

# The Interpreter



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EDUCATION A LIFELONG PROCESS

Vol. XX

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No. 1

## Twentieth Century Lotus-Eaters

By Julius M. Nolte

(Director of the Extension Division)

IN the *Odyssey*, Homer tells how Odysseus (or Ulysses) and his company, after a few adventures on the way home to Ithaca from the Trojan war, were driven far out of their course and "borne by ruinous winds over the teeming deep" until "on the tenth day we set foot on the land of the lotus-eaters." The entire story is very brief and will bear repeating. Ulysses speaks:

"Now when we had tasted meat and drink I sent forth certain of my company to go and make search what manner of men they were who here live upon the earth by bread, and I chose out two of my fellows, and sent a third with them as herald. Then straightway they went and mixed with the men of the lotus-eaters, and so it was that the lotus-eaters devised not death for our fellows, but gave them of the lotus to taste. Now whosoever of them did eat the honey-sweet fruit of the lotus, had no more wish to bring tidings nor to come back, but there he chose to abide with the lotus-eating men, ever feeding on the lotus, and forgetful of his homeward way. Therefore I led them back to the ships weeping, and sore against their will, and dragged them beneath the benches, and bound them in the hollow barques. But I commanded the rest of my well-loved company to make speed and to go board the swift ships, lest haply any should eat of the lotus and be forgetful of returning. Right soon they embarked and sat upon the benches, and sitting orderly they smote the grey sea water with their oars."

CENTURIES later, the poet Tennyson, imaginatively embellishing the tale, wrote in some two hundred lines of verse a subjective interpretation of how it feels to be a lotus-eater. The whole poem should be read to be properly savored, but a

### Get Your Bulletin!

For a copy of the new Extension Bulletin of Classes, be sure to mail in the return card you got recently. Bulletins will be sent out only on request!

A program of Extension Classes available each day will be found at the back of the Bulletin of Classes.

passage or two must here suffice to give the taste of it.

"The Lotus blooms below the barren peak,  
The Lotus blooms by every winding creek;  
All day the wind breathes low with mellow tone;  
Through every hollow cave and alley lone  
Round and round the spicy downs the yellow Lotus dust is blown.  
We have had enough of action, and of motion we,  
Roll'd to starboard, roll'd to larboard,  
when the surge was seething free,  
Where the wallowing monster spouted his foam-fountains in the sea.  
Let us swear an oath, and keep it with an equal mind,  
In the hollow Lotus-land to live and lie reclined  
On the hills like Gods together, careless of mankind."

THESE lotus-eating gods, enjoying their dreamful isolation, view with unconcern the wide world about them, heedless of "Blight and famine, plague and earthquake, roaring deeps and fiery sands, Clanging fights, and flaming towns, and sinking ships, and praying hands. But they smile, they find a music, centered in a doleful song  
Steaming up, a lamentation and an ancient tale of wrong,  
Like a tale of little meaning tho' the words are strong;  
Chanted from an ill-used race of men that cleave the soil,  
Sow the seed, and reap the harvest with enduring toil,  
Storing yearly little dues of wheat, and wine and oil;  
Till they perish and they suffer—some, 'tis whispered—down in hell  
Suffer endless anguish, others in Elysian valleys dwell,  
Resting weary limbs at last on beds of asphodel.  
Surely, surely, slumber is more sweet than toil, the shore  
Than labor in the deep mid-ocean, wind and wave and oar;  
O, rest ye, brother mariners, we will not wander more."

IN "The Lotus Eaters" our age may find prophetic warning. After great periods of trial and travail in the world, there is always the temptation to resort to a soporific, and it is timely to remark that the great exertion of this war era is certain to bring forth a lotus-like philosophical food dangerous to those who do not resist it. This lotus diet is not to be confounded with the first natural let-up which will in-

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## Education for the Citizen

By Watson Dickerman

(Extension Program Director)

IN England, the country of its birth, university extension has been primarily concerned with what has been called education for self-realization: courses of lectures and readings in the arts and sciences. In the United States, on the other hand, university extension has emphasized, first, duplication of day classes, carrying full credit and leading to university degrees; and, second, classes related to occupational improvement.

SOME American educators have advocated the English point of view, none more forcefully than Malcolm McLean, formerly director of the General College at the University of Minnesota. On the basis of his experience with university extension and with adult education in general, Mr. McLean asserted that adult students in America have three major interests. First, they want sound interpretation of what is going on around them. Second, they want enlightenment about themselves. Third, they want escape from the routine of the daily grind through the arts, languages, literature, hobbies, and sports.

It is interesting to note that enrolment increases in last year's classes of the General Extension Division took place in just those areas which Mr. McLean called to our attention. And it is in these same areas that increased offerings have been planned for the coming year.

BY way of interpretation of what is going on around us the Division offers this year a new sequence, Economics for the Citizen. This series of three eight-week courses, **Economics for the Citizen, It's Your Money, and Insurance for You and Your Family**, is described in more detail elsewhere in this issue. Similarly, Science for the Citizen embraces **Descriptive Astronomy, Modern Physics, and Plants Useful to Man**. War and postwar problems are interpreted through such courses as the following: **Geography of the War Theaters, International Economic Problems, Latin-American Culture, Problems of Postwar Reconstruction, Racial and Cultural Democracy, and World Politics**. Other courses designed to provide reliable interpretation of the world today include: **Human Geog-**

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### Advisory Committee

T. A. H. Teeter      W. Dickerman      J. S. Lombard

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

September, 1944

### Credits

The newest study of university extension, **University Extension and Adult Education**, by Clem O. Thompson, observes that extension students insist on getting credit for the classes they take and that the universities themselves are largely to blame for this attitude. The universities, Mr. Thompson says, "have emphasized the importance of degrees and credits without an accompanying emphasis on what the recipients of these marks of approval know or should know." The result is that superintendents of schools and other employers "have taken a leaf from our book" and now require their employees to show credits as proof that their studies have been worth while. The students, in turn, look with suspicion at classes which do not carry credit. Temporarily, concludes Mr. Thompson, the universities will probably have to arrange some sort of credit for all extension classes. Eventually they must teach adults to seek, not credits, but learning for its own sake.

The foregoing is intended simply as a tragi-comic introduction to the point that this year some Extension classes carry a different designation as regards credit than heretofore. The typical three-credit class is designated "3 credits"; these credits are valid toward a degree in the college under which this class is organized. Other three-credit classes are designated "3 Extension credits"; these credits are valid toward an Extension certificate.

A student not interested in credit will write "Auditor" in the credit column of the registration form or ask his instructor to list him as an auditor in the instructor's grade report.

—W. D.

### Graduate Credit

It is now possible for Extension class students to earn a limited number of graduate credits. The new ruling of the Graduate School on this matter follows:

"A graduate student may, upon the approval of his graduate adviser, petition the Dean of the Graduate School to have transferred to his graduate record not more than six quarter credits under Plan A or nine quarter credits under Plan B in courses numbered 100 and above offered by the Extension Division of the University of Minnesota in the Twin City area, and taught by regularly approved members of the graduate faculty. Petition to transfer is limited to extension credits earned since September, 1943. Such transfers of extension credits will not give residence credit."

Petitions may be had either from the Students' Work Committee or from the office of the Graduate School.

—W. D.

### Education for the Citizen

(Continued from page one)

**raphy, Plants Useful to Man, Understanding the Arts, and Your Postwar Home.**

Everyone wants, but few know where to find, dependable unbiased information about one's self and one's health. Intended to answer this general demand are the two classes: **Applications of Psychology to Living and Your Health.**

A third group of classes centers on the pursuit of a favorite interest or activity. Here are found the foreign languages: **French, German, Norwegian, Portuguese, Russian, Spanish, and Swedish;** last year's sharp increases in language enrolments

are expected to continue this year. Among the literature offerings are **The Bible as Literature, Literature of the Middle West, Modern Poetry, Philosophy in Modern Literature, and Shakespeare.** For the nature lover are **Birds of Minnesota, Fish and Fishing in Minnesota, Flower Gardening and Vegetable Gardening, Minnesota Plant Life, and Wild Game of Minnesota.** **Enjoying Music and Understanding the Arts** are supplemented by numerous activity courses in art and music. Sports run the gamut from **American Country Dancing to Swimming.**

### Race Relations

Last year's experimental class in race relations attracted sixty-three people. They discovered that science provides no basis for claims of racial superiority or inferiority. They heard authoritative presentations by members of minority groups: Jews, Negroes, Chinese-Americans, Japanese-Americans, Mexican-Americans, and others. They learned how to take their part in the job of running racial and religious discrimination out of Minnesota.

The same class, **Racial and Cultural Democracy**, will be offered in both Minneapolis and St. Paul during the fall semester. It will be followed in the spring semester by courses in intercultural education through art and by intercultural education workshops in certain Twin City schools.

### Required Classes

The following classes, required in the indicated sequences, are offered only every two or three years and should therefore be taken now by students who need them.

