmyard looking out toward the fields and planning. A pink sunrise had melted away into clear daylight. The cows, having been milked, were started down the lane. He thought, "Today is the beginning of spring!" Not until the fragrant smell of blossoms came from the orchard did he begin to think of planting. Looking toward the east slope, he saw visions of a ripe garden. He would turn the alfalfa over for fertilizer. This was the time of year to plant corn and beans, melons, pumpkins, tomatoes and cucumbers. Bending down he crumbled a clump of dirt in his hand. Here was his final test as to whether the earth was ready for plowing. If it were too muddy the soil would not mulch well, and he could not begin.

As he slipped the harness on and led the dependable horses up to the machine shed, he knew he needed no rider to guide the team in making straight furrows. A crust of ice that had caked made the doors stick, but soon he was able to slide them open, backing the team into the shed while he hitched the clevis of the plow to the eveners. It was a good plow, though the gage wheel was slightly bent when he bought it last fall. Now he gaged the wheel for six inches deep and ran his thumb over the colter as a last moment assurance that the blade was sharp enough.

He was thinking with nature now. There were reasons why he had chosen this

field. If the rows lay from north to south the plants would have the greatest advantage of the sun, and yet, because the land sloped, he must make the rows parallel to the horizon. It was too much chance to run the furrows down the hill, especially where it was eroded and might wash out in a bad storm. Once in the field he would set his back to the sun, cutting horizontally across the hill.

A moment he stood, gripping the handles firmly, his feet wide apart, squinting down the width of the field till the fence post sighted directly between the "inside" ears of the horses. The colter, cutting into the sod, made it easy for the share, which tore into the earth, gutting it up against the molding board; and the dark soil rolled loose and fine like a breaker wave against a peaceful shore. Now and then he stooped to shake out a stubborn root and remove an embedded boulder. When coming to the eroded ditch he tried to force good clumps of dirt into the hollow and threw boulders in to build it up. Along the norther edge, where he had cut the saplings in the woodlot, he cursed and coaxed the horses over the rough ground, as the plow bucked over the stumps.

All day he toiled, thinking of how soft his hands had grown during the winter, unhitching the horses and giving them a rest, evening up a row, already thinking of tomorrow when he would drag the field. The diamond-tooth blades would mulch the soil into a soft even blanket.

The thick odor of the newly turned soil penetrated his nostrils. The moist earth felt like a soothing salve on his calloused hands. The land was furrowed away down to the road. And though my father could not straighten his back, he felt fine inside, for his dream of the winter was taking shape. Spring plowing was done.

Vegetable Garden Book

You don't have to have a vegetable love to be interested in *Let's All Grow Vegetables*, written by Grace Keen and Arthur Hutchins and just published by the University of Minnesota Press. You may be a willing but ignorant would-be victory gardener. You may be a gardener in good standing who wants his information interestingly and conveniently assembled in one book. The handbook, which sells for one dollar, will be a useful and enjoyable assistant to the Minnesota victory gardener, whether his agricultural triumph embraces only a small window box or a whole suburban lot.

Extension students expecting to get degrees or certificates at the graduation exercises in June, 1944, should communicate with Mr. Watson Dickerman, 409 Administration Building, as soon as possible.

New Films

The Bureau of Visual Education has added the following 16 mm. sound films to the Film Library.

Rental fee
Cadet Classification (2 reels) \$.50

This film points out the basic principles of the classification procedure employed for the selection of cadets to be trained as pilots, navigators, and bombardiers. The film holds much general audience interest and inspires confidence in the men of our Air Forces. (Office of War Information)

Handle with Care (2 reels)50

Canada is now turning out more explosives in a period of six months than were turned out in the entire period of the last war. Here we see an increasing tide of workers among whom are chemists, engineers, laboratory technicians—all combining their skills to turn out the deadly materials of annihilation. The film emphasizes the increasingly important role chemistry plays in the war. Animated diagrams tell the story of TNT. Steps in the production of explosives are shown. (Office of War Information)

Road to Tokyo (2 reels)50

Both oceans with cargo fighting men carry a rising tide of shipping to a network of islands strung far and wide. But now America's front—Canada and Alaska—are coming to the fore. This coastal area which Japan considers so highly vulnerable to bombing and parachute attack, has a network of fortifications that point to the very heart of Nippon. Navy patrol ships below and patrol bombers overhead are on vigil. The coast cities all the way from San Diego to Vancouver have organized. Peaceful areas have given way to guarded military zones. Guns and heavy artillery have replaced the axe and saw. This is a stirring film. The music and dialogue well suit the tempo of the film. (Office of War Information)