**B.A. 112 Business Statistics** (core group for business degree).

**M.&M. 26-127 Technical Mechanics** (junior and senior engineering extension certificates and most curricula in the Institute of Technology).

**Psy. 4-5 Laboratory Psychology** (for students using psychology to meet the science requirement for A.L.A. or B.A. degrees).

### Astronomy as Science Requirement

Heretofore, students who have wanted to use astronomy to meet the science requirement for either the A.L.A. or B.A. degrees in the Arts Colleges have been unable to do so for lack of sufficient offerings. Such students can now meet this requirement by taking **Astron. 11 Descriptive Astronomy, Astron. 13 Practical and Stellar Astronomy,** and a related class approved by the Students' Work Committee.

### War Training Classes

Students who are particularly interested in business and engineering classes and do not find a satisfactory selection of such classes in this year's Extension Bulletin should consult the bulletin of the War Training (ESMWT) Program. Credit for war training classes can be established through petition and special examinations.

### English Placement Tests

September 28, 7:00 p.m., Room 102 Folwell Hall, Campus

October 5, 7:00 p.m., Room 102 Folwell Hall, Campus

## Lotus-Eaters

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evitably follow the victory at arms. The current successes in Europe are even now giving us a foretaste of the great breathing time which the world must take as soon as the prospect of military defeat of the Axis is definitely realized. The world must have time to pant and lick its wounds.

The lotus-philosophy will begin its numbing action as the world again turns to activity. The danger to our civilization and to all civilization is that in resuming our petty round of irritating concerns and duties we may find in technological advances and in the proliferation of comforts made possible by science a drug that will isolate us from the very things Tennyson symbolizes in his poem, the evils and troubles of living which afflict others, the enduring satisfactions of life which come only from self-realization.

Lest someone mistakenly assume that this points to a belittling of science and technology, let us at once insist that none but a fool seeks to belittle science and its fruits. We need more scientific effort, not less, and our postwar age will do well to continue with means redoubled the search for technological truths and the ways of applying them. And in the very processes of evolving and distributing things which make life more comfortable there are satisfactions of no small order. In America, especially, we have as a people recognized such satisfactions and built a plan of living around them which many of us—perhaps most of us—regard as traditional and which we shall not easily give up.

But the very presence of these satisfactions and the envisaging of the abundance immediately around us should arouse in us a zeal to guide our productive effort into channels which will nourish prosperity and well-being in others, and which will help to give all who touch our civilization an opportunity not only to have more but also to enjoy more.

In other words, there will confront us the twin danger, after this war fury has abated, of becoming abjectly vocation-minded so that we think of national greatness only in terms of employment, and of becoming nationalist-minded so that we shall be unwilling to forgo present prerogatives and material advantages for the sake of making real a more decent world. How deep this danger is may be estimated by a consideration of our history after World War I. It is now the fashion to scoff at the Harding era and the shibboleth "normalcy." But normalcy was the lotus of that period, and we ate of it shamelessly and even greedily. There was abroad in our land in those days a feeling of frustration because the end of warfare did not automatically usher in an era of good feeling. We were appalled at the self-seek-

ing of various European groups. We were a little angered at the supercilious complacency with which the magnitude of our war effort was viewed abroad. We were heavily self-satisfied with our own record of production and with the knowledge of our own power. And, having so much, we were self-righteous because we did not covet, as did the benighted residents of almost all other lands. Parochialism grew like a fat weed in our dooryards; it was sweet to the taste. We ate our lotus and swooned into isolationism, hearing but faintly the surf-sound of disaster as the mounting waves of planetary disorder beat upon our coasts. Today we have been warned by our memory of 1918 to 1939 against the lotus of normalcy. But the lotus has many forms, and it may well be that this time it will take the form of an unreasoning prejudice in favor of our own super-productive economic civilization.

In another poem, Tennyson has suggested the antidote to the lotus. Appropriately enough, it is entitled "Ulysses." You will recall that in Homer's story Ulysses led back to the ships those of his crew who had eaten of the lotus. They did not come willingly; he had to force them on board ship. Once there, he took no chances, but lashed them under the benches of the oarsmen. The poet has given us in a well-quoted passage the portrait of a free spirit who cannot be yoked with "a savage race, that hoard, and sleep, and feed." Says Ulysses:

"I am a part of all that I have met;  
Yet all experience is an arch wherethro'  
Gleams that untraveled world whose  
margin fades  
For ever and for ever when I move.  
How dull it is to pause, to make an end,  
To rust unburnished, not to shine in  
use!  
As tho' to breathe were life! Life piled  
on life  
Were all too little, and of one to me  
Little remains; but every hour is saved  
From that eternal silence, something  
more,  
A bringer of new things: and vile it  
were  
For some three suns to store and hoard  
myself,  
And this gray spirit yearning in desire  
To follow knowledge like a sinking star  
Beyond the utmost bounds of human  
thought."

In contrast to the "mild-eyed melancholy Lotus-eaters," those of a society who succumb to the drug of personal ease and selfish indulgence, Ulysses may be taken to symbolize the unresting monitor of social conscience, who must goad humanity through the great adventures of becoming towards the realization of its inherent possibilities. In the poem, what the aging warrior of Ithaca seeks is the sort of physical derring-do, the "strenuous life," of his youth, "to sail beyond the sunset, and the baths of all the western stars." But in a figurative sense we may understand other frontiers, those of the mind and spirit, and the electronic trails into the microcosmos beyond the atom, or into

the austere universe of universes beyond the outposts of the most distant suns. For us in our day the simple explorations are perhaps nearly over, and an intrepid First Lady can in a week out-travel Magellan and Captain Cook and Columbus. But as the horizons apperceptible to the unaided senses contract, those horizons attainable by the science-aided mind increase, and those horizons of greatest importance to humanity, those of the spirit, remain as they always have been, infinitely expandible and eternally challenging.

It requires a certain temerity in these thing-ridden days to evoke the words of one of our "prettiest" poets and the conceptions of a bewildered and romantic

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## Science for the Citizen

Science has gone far in discovery, invention, and application. But it has fallen down on the job of interpreting these advances to the citizen. Such interpretation is not mere dewy-eyed idealism. It is good business in view of the fact that he is expected to support scientific research. The aim of the following classes is to report scientific progress, to indicate the significance of that progress for living, to promote the scientific habit of mind, and to answer those questions about everyday phenomena which many of us are curious about.

**Descriptive Astronomy.**

**Modern Physics.**

**Plants Useful to Man.**

## Latin-American Studies

People interested in South America will consider the following courses with particular care.

**Hist. 95a Latin-American History in the Twentieth Century.**

**Geog. 110 Geography of South America.**

**Span. 1-2 Beginning Spanish.**

**Span. 3-4 Intermediate Spanish.**

**Span. 5-6 Advanced Intermediate Spanish.**

**Span. 7 Latin-American Culture.**

**Span. 53-54 Advanced Spanish.**

**Port. 1-2 Beginning Portuguese.**

## Geography Classes

In addition to considerable interest in the wartime class, **Geography of the War Theaters**, many requests have been received for reinstatement of the basic class, **Human Geography**, which is prerequisite to all advanced classes in geography, and for several advanced classes. Accordingly, it has been decided to offer **Human Geography** in the fall semester each year and to follow it with a different advanced class in the spring semester each year. The combination for this year is **Human Geography** in the fall and **Geography of South America** in the spring.

## Lotus-Eaters

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past as a guide to a no-less-perplexed future. What is the text, the lesson, the message for our day? It is significant of the seer-like qualities of the poet that modern psychologists affirm exactly what the poet in all times has asserted—that true happiness comes not merely from enjoyment of things but from the sense of achievement. Happiness is not self-indulgence but self-fulfillment. And self-fulfillment demands cultivation of the mind and spirit. Because we are what we are, gregarious animals touched with a self-consciousness so mysterious that we have dared to imagine or to discover God, we cannot seek our own self-realization isolated from the hopes and dreams of other men. These circumstances impose upon each of us, even to the declining years of our lives, the obligation which Ulysses felt to "follow knowledge . . . beyond the utmost bounds of human thought." For most of us self-realization demands self-education; and self-education in turn demands devotion to the whole of knowledge, not merely to those departments of it which make the hand more skillful. Knowledge encompasses utility, but it is married to beauty.

In his *English Journey*, written before the war but appropriate today, Mr. J. B. Priestley has a passage which in a sense warns against the lotus. He wrote as an Englishman, but his words are equally apt for Americans.

"Ours is a country that has given the world something more than millions of yards of calico and thousands of steam engines. If we are a nation of shopkeepers, then what a shop! There is Shakespeare in the window, to begin with; and the whole establishment is blazing with geniuses . . . We stagger beneath our inheritance. But let us burn every book, tear down every memorial, turn every cathedral and college into an engineering shop, rather than grow cold and petrify . . . Let us be too proud . . . to refuse shelter to exiled foreigners, too proud to do dirty little tricks because other people can stoop to them, too proud to lose an inch of our freedom, too proud, even if it beggars us, to tolerate social injustice here, too proud to suffer anywhere in this country an ugly mean way of living . . . We headed the procession when it took what we see now to be the wrong turning, down into the dark bog of greedy industrialism, where money and machines are of more importance than men and women. It is for us to find the way out again, into the sunlight. We may have to risk a great deal, perhaps our very existence. But rather than live on meanly and savagely . . . it would be better to perish as the last of the civilized peoples."

The means to this end is education, essayed humbly and in devotion to truth by all people, young and old, rich and poor, in all places and at all times. If we do not seize our chances for such enrichment of the mind and soul we shall indeed have become hopeless addicts of the lotus.

## Economics for the Citizen

To many of us economics seems to be a sort of perverse magic invented by economists and statisticians, a magic which obscures the economic system from us rather than reveals it to our understanding. This series of three short popular courses is designed to interpret to us those aspects of the economic world with which we come most frequently into contact either through our daily activities or through our newspapers and radios. The courses are so arranged that they may be taken in sequence but none of them is prerequisite to the others.

**Economics for the Citizen** begins October 2 and continues for eight weeks. It surveys our economic system and compares it with other systems; outlines the interrelationships of agriculture, business, labor, and government; touches upon business cycles and unemployment; and discusses the economic relations between the United States and other countries in the light of postwar problems.

**It's Your Money** begins January 8 and continues for eight weeks. It tells the citizen some of the things he ought to know about savings, investments, insurance, loans, installment buying, and the social security system.

**Insurance for You and Your Family** begins March 5 and continues for eight weeks. It explains the various types of insurance and discusses their respective uses and advantages.

## For Nature Lovers

Gasoline rationing has forced many Minnesotans to give up their annual pilgrimages to their beloved "northwoods" and even to lose contact with nearby lakes, streams, and woodlands. These classes and the resources of the Museum of Natural History, in which some of the classes are held, can renew your acquaintance with outdoor life and deepen your appreciation and understanding of it.

**Birds of Minnesota.**

**Fish and Fishing in Minnesota.**

**Minnesota Plant Life.**

**Plants Useful to Man.**

**Wild Game of Minnesota.**

## Dr. Powell Returns

Dr. John W. Powell, Lecturer in Literature Emeritus, returns to the University Campus under the auspices of the Center for Continuation Study to give a series of twelve informal lectures on the **Bible as Literature**. In the lectures, Dr. Powell will discuss the history, literary forms, and contents of the books of the Old Testament, drawing on the accumulated store of information which has made his Extension classes popular with students for many years. The series, which begins October 4, will be given in the library of the Center.

## Registration

Students may register for Extension classes by mail or by personal application, from September 18 to October 7. 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 25 to March 4 the Campus office is open from 8:30 a.m. to 8:30 p.m., except on Saturday.

**From September 25 to October 7 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**

## Essential Skills

The following classes are designed to increase your ability in skills which you use (or should use!) every day:

**English Review.**

**How To Read Rapidly and Well.**

**Logic.**

**How To Study** (September 25-29; no charge).

**Introduction to the Scientific Way of Thinking.**

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Use This with Your Bulletin!

# The Interpreter



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No. 2

## Adult Education Bill

(See editorial on page two)

OF national as well as of state significance to everyone interested in increasing educational opportunities and facilities for adult America is a bill shortly to be reintroduced in the United States Senate and the House of Representatives. For the benefit of Extension students and their friends who may be concerned now or in the postwar period with the importance and need of continuing their education while working, we are presenting in full the brief describing the bill in its several aspects.

### BRIEF OF UNITED STATES SENATE BILL — AND H. R. —

providing for

#### College and University General Extension

##### 1. What Is the Purpose of the Bill?

Purpose of the bill is to establish a publicly supported *adult education program* operated by the universities and land-grant colleges. Educational facilities now existing in institutions of higher learning would be made available to groups and individuals in their *local communities*. It would provide education for *many people* never served before by their colleges and universities.

##### 2. Is There a Need for Such Legislation?

For more than 30 years an outstanding adult education program in agriculture and home economics, financed by federal and local grants, has operated to improve farm production and to better rural living. Similar services in other fields of instruction have been requested by local communities, but colleges and universities have never had adequate funds to serve such requests.

Now in a momentous period of world change our nation at great cost, fights against government by dictatorship—fights for government by democratic processes. If we are to maintain the peace which is so heavily expensive to achieve, people must understand thoroughly what democracy is and what it requires. If we fail, the failure will be one of *adult education*, for these are matters which need to be considered through-

out the lives of people and not simply while they are attending school.

Recently, the colleges under a federally-financed program, helped to train workers for war production. Positive action should now be taken to prepare for *peace-time production and peace-time life*. War industries will need to reconvert. War workers, as well as returning service men and women, will be concerned with problems of social and economic security therein involved. Community groups will seek trained leadership in attacking problems of better government; better schools; better community facilities for recreation, health, safety, rehabilitation, and enjoyment of the arts.

Universities and colleges should be centers of basic information for the solution of such profound problems. Their facilities should be *at the service of adults* who will be directly concerned with such issues. Since this is a program definitely involving national policy and welfare, similar to the promotion of the war, it is consequently a program which should be initiated on a national basis by the federal government but safeguarded, according to good democratic principle by the provision that the states through their state institutions of higher learning, should operate such programs.

##### 3. Whom Would the Programs Specifically Benefit?

The people as a whole and the national welfare.

Returning service men and women who would have educational opportunities provided in their home communities where they wish to resume their occupations and family life.

Public schools—by cooperatively bringing to their adult education programs, features otherwise unobtainable.

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## Pilot's Ground School

Three Ground School classes will be offered during the spring semester by the Extension Division. Two of these, **Aero. 10 and 11**, have no prerequisites and may be taken in any order or at the same time. The courses, which include lecture and laboratory work, prepare students for the CAA's written examination for the federal Private Pilot Certificate. The third course, **Aero. 12—Commercial Pilot's Ground School**, is intended primarily for air pilots seeking a federal Commercial Pilot Certificate and Instrument Rating. All three courses will be taught by Mr. Sam R. Hamilton, Assistant Professor of Aeronautical Engineering, who also taught these subjects to the aviation cadets. Each class carries three credits toward the degree in Aeronautical Engineering. For information or about time and place see "New Classes" on page three of this issue.

## Negro-American History

CONTINUING its program of making available to adult students opportunities for increased understanding of our country, its backgrounds, and its problems, the Extension Division has added a new short course on Negro-American history, which will be taught on the campus by Mr. Robert Johnson of Virginia Union University in Richmond, Virginia. In the fall semester Mr. Johnson addressed the class in Racial and Cultural Democracy on the topic "The Historical Aspect of the Negro Case." As a consequence of the great interest of the class members in the lecture and the general feeling that they would like to know more about the subject, plans were made by the Extension Division to have Mr. Johnson deliver a series of eight lectures to provide a solidly useful introduction to the Negro in American life.

The course has the following objectives: (a) to give an accurate picture of the Negro—his African background, his status both before and after the Civil War, his present ambitions and prospects; (b) to explore the "myth of the Negro past;" (c) to describe the origin and operation of the American interracial pattern; (d) to relate the story of the Negro in America to the main stream of American history.

It is a non-credit course, which will have eight meetings, beginning February 6, on Tuesdays at 6:20, in Folwell 104. It carries a five-dollar fee.

## Scientific Russian

Russia's recent progress in practically all branches of science makes it imperative for American scientific and technical men to be able to read Russian journals. To assist such men, the General Extension Division has arranged a class in **Scientific and Technical Russian**.

The class will be taught by Samuel A. Corson, Instructor in Physiology at the University. Mr. Corson, who was born and educated in Russia, came here from Yale University. He has editorial connections with the *American Review of Soviet Medicine and Chemical Abstracts*. The first meeting of the class will take place from 7 to 9:30 Tuesday, February 6, in 101 Folwell. Time and length of meetings can be altered to suit the majority of those interested.

## Calendar

- Jan. 22—Registration spring semester begins
- Jan. 29-Feb. 2—Examinations, first semester
- Feb. 5—Second semester begins
- Feb. 10—Last day for registration without penalty

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JANUARY, 1945

## Learn and Live

**N**O domestic question of greater importance than general public education is likely to arise in this generation. There is wide agreement that success of democratic government as we in America conceive it depends now upon the continued education of those who now exercise the franchise. The question has become one of support for such education. Practically all thinkers on the subject insist upon the desirability of conducting effective educational endeavors under local controls. But most of these seem convinced that the exactions from local tax sources are already too great to permit further large withdrawals for general educational purposes affecting adults. If we want a broad educational program influencing persons "from the cradle to the grave," as we are fond of saying, we must pay for it mainly out of general taxation, and that means out of federal funds. Many are fearful that if we seek support from such funds local controls must be sacrificed. The question for decision is therefore whether the benefits of general adult education will outweigh the dangers of possible federal control.