Sicily: Key to Victory (2 reels)50

This film was photographed by the Canadian Army Film Unit Overseas. The film emphasizes the fact that the success of the Sicilian campaign began in the wheatfields and factories of Canada and was due to the combined efforts of civilians and soldiers. There is a chronological account of progress made in the invasion of Sicily. There are scenes of actual battle and of the resulting devastation and ruin. The film holds a great deal of general interest. (Office of War Information)

Antioch College, Ohio (2 reels)50

After introductory campus scenes, students are shown at work on some sixty jobs in three major areas: business, social science, and industry and research. Between each group of jobs, scenes on the campus show how the job experience invigorates classroom study; how it gives students a background for running their own \$25,000 business of Community Government; above all, how it equips them to govern themselves, to fulfill "their birthright as Americans to shape the lives they live."

Rental fee
Facts About Fabrics (2½ reels)50

The film describes yarns, constructions, dyeing operations, and finishing methods used in making textiles. It also contains information on the care of fabrics, washing, etc. "The finest teaching film on fabrics we have seen."

The Dutch Tradition (3 reels) 1.00

The film goes beyond the surface characteristics of the people of the Netherlands to discover the fundamentals of Dutch moral strength in the Allied cause of freedom and peace. In the Netherlands East Indies, half the globe away, we see the sources of tin, oil, rubber, rice, spices, tobacco, tea and quinine and some aspects of the Dutch policy of development. In Java, Sumatra, Bali we learn of the culture and industries in these 3,000 islands. We see native dances and the famous silver craftsmanship. Predominantly Indonesian, the 70,000,000 people of the Indies take an active part in the social, economic, educational and political life. Local government includes Indonesians, Arabs, Chinese and Dutchmen. **THE DUTCH TRADITION** is suitable for educational use in geography, commerce, social studies, history, civics, international relations, and war information. (Office of War Information)

Youth Builds a Symphony (2½ reels Kodachrome)50

The film illustrates progressive steps by which a young orchestra masters a symphony a week: sight-reading, section rehearsals directed by leading symphony artists, try-outs for seats in sections, recording and finishing performance of Howard Hanson's *Romantic Symphony*, conducted by the composer. Features famous guest conductors and composers in action: Percy Grainger, Ferde Grofe, Howard Hanson, Thor Johnson, George Frederick McKay. Excellent color, perfect synchronization, exceptional sound. (Charles T. Chapman)

TERRY TOON CARTOONS

Tom, Tom, the Piper's Son (1 reel)75

Canine Comedy (1 reel)75

Film Accidents

The Bureau of Visual Instruction reports an unusually large number of film accidents of one kind or another. Film damage is greater than it has been. One morning about 1600 feet of film had to be thrown out as beyond repair. Most of those films had torn sprocket holes indicating undue tension somewhere in the machine.

There have been also many mix-ups in the shipping of films. In a number of instances, films were not put in the proper cans; some films have been shipped to the wrong Film Bureau.

All these mishaps may be due to inexperienced help. Schools are asked to use every care in handling films. The same film may be shown thousands of times if properly run: a single bad run may make the film useless.

Recommended Films

The Bureau of Visual Instruction calls special attention to two films which it recommends highly and which deserve wide circulation.

Rental fee
Petroleum Geology (3 reels) 3.00

Astronomy, geology, and paleontology furnish good scientific introduction to the work of the oil geologist who tells the driller where to sink his hole and how deep to go. Struggles of ancient giant reptiles, resurrected from the old silent feature "Lost World," are interesting even though film is technically dated. It tells also the fascinating "story of the rocks."

The Silent Enemy (6 reels) 6.00

It tells the story of the American Woods Indians before the White Man came to take away their hunting grounds. It unfolds an absorbing chronicle of the Indians' never ending quest for game and their ceaseless struggle against hunger—their "silent enemy." Authentic throughout, with an all-Indian cast, a tensely dramatic story, and thrilling animal fights, this production appeals to all groups and all ages.

Key Center Bulletins

The following additional bulletins based on "The World We Want," the second series of radio programs sponsored by the Key Center of War Information and the Department of Speech, are now available by writing Mrs. Bess D. Stein, Key Center of War Information, 410 Administration Building, University of Minnesota, Minneapolis 14:

- No. 37. The Need for Prophets
- No. 38. Children in Wartime
- No. 39. Preparation of Administrators and the Programs of Action for Occupied Countries
- No. 40. War Anxieties
- No. 41. A Lesson from History for the World We Want
- No. 42. Economic and Political Problems After the War
- No. 43. What of Free Enterprise After the War?
- No. 44. What History Does a Citizen Need to Know to Function Effectively in a Democracy
- No. 45. The Spirit of Latin-American Literature
- No. 48. Is the Culbertson Plan a Solution for Postwar Problems?
- No. 49. History and Literature
- No. 51. Understanding Russia Through Russian Literature
- No. 53. The Mid-Continent and the Peace
- No. 54. Nutrition in War and Peace
- No. 55. Walter Lippmann's *U. S. Foreign Policy*
- No. 57. Phillip K. Hitti's *The Arabs*
- No. 60. Carlos Romulo's *Mother America*

Books in Review

by Bess D. Stein

THE SEAS STAND WATCH. By Helen Parker Mudgett. Alfred A. Knopf, 1944.