The answer, in the judgment of many educators, is contained in the National University Extension Bill —, described on page one of this issue of the *Interpreter*. This bill, first introduced before the war and in no sense a war measure, has been carefully prepared to safeguard local autonomy by setting up a state general educational program on a voluntary participation basis under which the state universities and land grant colleges supervise and administer the courses, collecting from federal funds three fourths of the cost. The system is patterned upon the existing agricultural extension program, which has functioned successfully for more than a generation under joint federal-state auspices. Every person seeking the extension of adult educational services should study carefully the N.U.E.A. bill, and, if he finds it worthy of support, should bring it forcefully to the attention of his Senators and his Congressmen, without delay.

—J. M. Nolte

## Adult Education Bill

(Continued from page one)

Workers in war industries—by restraining them for peace industries.

The management of industry—by providing management training, particularly for small business.

Organized labor—by providing for education in union management.

Civic leaders—by providing leadership training instruction.

Professional and occupational groups—by short courses and institutes for advancement.

Other citizens—by formal courses of a cultural and technical nature or by informal programs of general education.

### 4. How Is the Program Operated?

All matters having to do with selection of teachers, control of educational methods, determination of course content, prerequisites and standards of instruction are explicitly reserved to direction by the individual states through their state institutions. Local control is customarily achieved by setting up advisory groups to help in the direction of special educational programs for special groups.

State institutions may cooperate with private institutions of higher learning in offering special community programs or particular courses of instruction. The United States Office of Education acts for the federal government insofar as any national supervision may be necessary. State legislatures themselves decide how the appropriation may be divided among state institutions.

### 5. What Is the Basis for the Appropriation Authorized?

The bill carries an appropriation graduated from \$8,000,000 now to \$20,000,000 in 1948, with that amount remaining fixed annually thereafter. Payments are allotted among the states on the basis of population. Twenty-five per cent of any grant made must be matched from state or local sources.

### 6. In What Fields Will Education Be Provided?

Programs of instruction may be offered by institutions in any field of subject matter taught at an institution, or in which research may be carried on. For example, if a state university offers instruction in municipal planning on its campus it will be permitted to give similar instruction in the community.

So as to provide the widest possible range of service, state institutions will have the opportunity to arrange projects cooperatively with private and other institutions. Duplication of instruction authorized by the cooperative agricultural extension legislation and by the federally-financed vocational-educational programs is not permitted.

### 7. Under What Methods Can Instruction Be Given?

Teaching can be carried on (college credit or non-credit) in formal classes or by correspondence courses. But institutions will also be en-

abled to render many types of informal educational service such as by demonstrations (e.g. use of visual aids in teaching), lectures, short courses (e.g. industrial relations), forums, institutes (e.g. one dealing with home building or planning), reference service (e.g. for use by municipalities, women's groups, professional groups), audio-visual projects and the like. Provision is specifically made that the instruction given shall be at an educational level found to be most effective.

Thus a program of general education directly for the people would be provided by their higher educational institutions.

## Reading Skills

By Maurice D. Woolf

(Assistant Professor of Educational Psychology)

**I**F you should ask almost any adult whether he has learned to read, his answer is likely to be, "Yes, long ago." If you should put this same question to the members of the "How To Read Rapidly and Well" class, you are likely to get a much more interesting answer. They have found that through practice and by correcting ocular difficulties this skill which they acquired in childhood can be developed to much higher levels of speed and comprehension and thus enable them to read more and with better understanding than before.

Today many thinking people are seeking to improve their reading. Because of the abundance of printed matter, speed in reading is almost imperative if one is to be well informed or if the busy person is to read extensively for pleasure. The ability to read rapidly increases one's effectiveness in many occupations. In the reading class, reading problems are approached from two points of view. First, students with certain types of ocular defects are urged to have them corrected. Second, a program of reading exercises has been designed, which not only improves the mechanics of reading but stimulates further reading and opens new areas of interest.

The reading exercises are of two kinds. In some cases the student reads at his own rate and is timed. In the other type of exercise the reader is urged under pressure of timing from column to column or from page to page, thus forcing him to substitute new and faster techniques for his old established ones.

After each exercise comprehension is checked by either a short test or class discussion or both. Tests and discussions also serve to motivate reading for meaning.

Each student has a graph which shows his progress in speed and comprehension. At the end of the first four weeks of the class the average gain was 25.4 words per minute. The range in gain was from three-fourths word per minute to seventy-three words per minute.

## Books in Review

**THE FAITH AND FIRE WITHIN US.** By Elizabeth Jackson. The University of Minnesota Press. 1944.

Reviewed by Bess Dworsky Stein

It is time that literature come out of its enforced seclusion in the library or classroom and that the words of the poets and prosewriters take their living place on the battlefield and in the pulpit and at the dinner table and in the kitchen—wherever America lives and thinks and believes. For in an important sense we are what we believe. It is Miss Jackson's purpose, therefore, in this collection of warm, witty, informal essays to draw the American character in terms of the virtues we have admired, and to point out their roots in tradition, in our literature, and in the literature we share with England.

It is not the intention of the book to make us feel complacent and superior; in fact, read truly, it should make us feel humble and understanding. For we cannot come away from it like Jack Horner exclaiming, "Oh, what a good boy am I!" or even "What good things we do!" Only this: "What good things we believe in! What good things we have written about!" From that awareness may come pride, but also a sense of responsibility. For, as Miss Jackson suggests in the chapter "The Ways of Peace," to look truly upon the greatness we have as our heritage is to take courage and example to solve the problems that face us in war or in peace.

Qualities of character are not like islands or territories. So it does not matter whether you agree with Miss Jackson in calling a particular trait American or English. You may claim it for the Czechs, or the Chinese, or the Basques, or the Greeks, or the Maoris. You may claim it for all men or deny it to all. It is not thereby made less. You may, as I do, wish there were some Utopian adjective we could use to describe any trait or virtue potential in all peoples—the goodness and the courage and the industry and the tolerance and the faith and the fire that know no national boundaries, no barriers of language or geography.

If we are to plan for, and make a better world after the war, we cannot be debunked defeatists. Though knowing what evil and greed and darkness have been, and are, we still need to have faith and fire—and to recognize them in ourselves and in our neighbors and in their neighbors.

## New Classes

- Advanced Plastics II.** 3 Extension credits. \$10 plus \$2 materials fee. W 7:30. Campus Mech. Eng. 153. Holtby.
- Aero. 10.** 3 credits. \$10. T 6:20. Campus Armory 105. Hamilton.
- Aero. 11.** 3 credits. \$10. T 8:05. Campus Armory 105. Hamilton.
- Aero. 12.** 3 credits. \$10. Th 8:05. Campus Armory 105. Hamilton.
- ArtEd. 22 Interior Decorating II.** 3 credits. \$10. Th 6:20. Campus Jones 104. Lewis. Th 8:05. Campus Jones 104. Lewis.
- Bible as Literature** (second series of lectures begins Jan. 3). No credit. \$7:50. W 8:05. Campus Center for Continuation Study. Powell. The third series will begin March 21.
- Camp Leadership.** 2 credits. \$10. Th 6:20. Campus Folwell 113. Osell.
- C.W. 40 Child Training.** 3 credits. \$10. M 8:05. St. P. Ext. Center 214. Cummings.
- C.W. 185 Children in the War and Postwar Period.** 3 credits. \$10. M 4:40. Mpls. N. W. Bank Bldg. 690. Faegre.
- Dairy Bacteriology.** 5 credits. \$17 plus \$2 laboratory fee. TTh 7:00. Univ. Farm Haecker Hall 212. Slatter.
- Ed. C.I. 65 Teaching of Science in the Elementary School.** (Schedule to be announced).
- Ed. C.I. 127-P.H. 180 Community and School Health Education.** 3 credits. \$10. Th 6:20. Campus Med. Sci. 113. Freeman, Grout, Starr.
- Physical Development—for Men.** No credit. \$5. T 7:00. Campus Cooke Hall 215. Osell.
- Scientific and Technical Russian.** No credit. \$17 plus \$2 materials fee. T 7:00-9:30. Campus Folwell 101. Corson.
- Your Postwar Home.** 2 Extension credits. \$7 plus 50 cents laboratory fee. T 8:05. Campus Folwell 110. Cerny.

## Changes

- Accounting 20L-25L.** (St. Paul section). MTh 6:20 (not TTh 6:20). St. Paul Extension Center 218. Le Borious.
- Fish and Fishing in Minnesota.** No credit. \$6. 10 meetings. W 8:05 (Beginning February 28). Eddy.
- Fundamentals of Speech 1-2-3.** M 8:05. Folwell 305 (not 308). Ziebarth.
- Structural Drafting 22.** Th 7:30. Main Eng. 201 (not 101). Myers.
- Swimming (Beginning)—for Women.** W 7:30. Starr and Eibner.

## Cancellations

- Advanced French Conversation 68**
- ArtEd. 15 Interior Decorating** (St. Paul section)
- Bach, Beethoven, Wagner, and Brahms Econ. 25L.** W 6:20. St. Paul Extension Center 218. Montgomery.
- Ed. Psy. 133 Guidance in the Secondary Schools**
- Engineering Drawing 1 and 2** (W 7:30 campus sections)
- Geography of World War Theaters**
- Music Theory 2T**
- Spanish 6, Intermediate**
- Zoology 2, General Zoology**

## 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 (Please notice that this semester the English placement test is given only once):

7:00 Thursday, February 3, 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. Jackman, 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 noon

January 29 to February 10: 8:30 a.m. to 8:30 p.m., including Saturdays.

#### Additional Hours for Campus Office

Till March 10: 8:00 a.m. to 8:30 p.m.; Saturday, to 12:00 noon

(Note: Extension offices are closed on Monday, February 12, and Thursday, February 22, which are legal holidays. Classes will be conducted as usual unless the class and the instructor have arranged for a substitute meeting.)

## DAY-BY-DAY SCHEDULE OF CLASSES, SPRING SEMESTER 1944-45

## MONDAY

## Classes in Minneapolis

- 4:40 p.m.  
Children in the Postwar Period—  
N. W. Bank  
Nursing Education 68—N. W. Bank
- 6:00 p.m.  
Badminton Club
- 6:20 p.m.  
Accounting Principles (Econ. 20L-25L)  
Accounting Principles (Econ. 25L)  
Basic Mathematics  
Cameracraft (Advanced)  
Cost Accounting (B.A. 153)  
Economic History, Introduction to (Hist. 81-82)  
Education for Post-War Reconstruction—N. W. Bank  
Ethics  
French 4  
French 56  
Freshman Composition 5-6  
German 17  
Interior Decorating 15  
It's Your Money (begins January 8)  
Minnesota Plant Life  
Norwegian 4  
Practical Speech Making  
Psychology of Elementary School Subjects—N. W. Bank  
Radio Script Writing I  
Seminar in Writing  
Solid Geometry  
Spanish 2  
Transportation (B.A. 72)  
Vocabulary Building II
- 7:00 p.m.  
College Algebra  
Golf—for Men  
Higher Algebra  
How To Read Rapidly and Well
- 7:30 p.m.  
Badminton Club
- 8:05 p.m.  
Abnormal Psychology  
Accounting Practice (B.A. 151)  
Application of Psychology to Living  
Commercial Drawing  
Elementary Algebra II  
Fundamentals of Speech 1, 2, 3  
Insurance for You and Your Family (begins March 5)  
Physics of Ophthalmic Lenses  
Salesmanship  
Transportation Topics (B.A. 181)

## MONDAY

## Classes in St. Paul

- 4:40 p.m.  
Later Childhood and Adolescence
- 6:20 p.m.  
Accounting Principles (Econ. 25L)  
Business Law (B.A. 53)  
Economics 7 (Principles of)  
Income Tax Accounting II
- 8:05 p.m.  
Business Law (B.A. 51)  
Child Training  
Europe in the 20th Century (Hist. 66)  
Vocabulary Building II

## TUESDAY

## Classes in Minneapolis

- 4:40 p.m.  
Child Training
- 5:00 p.m.  
Spanish 2—N. W. Bank
- 6:20 p.m.  
Accounting Principles (Econ. 25L)  
Aeronautics 10  
American History 21-22  
Behavior Problems (C.W. 140)  
Business Law (B.A. 53)  
Drawing from Still Life and Pose  
Freshman Composition 4-5  
Geography of South America  
German 2  
German 4  
German Drama 64  
Income Tax Accounting (B.A. 134)  
Nursing Education 77  
Problems of Postwar Reconstruction  
Spanish 1

Spanish 4  
Spanish Composition and Conversation 54  
Supervision in Public Health Nursing  
Swedish 8  
Understanding the Arts  
Vocational and Personnel Psychology (Psy. 108)

6:30 p.m.  
Beginning Golf—Women  
Elements and Principles of Accounting II (A.I.B.)

7:00 p.m.  
Integral Calculus  
Physical Development for Men  
Scientific and Technical Russian (begins January 2)  
Synchronized Swimming and Water Ballet  
Technical Mechanics (M.&M. 127)  
University Chorus  
University Symphony Orchestra  
Yeasts, Molds, and Actinomyces

7:30 p.m.  
Advanced Plastics  
Chemistry 2ex  
Chemistry 9ex  
Chemistry 12ex  
Chemistry 7ex  
Chemistry 124-125ex  
Elementary Navigation and Meteorology (Aero. II)  
Petroleum Products and Testing

8:05 p.m.  
Aeronautics 11  
American Government and Politics II  
Beginning Acting (Speech 32)  
Business Law (B.A. 51)  
Enjoying Music  
Freehand Drawing  
Handcrafts  
Home Floriculture  
Interior Decorating II (ArtEd. 22)  
Personnel Administration (B.A. 167)  
Swedish 10  
Swimming—Men  
Your Postwar Home

## TUESDAY

## Classes in St. Paul

- 4:40 p.m.  
Children in the War and Postwar Period
- 6:20 p.m.  
Accounting Practice and Procedure (B.A. 151)  
Accounting Principles (Econ. 20-25L)  
Accounting Systems  
Spanish 1  
Spanish 2  
Spanish 4  
Spanish Composition and Conversation 54
- 7:00 p.m.  
Dairy Bacteriology (Univ. Farm)
- 8:05 p.m.  
Application of Psychology to Living  
Cost Accounting (B.A. 153)

## WEDNESDAY

## Classes in Minneapolis

- 5:00 p.m.  
Nursing Education 60 (Ward Administration)—N. W. Bank
- 6:20 p.m.  
Art Movements of 20th Century  
Scandinavia  
Birds of Minnesota  
Business Law (B.A. 51)  
Cameracraft (Beginning)  
Composition (Music 78-79)  
Principles of Economics 6  
Europe in the 20th Century (Hist. 66)  
French 2  
Laboratory Psychology 5  
Norwegian 2  
Philosophy in Modern Literature  
Practical and Stellar Astronomy  
Practical Speech Making  
Psychology 2  
Radio Speech  
Shakespeare 56

6:30 p.m.

Intermediate Golf—Women  
Rhythmic Exercises—Women  
Swimming, Intermediate and Advanced—Women

7:00 p.m.

American Country Dancing  
Analytical Geometry  
How To Read Rapidly and Well  
Trigonometry

7:30 p.m.

Advanced Plastics II  
Aircraft Engines 2  
Metallography 2ex  
Swimming, Beginning (Women)

8:05 p.m.

Bible as Literature (2nd series, begins January 3)  
Business Statistics (B.A. 112)  
Fish and Fishing in Minnesota (begins February 28)  
Life Drawing and Painting  
Physics of Ophthalmic Lenses  
Piano Playing for Pleasure  
Radio in the War and Postwar World

## WEDNESDAY

## Classes in St. Paul

- 6:20 p.m.  
Advanced Accounting Problems  
Composition 5-6  
English Review  
Interior Decorating (ArtEd. 22)
- 7:30 p.m.  
Advanced Mechanical Drawing  
Engineering Drawing 1  
Engineering Drawing 2

8:05 p.m.

Accounting Topics (B.A. 182A)  
Contemporary Political Philosophies

## THURSDAY

## Classes in Minneapolis

- 4:40 p.m.  
Spanish 4
- 6:00 p.m.  
Beginning Tennis—Women
- 6:20 p.m.  
Accounting Principles (Econ. 25L)  
Business English  
Camp Leadership  
Children's Literature (Ed.C.I. 63)  
Community and School Health (Ed.C.I. 127—P.H. 180)  
Early Modern European History 57-58  
Freshman Composition 5  
History of Music 36-34  
Income Tax Accounting Survey (B.A. 134ex)—(begins January 4)  
Industrial Health Problems (P.H. 126)  
Interior Decorating (ArtEd. 22)  
Modern Poetry 38  
Portuguese 2  
Problems of World Politics 85  
Radio Script Writing II  
Russian 2  
Sociology 1  
Social Worker and the School (Soc. 80)

7:00 p.m.

Yeasts, Molds, and Actinomyces (Bact. 114)

7:30 p.m.

Chemistry 2ex  
Chemistry 7ex  
Chemistry 9ex  
Chemistry 12ex  
Chemistry 124-125ex  
Engineering Drawing 1  
Engineering Drawing 2  
Plastics (Beginning)  
Structural Drafting 22

8:05 p.m.