We now are of the North and Middle West. The only seas most of us have known are the great earth seas of grain, green or yellow-brown in the sun, moving wavelike with the passing over of the winds. But we are not alone what we are; we are also what we were, what we did, what we said. Even for us the land-locked, the seas and the parts they have played—and still play—in the life of our country should not be strange and unknown. The Atlantic seaboard, Salem, New Bedford, the China trade—these are part of what we were. Understanding them better, we know better what we are.

In *The Seas Stand Watch*, we can in part view the macrocosm through the microcosm, the great world through the little one, history working not in great generalized sweeps but through the individual human life, the individual person, place and thing, John Noyes, Salem, a ship. Reading this novel, we are reminded that history is people—not an Embargo Act or a War of 1812 or a Hartford Convention, but these as they express or challenge the lives, plans, confusions, pettiness, greatness, blindness, vision of human beings separately, of human beings symbolic of the young uncertain United States.

That is one kind of story we can read here: an economic history with the sweep of the great stirrings and the charm of the precise fact. There is another kind of story here, involved in the other—the story of life at sea, of men on the ships of the 1790's and early 1800's, stopping at Table Bay, Batavia, Amboyna, Riger. And of the things that made a ship's cargo: sandalwood, mace, bird's nests. And of the storms at sea and the calms, the tensions, the treachery and cupidity, the courage and loyalty.

And there is yet another story, part of these and separate. The story of a man who thought, "These are the things which are real to me . . . waves, winds, men who sail, ships and their makers. These are the things I know. I don't have to understand them. You don't need understanding when you have knowledge." But

Helen Parker Mudgett is a member of the Extension Division faculty, teaching courses in American Economic History as well as directing the course in Racial and Cultural Democracy and editing "Reading for Wartime," a monthly review of periodical literature, one of the publications of the Key Center of War Information.

of course you do. And it is John Noyes' progress towards understanding of himself as a feeling human being with thought and love of things other than ships and the sea that makes up much of this third theme. And whether our concern is romantic or psychological, certainly John and Julia hold our interest. True, we cannot help wondering why—in a group so full of insight and wit and feeling, the private world of John's parents, Royal and Caroline Noyes—John's slow awakening should have been left so much to chance. But perhaps it is not the book but the strange wasteful blundering ways of life that we are questioning. Perhaps it is because the human heart is wrung not by the great march of history but by the human event and the human frustration.

AT HEAVEN'S GATE. By Robert Penn Warren. Harcourt Brace, 1943.

Robert Penn Warren, Professor of English at the University of Minnesota, is the author also of another novel, Night Rider, and of several volumes of poetry. He teaches one class in the Extension Division, Contemporary Literature.

Ashby Wyndham, the reformed Cain, poet evangelist of the Lord, sent forth from the mountains to find his wandering Abel brother, Joseph, whom he had smote with ungodly violence, is no doubt the strangest and most winning of the characters in Mr. Warren's second novel, *At Heaven's Gate*. Ashby's autobiography, which he writes in jail—is he cousin to John Bunyan? is this his *Grace Abounding*?—may be lifted out of the longer novel and read as a separate, moving prose poem. Or leaving it in the mainstream of the larger novel, one realizes—though perhaps not till almost the close of the story—that it is much involved in the other.

The outer novel is the story of the crashing of Bogan Murdock's financial empire, and the more immediate story, Sue Murdock's attempts to escape from the world dominated by her father. But she has nothing to escape to; she doesn't know what her self is. So, being Sue, she seeks escape through a series of unsatisfactory love affairs.

But almost nobody else in the story seems to achieve an understanding of self either. Sweetie Sweetwater has; but though he has won his own soul, he doesn't altogether win the reader; Duck-foot Blake gains at last a realization that what he is and does really matters. But for me, Jim Calhoun, Old Mr. Calhoun, is the only person in the outer novel who maintains a consistent human dignity, a

clumsy human tenderness, and an integrity which in spite of his general inarticulateness make him in some ways the most warmly expressive character in the book.

You may not enjoy reading *At Heaven's Gate*. Much of it is violent, disturbing, unpleasant; some of it you may find shocking or disgusting. But you will find it provocative. "What does it mean?" you will think as you end the book. "What does it add up to?" And weeks, even months later, the intellectual-moral ferment will still be working. "What does it mean? What's wrong with them—the people of the book? What's wrong—what's wrong with us?"

There are several quotations from the book which may be of some help in making the beginnings of an answer. Slim Sarrett, the intellectual esthete, maker of shrewd observations about others though himself something of an unsavory mess, tells Bogan Murdock: "You represent to me the special disease of our time, the abstract passion for power, a vanity springing from an awareness of the emptiness and unreality of the self which can only attempt to become real and human by the oppression of people who manage to retain some shreds of reality and humanity." Another clue comes from Jason Sweetwater's analysis of himself: "He had learned that he had to believe in something else before he could really believe in himself." And his comment on Sue Murdock: "Everybody stands for something and till you know what you stand for you ain't nothing."

I don't know what the final and complete answer is. The problem is yours. But let me warn you: the analysis and search and weighing won't stop with the book.

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

The Interpreter



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

Vol. XIX

JUNE, 1944

No. 4

War Training for the Home Front

By B. J. Robertson

(Instructional Representative ESMWT)

THE Engineering, Science and Management War Training program is carried on under the General Extension Division at the University of Minnesota and is financed through U. S. Office of Education. This program differs in its purpose from most efforts in the fields of education. It provides specific training for specific jobs and purposely omits any attempt to build an educational background. The courses given are "designed to meet the shortage of engineers, chemists, physicists, and production supervisors in fields essential to the national defense." They are generally built around the need of some specific industry and thus may consist of small parts of a great number of college courses. For example, a course in **Inspection Practice for Women** will include a little algebra and trigonometry, some mechanical drawing, exercises in the machine shop of the University, instruction about the metallography of materials used, and some training in the actual use of the instruments commonly required for the proper inspection of high precision parts of war machines, guns or ammunition. To the above may be added some essential information on human relations.

CCOURSES are most often planned with the advice and help of the industries who need manpower in their technical and management departments. Instructors are frequently drawn from the industry. Many courses are taught partly by university faculty and partly by men who have the desired industrial experience in the fields which the course is to cover. The content of courses is very flexible; there is no desire on the part of the ESMWT administration to regiment the instruction. It is immaterial whether the same course outline is followed in two courses which may have the same name. It is vital, however, that the material in each of the courses fit the need of the industry involved. For example, the application of fundamentals in machine drafting for the Twin City Ordnance Plant would be quite different from one which was organized to take care of the needs of the Northern Pacific Railroad Shop.

If the courses are planned in accordance with the needs of the industry, it is ap-

Summer Classes

This summer again the Extension Division is offering summer evening classes in a variety of subjects. The list of scheduled classes appears on page 4 of this Interpreter. For a mimeographed descriptive bulletin of classes call any of the Extension offices. Most classes meet twice a week for eight weeks, beginning June 12.

parent that in most cases they cannot conform to the material given in a regular college course and that it is unwise to attempt to evaluate them for college credit, although they are all on a college level.

TWO hundred and sixteen colleges and universities in the United States offered approved courses during the last year under the ESMWT program. These colleges conducted twelve thousand courses, employed thirty-seven thousand instructors, and enrolled six hundred thousand trainees. A unique feature of this Government agency is that it has always returned money to the Government—last year about three million dollars. It has never been overdrawn, nor has it ever obligated itself for more funds than had been appropriated by Congress during any one fiscal year.

DURING the last year, one hundred and fifteen courses, enrolling 3,960 trainees and employing two hundred instructors, were given through the University of Minnesota. Up to the present time, one hundred and forty courses, enrolling three thousand students and employing one hundred and seventy-five instructors have been given at the University of Minnesota. Classes in this year's program will continue until September 30.

Throughout the United States the number of trainees enrolled and the number of courses given correlate very well with the number of people employed in war work. The State of Minnesota ranks nineteenth in the number of people trained by ESMWT so far this year and twentieth in the number of war plant employees.

Since 1940 when the courses were first started, there has been a marked change

(Continued on page two)

Haldor B. Gislason

(Editor's note: Haldor B. Gislason, Head of the Department of Community Service, retires from the University this June. Honoring him, Frank M. Rarig, Chairman of the Department of Speech, has written the following editorial, as friend and colleague.)

ON a front fly-leaf of his book, **The Art of Effective Speaking**, Haldor B. Gislason quotes the following sentence from George Santayana: "Eloquence is a republican art, . . . as conversation is an aristocratic one."