Advanced Writing 28  
Aeronautics 12  
Business Correspondence  
Home Vegetable Gardening  
Economics 7 (Principles)  
Interior Decorating (ArtEd. 22)  
Modern Philosophies of Social Reform (Phil. 70)  
Modern Scandinavian Novel  
Reading and Discussion of Russian Literature 31  
Woodworking Problems

## THURSDAY

## Classes in St. Paul

- 6:20 p.m.  
Accounting Principles (Econ. 20-25L)  
Art for Elementary Teachers (ArtEd. 18)  
Fundamentals of Speech 1, 2, 3  
Introduction to Statistical Methods
- 6:30 p.m.  
Swimming (Women)—Farm Campus
- 7:00 p.m.  
Analytical Geometry  
Dairy Bacteriology (Univ. Farm)
- 7:30 p.m.  
Swimming (Women)—Farm Campus
- 8:05 p.m.  
Commercial Drawing  
Psychology 2

## FRIDAY

## Classes in Minneapolis

- 6:00 p.m.  
Badminton Club
- 6:20 p.m.  
Accounting Principles (Econ. 20L-25L)  
Application of Psychology to Living
- 6:30 p.m.  
Elements and Principles of Accounting II (A.I.B.)
- 7:30 p.m.  
Badminton Club

## FRIDAY

## Classes in St. Paul

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

Entered as second-class matter, October 3, 1926, at the post office in Minneapolis, Minn., under the Act of August 24, 1912.

# The Interpreter



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EDUCATION A LIFELONG PROCESS

Vol. XX

MARCH, 1945

No. 3

## The Future by Mail!

By Bess Dworsky Stein  
(Editor of The Interpreter)

**E**DUCATION—the continued process of education—is in many ways a declaration of faith both by those who teach and by those who would learn. It is a declaration of faith in the future.

Sometimes that faith embraces merely the dream, the ambition, of an individual person for himself; sometimes it embraces a belief in the promise in the American way of life, or a wide vision of the good and worth in a community, in all society, or even in all humanity. It is not always conscious of itself. It does not always have words to express itself in.

But those of us who are connected in various ways with the Correspondence Study Department of the Extension Division are able to read in many ways the signs of the trust that there is a tomorrow worth working for.

**Tomorrow is an envelope!** Such might be the slogan of Correspondence Study. From its offices on the fourth floor of the Administration Building, thousands of lessons go out to all parts of the world, to civilians and servicemen. They go to people who, though at home, are far from the University or are, for one reason or another, unable to attend classes; to men and women in the armed forces: in camps in the United States, in far-off territories, in foreign lands, on the seas.

**B**ECAUSE this second group represents those whose formal education has been most radically interrupted, it is only natural that we are particularly impressed by evidence of their continued interest in their education—in their preparation for the people they hope to be when they return to take their places in a peace-time society. Most of these servicemen and women are taking work through the USAFI, the United States Armed Forces Institute. Through this program, men and women in the services may enroll for correspondence courses at any of an approved list of colleges and universities and have half of the total cost of tuition and textbooks paid for by the Government. By the end of September, 1944, the USAFI reported over 28,000 enrollments for the

Army, and well over 23,000 for the Navy. In that report, Minnesota stood third in Army enrollments, with 2207—and fourth in Navy enrollments, with 1749. An examination of statistics from our own Correspondence Study Department at the University reveals an even more significant picture of increasing interest. For the year 1942-43 there were 307 registrations; during 1943-44, 2105 more registrations came in; thus far, for the year 1944-45 there have been 3162 further registrations.

**S**URELY that is evidence of their faith in their tomorrow. A glance at some of the United States' figures for the enrollment by field corroborates that impression.

	Army	Navy
Social Studies .....	5813	3659
Mathematics .....	4759	5535
English .....	4300	4427
Business .....	4276	2849
Languages .....	2348	1385
Science .....	2016	1369
Mechanical .....	1060	1317

An examination of University of Minnesota USAFI registrations shows that courses with over forty registrations in each include English, Business, Mathematics, Accounting, Economics, Journalism, Logic, Problems of Philosophy, Interior Decorating, Music, Air Conditioning, Psychology, Farm Crops, Spanish. One cannot help feeling a warm pleasure in the brave, hopeful implications of such choices of courses to study.

(Continued on page four)

### Summer Extension

The Extension classes which have been offered experimentally for the last three summers have not attracted sufficiently wide interest to justify their being continued. The Division has, therefore, decided not to offer any Extension classes this summer, except upon request. Students who want to take Extension classes this summer should immediately indicate to the Division the classes in which they are willing to enroll.

## The University Presents . .

By James S. Lombard

(Director of Concerts and Lectures)

**T**HE Department of Community Service believes in just what its name indicates, service to the community. Apparently Minnesota schools believe in it too. In 1938, the University programs reached somewhat more than one hundred towns. In 1943, the programs reached over four hundred schools and colleges and presented more than 2000 programs.

The lecture series has always been a noteworthy part of the wider program service which includes music, drama, and entertainment. Lecture subjects have been as varied as the men. Polar exploration was presented by Vilhjalmur Stefansson; adventure by Sidney Montague; Australia by Captain Stanley Osborne; aviation by Canfield Cook; meteorology by Walter Van Haitsma; electricity by Glenn Morris; the world of the naturalist by Max Gilstrap; world affairs by Walter Duranty, Howard Pierce Davis, Robert Bellaire, Major Thom Ditton, Jack Morrow and Erika Mann.

**I**N each instance a qualified person has an unusual experience and the ability to tell about it. Each story has helped to fill in the map for many thousands of persons. To that great audience the world becomes a real place where real people live. This is the kind of community service in which the University believes.

The idea of a greater service was born in a boiler room somewhere in rural St. Louis County. C. W. Sorensen, geographer and foreign correspondent, had spoken to the assembly about some general theme. The principal liked Sorensen's attitude, invited the speaker to have coffee with him — in the boiler room, where few could disturb. One or two other teachers came. And there they discovered a gold mine, in Sorensen himself. It was not that the lecturer had the answer to every question. But he did have a world experience, from Buenos Aires to Java to Germany to Japan, and thirty other countries. The little coffee party caught a vision of actual living in a very real world.

**"W**E were just getting hungry when the speaker finished," other schools reported. "The students had a hundred questions, but there was no more time."

(Continued on page two)

## THE INTERPRETER

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### Advisory Committee

T. A. H. TEETER      W. DICKERMAN      J. S. LOMBARD  
Julius M. Nolte - - - - Director      Bess D. Stein - - - - Editor

MARCH, 1945

### The University Presents . . . .

(Continued from page one)

At the University we paid attention to these comments. We knew there were speakers with one story to tell, and no more. We knew also that some men like Sorensen had a tremendous contribution to make, over and above the assembly program. The students ought to have a close contact with a distinctive personality, a greater opportunity than the auditorium afforded. We wondered if Sorensen should spend a full day in each school.

Forty-five schools jumped at the chance to try an all-day Sorensen schedule, in 1943-44. In nearly every case the assembly program was first on the schedule. Then Mr. Sorensen stepped into the classroom and the classroom atmosphere. He carried a supply of maps so that each student could learn from experience how to use "Maps as tools." Sometimes he talked about the Arab East or South America, and answered scores of questions about how the peoples lived, what they thought, to whom they prayed. A presentation of "The Geography of the News" was always welcome. A vague world became appreciably more clear in this classroom.

The teachers' meeting was not very dull that day. Every department had felt the emphasis upon the bigger world patterns and understanding. Now there was opportunity to talk about the professional aspects of the program: "The geographic idea throughout the curriculum," or "How to read maps." In many communities a general public meeting finished the day.

Superintendents and principals wrote in to comment on the enthusiasm and interest of both students and teachers.

THE experience with the "Sorensen all-day schedule" pointed the way to an expanded program. Certainly there were other men in other fields who could profitably spend a day or more in a school. We chose a theme for the new program, "We Bring the World to Minnesota." Such a theme may seem pretentious, but we believe simply that boys and girls should know the world in which they live. And the major emphasis definitely is not on entertainment or fancy adventure yarns, but on the peoples who live in distant lands.

Many questions are not answered. We are not sure what materials should be

available for study and discussion before the speaker comes or what kind of follow-up is most effective. We are eager to develop the program so that it actually serves school people. We believe a significant part of that service is to "bring the world to Minnesota," in terms of actual personal experience.

### Dr. Powell's Lectures

There will be one more opportunity to hear a series of lectures on the Bible as Literature by Dr. John W. Powell. These lecture series by Dr. Powell have for years attracted large numbers of Extension students.

The final series this spring will meet on Wednesday nights at 8:05, beginning April 4, in the Center for Continuation Study on the University campus. This series will be on the New Testament, and will take up the origin and character of the Gospels, the origin of the Church, the travels and letters of St. Paul and other apostles.

Registration can be made at any office of the General Extension Division, or by mail, the fee being \$7.50.