AS teacher, citizen, colleague, and as a whole man living among his fellow men, the author of this book has been a practitioner of the principles suggested by these words. As a teacher of public speaking and as a director of debaters, he has exercised a profound influence on many generations of students, who have derived from his instruction and guidance a training in the analysis of public questions not from the point of view of partisans but from the point of view of objective critics of the inevitable conflicts that arise in any system. He has always repudiated the low conception of eloquence as the art of the demagogue. He has cherished it rather as the means whereby, in all crises of human history since Demosthenes and Cicero, the wills of men have been energized and unified in supreme efforts to set their affairs in order.

ALTHOUGH in his philosophy and underlying loyalties, Haldor Gislason has always been a democrat, in his tastes and practice of the art of living he has always been an aristocrat. He has lived his life in the contemplation of a constellation of values less abstruse than those of Plato but no less elevated. His sympathies have always been with the underprivileged, but his standards of value have never been warped by either the allurements of wealth or the clamors of the vulgar.

A man of sensitive taste, he has been singularly free from the snobbery of the dilettante. He has extended his sympathetic understanding to all points of view but has insisted that merely tribal loyalties must be held in balance. Violence, injustice, and outrage against those mutual obligations which every man owes to his fellow men have always aroused his condemnation.

As a friend and colleague, he has been one of the most modest and generous of

(Continued on page four)

THE INTERPRETER

Published four times a year, January, March, June, and September, by the General Extension Division, University of Minnesota, at Minneapolis 14.
Entered as second-class matter, October 2, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

Advisory Committee

T. A. H. Teeter H. B. Gislason J. S. Lombard

Julius M. Nolte - - - - - Director Bess D. Stein - - - - - Editor

JUNE, 1944

War Training for the Home Front

(Continued from page one)

in the type of student and the nature of the courses offered. Many graduate engineers enrolled in the early courses to orient themselves to the demands of war plants. The need of technical men was so urgent at that time that many courses operated every night of the week; men working all day in the office went to school from three to four hours every evening. As the war plants grew, it was soon apparent that there was not a sufficient number of men with engineering training, even including those who had been trained in engineering early in life and who had drifted into other branches of industry, to take care of the engineering work in the various plants. The training then shifted to people with some background in the fundamental sciences of mathematics, physics, and chemistry who could be trained to take on specific jobs in engineering offices. As the situation became more acute, the need for specially trained people in personnel, accounting, supervision, and other managerial occupations became more evident and courses given in that field by the School of Business Administration grew.

It became evident that women made excellent engineering aides, often surpassing the men whose places they took in drafting technique and other engineering office work. In the earlier years of the program, people were trained to make themselves acceptable for jobs in war industry. During the past year, nearly all trainees were already engaged in war industries and were taking the training to qualify themselves for more important work. In most cases, trainees were encouraged or asked by their employers to take work under the ESMWT program. The training made them more valuable to the industry and often resulted in promotions.

During the past few months, the demands of the Army and Navy have withdrawn many technically trained young men from industry. It is undoubtedly true that the positions they held are not as critical now as they were when the manufacture of war material was in the developmental stage. However, it is essential that their positions be filled by persons

able to do acceptable work. The ESMWT works closely with the War Manpower Commission in an attempt to orient its courses so that instruction may be offered which will gradually prepare others to take the place of the young men being withdrawn. The final character of the courses, however, can be determined best by direct conference with the industries affected. Not all industries require training for a sufficient number of people to justify a course exclusively for them, so that frequently the needs of several industries are combined into a single course. We are expecting to keep in touch with industries throughout the summer to learn all we can about their present and anticipated needs. Available records listing the 12,000 ESMWT courses given in the United States during the past year may be used as suggestions for meeting similar situations in the state of Minnesota. A personal call at our office or a telephone message is sufficient to arrange for a conference between instructor, business management, and this office to plan a suitable type of course and select properly qualified instructors.

Some courses are so clearly in demand that they are offered repeatedly. Engineering drafting, in a beginning and advanced class, will be offered throughout the summer. This course is open to both men and women, but has an increasing number of women in it every time it is given. Engineering mathematics courses through **Strength of Materials** will be offered to enable the draftsman or draftswoman and other engineering aides to take on greater responsibilities. **Production Illustration**, a new type of drafting involving skillful sketching, which has decreased tremendously the time required to make the drawings and also the number of drawings needed in certain industries such as the aircraft industry, will also be given. In response to an urgent request from the U. S. Navy for women to do hydrographic mapping at Washington, a special course preparing women to do this work will be offered.

The Aircraft Radio Laboratories at Wright Field will have a class of sixty women taking aircraft radio in the Electrical Engineering Department for six months, beginning June 19. Trainees for this program are selected through the Civil Service and by a special representa-

tive of the Aircraft Radio Laboratories. If selected, the trainee will receive her regular salary from the time she starts to take training until she is assigned to a particular duty with the Aircraft Laboratories at Dayton, Ohio.

Special courses to prepare men and women for positions as inspectors of war materials and to upgrade those now employed as inspectors will be a part of the summer program. **Production Supervision** and **Motion and Time Study** for leaders and supervisors will continue. A special course in **Time Study and Wage Incentives for Union Stewards** will be offered for the first time. In the field of management, courses in **Industrial and Cost Accounting**, **Statistics**, and **Traffic Management** will continue through the summer.

Other courses will be offered as the need and type are determined. Courses in this program vary in length from eight to sixteen weeks. They start whenever a sufficient registration is evident and arrangements can be made for the proper instructor, without reference to the beginning of any quarter or semester at the University. They are repeated as often as is necessary and are sometimes duplicated simultaneously when the needs in essential industries justify it. It is expected that all courses will be given in the evening, one or two evenings a week, except those of the same nature as the Aircraft Radio, which operates eight hours per day, forty hours per week. There are no vacations in the ESMWT program.

Forecast for Fall

Now is the time to begin thinking about your program of Extension studies for the coming year. Ask your instructor's advice about continuation classes, or come in and talk with an adviser in one of the Extension offices. Here is a preview of some of the interesting new classes of 1944-45:

Administration of the School Health Program

Advertising

Bach, Beethoven, Wagner, and Brahms

Education for Postwar Reconstruction

Geography of Europe

History of Latin America

How To Read Rapidly and Well

Industrial Health Problems

Insurance for Your Family

It's Your Money

Laboratory Psychology

Music Theory

Psychology in Living

The Human Body in Operation

Tool Design

Your Postwar Home

Community Service

The Community Service Department of the General Extension Division of the University of Minnesota comprises three bureaus of service: the Lecture and Lyceum Bureau, the Film Bureau, and the Drama Service Bureau. All these are in operation during the summer months, but in greatly reduced volumes.

LECTURE AND LYCEUM BUREAU

The work of the Lecture and Lyceum Bureau during the summer is limited largely to furnishing speakers and musical programs and entertainment numbers to summer sessions, whether these be in teachers colleges or in other colleges. The Bureau is always prepared to furnish information and suggestions about speakers to any community in the state. The demand for this kind of service during the summer is not great, aside from the requirements of the summer sessions.

FILM BUREAU

The film service also continues during the summer months. The library consists of about fourteen hundred 16mm. sound and silent films, most of them standard educational films. A bulletin listing all these films with full information about the service and rental fees is sent to anyone wishing it, on request. Included are many films in color that can furnish good entertainment for any community. Films may be used by schools, civic organizations, and individuals; in fact, by anybody willing to pay the small rental fees.

DRAMA SERVICE (Loan Play Library)

This service is intended to facilitate the selection of plays for production purposes. The library consists of about four thousand plays suitable for school and community use. A half-dozen or more plays are sent out to anyone wishing to examine them for play production purposes. There is no charge for this service except postage both

ways. All these plays are furnished free by publishers, who receive their compensation through the purchase of plays when plays are selected to be produced.

Correspondence Study

The services of the Correspondence Study department continue during the summer months. Before the war the department's heaviest enrollments were during the months of June, July, and August, students and teachers making use of their vacation time to earn credits towards degrees or towards the renewal of teachers' certificates. Registrations are increasing in spite of the war, primarily because of registrations from men in the service.

Teachers or prospective teachers who will be called on to teach mathematics and physics to high school students will be interested in the "refresher" courses offered by the Federal Government through the University of Minnesota. A teacher may report on all the lessons in

either course or he may devote his time only to those lessons which will be of most help to him. The course is free. The only requirement for registration is the recommendation of the head of the school where he will teach.

Key Center Activities

The Key Center of War Information will continue its various activities through the summer. The War Reading Room in 108 Library will be open weekdays from 8:30 till 5:30. The weekly radio program "The World We Want," which it sponsors with the Speech Department, is broadcast over WLB every Monday evening from 7:00 till 7:30. The monthly "Reading for War-time" bulletin, edited by Helen P. Mudgett, and numerous special bulletins will continue to appear. People interested in being put on the mailing list should write to Mrs. Bess D. Stein, 410 Administration Building, University of Minnesota, Minneapolis 14.