### Bulletins Available

In addition to **Reading for Wartime**, a survey of periodical literature, the following bulletins, which are based on the Friday evening "World We Want" round table broadcasts over WLB, are available on request by writing to Mrs. Bess D. Stein, 410 Administration Building, University of Minnesota, Minneapolis 14:

- No. 38 Children in Wartime
- No. 39 Preparation of Administrators and the Program 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 Enterprises 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 Post-war Problems?
- No. 49 History and Literature
- No. 51 Understanding Russia through Russian Literature
- No. 52 Europe's Conflict of Cultures
- No. 53 The Mid-Continent and the Peace
- No. 54 Nutrition in War and Peace
- No. 55 **United States Foreign Policy**—by Walter Lippman
- No. 56 What Goethe's **Faust** Means to Us.
- No. 57 **The Arabs**—by Philip K. Hitti
- No. 59 Psychological Cross-Currents and the Peace
- No. 60 **Mother America**—by Carlos Romulo
- No. 61 Total Peace
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- No. 63 Poetry and the War
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- No. 72 The British White Paper
- No. 73 American Youth: Are They Educated for Post-war Citizenship?
- No. 74 Education and the People's Peace
- No. 75 What Can Be Done in Two Years of College?
- No. 76 **On Being A Real Person**—by Dr. Harry E. Fosdick
- No. 77 The International Food Problem
- No. 78 Stabilization of International Exchange
- No. 79 Better Teamwork Between President and Congress
- No. 80 Libraries of the Future
- No. 81 **Union Now**—by Clarence Streit
- No. 83 The World of Cartels We Live In
- No. 84 Post-war Struggle for Domestic Peace
- No. 90 Problems and Prospects of Post-war Education
- No. 91 What Is the Outlook for Employment After the War?
- No. 92 Economic Problems of Southeastern Asia
- No. 93 The Effects of Japanese Methods of Promoting Her Co-prosperity Sphere in Southeastern Asia
- No. 94 Politics and the War In China
- No. 95 Who Can and Does Vote?
- No. 97 Methods of Campaigning for the Presidency
- No. 98 The Veteran Returns
- No. 100 The United States Constitution in Relation to a World Organization
- No. 102 Contributions of Russian Science to Medicine
- No. 106 Contributions of Russian Science to Agriculture
- No. 108 What Do We Want in General Education?
- No. 109 Must We Fear Russia?

## New Films

The following sound films are now available from the Bureau of Audio-Visual Instruction, 229 Northrop Memorial Auditorium.

- African Fauna (1 reel color)**.....\$1.50  
An interesting film showing wild beasts of the veldts, forests and rivers. Authentic closeup scenes photographed in Africa by Paul L. Hoefler, F.R.G.S., the internationally recognized African authority. (Paul Hoefler Productions)
- Amazon Awakens, The (4 reels color)** .50  
Produced by Walt Disney, this film tells the fascinating story of the Amazon River Basin, its history, its industrial progress, its richness of natural resources, and the possibilities for its future. Many of the sequences are done in true Disney animated form. The film is educational as well as entertaining. (C.I.A.)
- Atacama Desert (2 reels)**..... .50  
Life and industry in the hot, dry Atacama Desert of northern Chile. Here are found the rich nitrate deposits for which Chile is famous. Modern mining methods are shown, and there is also an interesting study of the life lived by the people of the region. (C.I.A.)
- Belo Horizonte (2 reels)**..... .50  
The story of Brazil's "planned city with a plan." Belo Horizonte, a city of over 200,000 inhabitants, is unique in that less than 50 years ago, before a single house or street was built, complete plans for its building were drawn up. Now it is one of the most progressive and modern cities in the world and is located in a section rich in mineral resources. Produced in collaboration with the Office of Strategic Services. (C.I.A.)
- Combat America (6 reels color)**..... 1.00  
This thrilling film produced by Major Clark Gable follows the Flying Fortress crews of the 351st Bombardment Group from the end of their training at a Colorado training field to actual combat over Germany. It tells the story of the crews and the gunners, showing how they live, how they fight, and how they rest. Typical shots include target practice, identification drill, briefing, and action encountered on the many missions over Germany. (O.W.I.)
- Fundo in Chile (2 reels)**..... .50  
A contrast of the new farming methods with the old on the large fundos (ranches) of Chile. Special emphasis is laid on the trends toward modernization. There are good sequences, too, concerning the daily life of the fundo workers and their families. A Julien Bryan production. (C.I.A.)
- Here is China (2½ reels)**..... .50  
Portrayed in this film is the China that existed before the Japs attacked. It shows the peasant, the laborer, the builder, the fisherman, the school child—the China that we can expect to see when the war is over. Clifton Fadiman does the narration. (O.W.I.)
- High Plain (2 reels)**..... .50  
The story of the descendants of the Aymara tribe living on the high plain of Bolivia. For twenty centuries, even before the time of the Incas, they have tilled the soil of the plain and have retained most of their primitive customs and modes of working and living. A Julien Bryan production. (C.I.A.)
- La Paz (2 reels)**..... .50  
A film journey through La Paz, Bolivia's capital and the "highest big city in the world." Here the ancient is blended with the modern to make a fascinating study of the contrast between the old and the new Latin America. A Julien Bryan production. (C.I.A.)
- Lima (2 reels)**..... .50  
The beauties of Peru's capital city, the City of Kings and the colonial capital of the Spanish empire in the Western Hemisphere. The rich historical background is sketched, and the modern life of the city is pictured against the background of many beautifully preserved colonial palaces and buildings. Some of the problems of this transplanted old-world society are also indicated. A Julien Bryan production. Release date, January, 1945. (C.I.A.)
- Lima Family (2 reels)**..... .50  
A day in the lives of the members of one of the upper-class families of Lima, the capital of Peru. We see a cultured, modern, happy group of people not unlike those in the same class in the United States. There are differences though, and these are the things that make for an interesting film. A Julien Bryan production. (C.I.A.)
- 957th Day (1 reel)**..... .50  
Activity of the Fifth Fleet somewhere in the Pacific on the 957th day of the war (July 20, 1944) is the theme of this impelling and intense incident of war. It is a film on the capture of an island in the South Pacific. (O.W.I.)
- Normandy Invasion (2 reels)**..... .50  
This film records the tremendous preparations and efforts made by the forces for the invasion of the European continent on D-Day. Gripping scenes of United States troops wading through a hail of machine-gun fire from boats which have worked their way through mine field and underwater obstacles highlight the picture. These are effective shots of the capture of the first German prisoners and of the treatment given to the wounded. (O.W.I.)
- Photography Fights (1½ reels)**..... .50  
This picture shows how photography is helping to win the war. It shows how under enemy action photographic crews work precious minutes getting and scanning pictures to search for signs of enemy emplacements and evidence of his movements. It shows what happens when well-trained, discerning photographic interpreters can read from pictures shot by the crew. (O.W.I.)
- Poland Forever (2 reels)**..... .50  
This is a message from the youth of Poland to the entire world, from the youth who are fighting for the liberty of their nation. It is a pictorial document of the fight of democracy against invasion. POLAND FOREVER is more than a document. It is the story of a nation both old and young—old in tradition and young in heroic dedication to the building of a new state. (O.W.I.)
- Principles of Home Canning (1 reel)** 1.00  
This film shows the steps in the canning of foods that are governed by principles of bacteriology, sterilization, other factors of temperature control, timing and hermetic sealing. These principles are demonstrated as they occur in the boiling water bath processing of high acid-content foods, and in the pressure cooker processing of low acid-content foods. The character of food spoilage agents is described by microphotography of yeasts and molds. The action of the Clostridium Botulinum Bacillus is illustrated by animated drawings, showing its behavior at boiling temperature, and temperature above boiling obtained in the pressure cooker. This timely release serves particularly the needs of teachers who are encouraging practices of wartime home economy. (Erpi)
- Sao Paulo (2 reels)**..... .50  
An interesting study of progress in Brazil's second largest city, one of the fastest growing cities in the world. Here we see a cross section of the modern South America with its busy industry, its growing commerce, its beauty of art and architecture, and its up-to-date trends in education. Produced in collaboration with the United States Office of Strategic Services. (C.I.A.)
- Serving the Merchant Marine (3 reels)** .50  
(O.W.I.)
- South Chile (2 reels)**..... .50  
A picturization of the southernmost area of South America. Here much rain falls, and high winds blow much of the time. Grand glacial scenery and the story of sheep raising on a large scale feature this description of distant Patagonia. A Julien Bryan production. (C.I.A.)
- War on Wheels (2 reels)**..... .50  
The exciting film story of an American truck convoy ambushed by German tanks. Its rescue in a pitched battle by a group of American medium tanks graphically pictures the type of action which won for us in Tunisia. The commentary brings home to the worker the importance of his role in our mounting war production. (O.W.I.)
- Work of the Kidneys (1 reel)**..... 1.00  
Several cinematic devices are used to present a detailed exposition of the kidneys and their functions. Excellent for science courses from the junior high school through the college level. (Erpi)

## Graduate Credit

Students who are taking, or have taken, Extension classes with the expectation of earning graduate credit therein must assume the responsibility for petitioning the Dean of the Graduate School for recognition of this credit. He is Dean Theodore C. Elegen, 234 Administration Building, (Main 8177, Ext. 793). Such students should also report to Watson Dickerman, Chairman of the Students' Work Committee of the Extension Division, the fact that they are working for graduate credit.