Center for Continuation Study

During the summer months, as during the rest of the year, the Center provides short courses for groups of professional men and women who wish to keep up with new developments in their occupations or to discuss timely topics and problems concerning their professions. Summer courses at the Center are often of the workshop type and of somewhat greater duration than the usual short course. Those now scheduled include the following:

June 6-9	Orientation in the Junior Red Cross program for Junior Red Cross chairmen, school superintendents and principals, and teachers
June 9-11	Conference of the Midwest Committee on Education and Postwar Reconstruction
June 12-July 21	Higher education workshop
June 19-24	Kenny poliomyelitis technique for physicians
June 28-30	Institute for librarians
July 10-22	Industrial hygiene workshop
July 24-29	Institute for choirmasters
July 24-August 5	Health education workshop
August 21-26	Curriculum workshop
August 21-September 2	Home economics workshop
September 25-30	Institute for scout masters

WLB Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:30	Familiar Music	Familiar Music	Familiar Music	Familiar Music	Familiar Music	Do You Know Music?
10:45	Homemakers	Homemakers	Homemakers	Homemakers	Homemakers	Do You Know Music?
11:00	Music	Freedom	Music	Music	Music	Little Blue
11:15	Music	Forum	Music	Appreciation	Music	Playhouse
11:30	Morning	Morning	Morning	University of Minnesota	Morning Concert	Dr. Wm. A. O'Brien
11:45	Concert	Concert	Concert	Convocation	Marine Band	Hasten the Day
12:00	Treasury Salute	Music	Treasury Salute	Newscast	Newscast	Excursions in Science
12:15	Newscast	Newscast	Newscast	Farm Hour	Farm Hour	Newscast
12:30	Farm Hour	Farm Hour	Farm Hour	Beyond Victory	Farm Hour	Assigned to WCAL
1:00	Friendly Road	Invitation to	Friendly Road	Music	Friendly Road	Assigned to WCAL
1:15	Voice of the Army	Learning	Freedom on Land	Afternoon Novel	Navy Notes	Assigned to WCAL
1:30	Afternoon Novel	Afternoon Novel	Afternoon Novel	Music	Afternoon Novel	Assigned to WCAL
2:00	Music	Music	Music	News Background	Music	Afternoon Concert
2:15	News Background	News Background	News Background	Afternoon Concert	News Background	Afternoon Concert
2:30	Afternoon Concert	Afternoon Concert	Afternoon Concert	Newscast	Afternoon Concert	Afternoon Concert
3:15	Newscast	Newscast	Newscast	Assigned to WCAL	Newscast	Afternoon Concert
3:30	Music in Lighter Vein	Assigned to WCAL	Music in Lighter Vein	Assigned to WCAL	Music in Lighter Vein	Afternoon Concert
4:00	Chicago Round Table	Assigned to WCAL	People's Platform	Assigned to WCAL	Salute to Youth	Afternoon Concert
4:30	Meet the Faculty	Assigned to WCAL	Music	Assigned to WCAL	Music	United Press
4:55	News Headlines	Assigned to WCAL	News Headlines	Assigned to WCAL	News Headlines	
5:00	E. S. Osgood	Assigned to WCAL	E. S. Osgood	Assigned to WCAL	E. S. Osgood	
5:15	Story Book Time	Assigned to WCAL	Story Book Time	Assigned to WCAL	Story Book Time	
5:30	Tea Time Favorites	Assigned to WCAL	Tea Time Favorites	Assigned to WCAL	U. S. Army Show	
5:45	BBC News	Assigned to WCAL	BBC News	Assigned to WCAL	BBC News	
6:00	Dinner Concert	Dinner Concert	Dinner Concert	Dinner Concert	Dinner Concert	
7:00	World We Want	Evening Concert	Macalester Convocation	Evening Concert	Your Health and You	
7:30	Evening	Assigned to WCAL	WLB Playhouse	Assigned to WCAL	Evening Concert	
8:00	Concert	Assigned to WCAL	Evening Concert	Assigned to WCAL	Evening Concert	

Sign off—June—9:00

July—9:00

August—8:15

WLB—770 kc., 5000 watts.

Summer Classes

On the basis of requests received to date, the following summer Extension classes have been scheduled:

ArtEd. 15 Interior Decorating	TTh	6:20	Jones 2, Lewis
Business English 1	MW	8:05	Folwell 105, Cronin
Business English 2	MW	6:20	Folwell 105, Cronin
Drawing 1	TTh	6:20	Main Eng. 101, Dow
Drawing 2	TTh	6:20	Main Eng. 101, Dow
Drawing 20 Adv. Mech. Drawing	TTh	6:20	Main Eng. 101, Dow
Drawing 22 Structural Drafting	TTh	6:20	Main Eng. 101, Dow
Eng. Preparatory Composition	TTh	6:20	Folwell 105, Klohn
Eng. Composition 6	TTh	6:20	Folwell 109, Litchfield
Enjoying Music	TTh	8:05	Wesbrook 202, Hill
Golf for Women	W	6:30	Norris Gym. 60, Jaeger
Higher Algebra	MW	6:20	Main Eng. 104, Dow
Life Drawing and Painting	TTh	6:20	Main Eng. 417, Burton
Phil. 2 Logic	TTh	8:05	Folwell 203, Shaw
Photography	W	6:20	Murphy 20, Witesman
Piano Playing for Pleasure	MW	8:05	Music 104, Twichell
Plastics (Beginning)	MW	8:45	Mech. Eng. 153, Holtby
Plastics (Advanced)	MW	7:00	Mech. Eng. 153, Holtby
Spanish 1	MWF	6:20	Folwell 109
Spanish 3	MWF	6:20	Folwell 101
Spanish (Instituto de Estudios Hispano-Americanos)	MTWTh	6:15	Cuneo and staff of Instituto (place to be announced)
Speech 1-2-3	TTh	6:20	Folwell 308, Ziebarth
Standard Costs (B.A. 133)	MW	6:20	St. P. Ext. 216, Tuttle
Standard Costs (Advanced)	MW	6:20	St. P. Ext. 216, Tuttle
(Beginning July 10; following B.A. 133)			
Swimming for Women	W	6:30	Norris Gym. 51, Starr

Most classes will begin the week of June 12 and run through the week of July 31, meeting twice a week. For further information call the main office of the Extension Division, Main 8177.

Summer WLB

THE radio station of the University of Minnesota again plans a full summer of significant broadcasting service. The summer programs will be educational, informational, entertaining, and, it is hoped, stimulating. As usual, fine music which is available on no other station in this area will be featured. The musical programs of recorded and transcribed music are being supplemented this year by many programs produced on the University campus.

News broadcasts, of course, will be provided several times each day. BBC coverage will provide reports direct from battle fronts, from ships at sea, from the headquarters of the Allied Air Forces, and from coordinating headquarters in London. The world-wide coverage of the United Press will also be available at all hours. **The World We Want**, the University of Minnesota discussion program sponsored by the Key Center of War Information and directed by Professor F. M. Rarig, Chairman of the Department of Speech, will be continued throughout the summer months. In this series topics of importance in relation to the postwar world will be discussed by outstanding authorities. In addition, some of the most significant educational offerings of the networks, notably NBC's **University of Chicago Round Table**, and CBS's **Invitation to Learning** and **People's Platform**, will be presented.

Dr. O'Brien's **Your Health and You** series, one of the most popular on the air, will be continued, as will the **Meet the Faculty** series.

Although WLB is limited in its broadcast day by the sunset signoff regulation of the Federal Communications Commission, the introduction of Central War Time has made it possible to broadcast for an extra hour in the evening. This provision has been welcomed by listeners throughout the Northwest, many of whom are able to follow only those programs presented after the normal working day.

Days and hours at which the services discussed are being broadcast are listed on page three of **The Interpreter**.

Haldor B. Gislason

(Continued from page one)

men. Never claiming recognition for himself, he has always been ready to award it generously to others. Those who have tried to acknowledge by material means their indebtedness to him have been shamed into recognizing that his motives were generated in a code of values which doesn't exist in the commercial world. It would be a mistake to infer that he is a willowy altruist in competitive argument or in his favorite sports. As a controversialist, he has always exulted in giving and taking blows with two-fisted gusto.

His golf game is fiercely competitive. Anyone who has followed him down a fairway has gained an insight into the power of the human spirit to move a mere physical body at breath-taking speed. Through zealous application he has become a dangerous opponent. His score has steadily improved, sometimes, his opponent may suspect, as a result of his own method of experimenting with two drives off the tee and counting the better one. At the bridge table he is an eager but not a greedy player. Occasionally the adventurous spirit of his Viking ancestors leads him to take a long chance with catastrophic results so far as the score is concerned. His third enthusiasm, chess, has resulted in one of the main frustrations of his life, not because of lack of skill, for he has not a few times come off winner in playing some of the chess champions, but because of the fact that few of his friends have sufficient skill and courage to compete with him in the game.

He has been all his life a reader of great books. His communion with great minds has nourished his spirit of detachment from current controversy; and yet he has always been keenly sensitive to the forces in conflict and has been a wise interpreter, whose analytical power and code of values have never failed to maintain a penetrating and balanced judgment.

All who know Haldor Gislason are aware that they have been with a person of rare quality whose inner life has been lived in strict integrity, who has never compromised with falsehood or cheapness or equivocation, and who has yet in his judgments of others always had the charity of understanding. When he reads this, he will no doubt suffer an acute attack of embarrassment; but the time has come for him to learn the truth about himself, fragmentary and imperfect as it may be.

FRANK M. RARIG

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