## Books in Review

**THE MAGIC CIRCLE.** By Gladys Meyer.  
Alfred A. Knopf. New York. 1944

Reviewed by Bess D. Steln

Most readers will probably have several sharply distinct reactions to *The Magic Circle*—one set of reactions for the story of Katsie and Mike, another for the story of Alix, another for the description of student days in Germany in the early years of the Nazi growth in 1930-32, still another for the combined story of Katsie and Alix. And if your experience is like mine, you will find that as time goes on, whenever you think of the book the split between your various sets of reactions will grow greater; you will think with more and more interest of the years in Germany, the stimulating intellectual life of the students against the dark tragic political background—but you will think with more and more irritation of several of the main characters, especially with the implications of some of Katsie's observations (perhaps they are Miss Meyer's).

Briefly, the novel is the story of two girls, Katharine Hartmann and Alix Bonar through their high school and college years, through their stay on the Continent (including the impulsive marriage of the one and the unhappy love affair of the other), to the final parting of ways—Katsie and Mike having arrived at a realization of their need and love of one another; Alix, unable to come to terms with the world, entering a Carmelite nunnery—to the deep perturbation of most of her friends. For her decision seems to come not from a triumph over life, but from a powerful defeat by it.

Of the two main characters, Katsie is by far the more real and the more convincing. She is intended, I assume, as a bright, exuberant, sympathetic extrovert. But what is portrayed as a forthright independence and directness takes on for the reader at times an air of how-healthy-I-am! complacency. Alix rarely comes real though if her story had been written independently of Katsie's, she might have emerged as a convincing character. She is an exotic, basically continental type, too long over-protected and hence without real defenses against life. Her personality is further complicated by her being Jewish. Miss Meyer, or at any rate Katsie, makes altogether too much of this point, for I am sure that Alix would seem quite as much from another civilization to most American Jews as she seemed to her school friends. And her isolation and loneliness resulted rather from her relationship with her father and mother than from her being Jewish.

By far, the section of the book of greatest interest and value was the period of the *Lehrjahre* in Germany with its description of the growth of the Nazi monster—at first seeming largely a ridiculous malice, but revealing itself gradually as a malig-

nant and powerful thing of destruction. Curiously it is this section, which is most academic, which is most stimulating—perhaps because Miss Meyer herself studied at the University of Frankfurt during the two years discussed in the novel. The serious concern of some of the student groups, their examination of causes of the unrest—the poverty, the unemployment, the inadequate means for channeling and expressing the intense human emotions—these with an occasional juxtaposition of some similar manifestations in the United States make the book decidedly worthwhile reading. We might not have understood or, understanding, have paid heed had the book come out in the middle thirties. Today grown wise with hindsight and the spectacle of the full flowering of that destructive hatred, we may with greater courage and keener vision recognize the plague spots in whatever form they appear, and isolate and cure them.

## The Future by Mail!

(Continued from page one)

But we do not have to rely entirely on the interpretation of statistics. Letters from these uniformed long-distance students bring the world and the war sharply close to us and reveal clearly, and sometimes sternly, the spirit, the purpose, and the faith that animates them. In a November letter by a sergeant in Italy appeared these sentences:

"This is our last winter we are going to spend in the country, and our efforts are going to carry our promise out, I am sure. This is my third Christmas away from home, and with God's will, the last. Morale is high as always, and the American wit, humor, and song is ever present."

A letter from a major somewhere in France contained this paragraph:

"I haven't started work on the courses yet as the textbooks have not arrived. The lesson sheets came the same day that your letter did, and, if you will allow me one little pun, I shall say right now that the Radio Writing course is all wet. Mainly sea water: the result of a little enemy action, no doubt, but the course is still workable, even though the return envelopes are beyond repair."

From the other side of the world, a soldier writes:

"You may wonder why it took me so long to get started. So I shall try to explain. The assignment sheets arrived about the first of November. The text was much longer in arriving. It was during the Luzon operation, second day to be exact, when your text arrived. Naturally, we were quite busy at the time, and studying had to be postponed temporarily. Since then, I have started on the assignments and shall try to be as regular as the Army permits. Studying conditions are not ideal, and assignments requiring library references may not be exact. Under the circumstances, I shall do my best and hope that you will bear with me."

If these are not evidence enough, let me quote in its entirety and without further

comment a letter recently received by the Correspondence Study Department:

"Dear Sirs: I never received my World Politics final exam. As a prisoner, it must come to me directly, and I'll have an officer supervise it. See the American Red Cross if you don't know how to mail it. Also I'm signed with a Money and Banking course and never received the textbook and test question. If they were sent to Europe they will be returned stamped "Missing in Action." Please send it as fast as you can with test question in the package, for my mind is going stale with inactivity. Thanks a million."

The presence in these soldier-students of a real faith in the future is not entirely a matter of our interpreting—it is at times explicitly stated as the following excerpt from a letter of a young lieutenant on his way overseas makes clear:

"Naturally my change of status from that of garrison to combat soldier will not deter [me] from my efforts to carry on my extended schedule with the University of Minnesota. The time lag between our communications may be greater than any we have had in my domestic movements. Nevertheless, I have a purpose to fulfill, and nothing will thwart this ambition.

"Should I move to an active zone, I shall carry with me pleasant thoughts of the many courtesies shown to me by your university.

"I express the thought of most servicemen when I mention that we look to educators to preserve something we miss and want very much upon the conclusion of our present assignment: a chance to continue our interrupted educations. We look to you for an uninterrupted continuance of this vital work, which in the large analysis, is a consecrated duty, while we carry on our military duties.

"I feel good each time someone around here mentions his ambitions for furthering his formal education at the war's end. It insures that this country of ours will always be what we know it now to be—the greatest the world has ever known. Your responsibility is great! But we know that all we expect will be there—and even in larger measure than we dreamed—upon our return."

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# The Interpreter

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## ESMWT—Retrospect

B. J. Robertson

(Institutional Representative)

JUNE 30, 1945 marks the completion of one of the largest engineering projects undertaken by the Federal Government—the training of engineering personnel. Started in the summer of 1940, it has been managed by engineers recruited wholly from the faculties of engineering colleges in the United States. Deans, heads of departments in engineering schools, engineering faculty members were borrowed from various institutions to carry on this project because they could provide the necessary knowledge and experience.

From the moment Germany invaded Poland it was recognized that the world was faced with a struggle that would be decided by the superiority of war machines, the number of such machines available, and technical operating personnel. Years of training and experience are required to produce a scientist or engineer. No one knew this better than the German war lords. Their scientists had been carefully hoarded in preparation for the war. Every man with technical training was carefully cataloged in Germany. They formed the masthead of Germany's supermen.

IN peacetime in the United States there were many engineering graduates who were performing subprofessional or routine duties and who were therefore not using their fundamental knowledge to advantage. The program provided free courses of instruction to advance these engineering graduates to highly technical professional jobs, and other courses to train those without an engineering background to take over the subprofessional work. Training was to be provided under the direction of recognized schools of engineering and the instructors were drawn from engineering faculty members and experienced engineers from industry itself.

The national program was administered by the United States Office of Education. Each cooperating institution approved an institutional representative who was responsible for the management of the program and contact between the school and the U. S. Office of Education.

(Continued on page two)

## Summer Classes

Extension classes are being offered this summer only on demand from a sufficiently large number of students. Thus far only two have been scheduled. **Beginning and Intermediate Swimming** will be offered in two sections on Wednesdays at 6:30 and 7:30 beginning June 6, in Norris Gymnasium 51 (10 meetings). **Speech 1-2-3 Fundamentals of Speech** comes at 6:20 Tuesdays and Thursdays, beginning June 19, in Folwell 305 (16 meetings).

Register for these classes either at any Extension office during daytime hours or at the first meeting of the class; Extension offices will not be open for registration during the evenings.

Other classes can be arranged upon sufficient demand.

## Degrees and Certificates

Three Extension students will be awarded degrees at the Commencement ceremonies this June.

William P. Wegscheider receives the BBA degree from the School of Business Administration. He has done all of the work for this degree in Extension classes except for two early classes.

Berenice Bergstrom and Eileen Sunde will be awarded the ALA degree by the College of Science, Literature, and the Arts. Miss Bergstrom has done all of the work for her degree in Extension classes and Correspondence courses. Miss Sunde did about half the work for her degree at St. Olaf College in Northfield and the remainder through Extension classes.

Roland Daugherty and Henrik O. Hagen have earned the Junior Engineering Extension Certificate, and Norman Hoglund the Junior Business Extension Certificate.

## Fall Bulletins

To conserve paper, the Extension Division will mail out the Bulletin of Classes for 1945-46 only on request. When you get your double return card from the Division in late August or early September, indicate your interest in getting a bulletin by filling in the section to be returned and dropping the card in a mail box.

## KUOM: Summer Schedule

ON June first, WLB became KUOM, the University of Minnesota Radio Station. Throughout the summer, KUOM, although not carrying the regular broadcasts for in-school listening under the Minnesota School of the Air series, continues to bring its Northwest listeners some of their favorite programs. A regular summer schedule, which varies little in structure from other seasons of broadcasting, includes newscasts, music, dramas, interviews, reading, and many other familiar year-round types of programs. Several long-time listening favorites have been the Afternoon Novel, heard every day Monday through Friday at 1:30; the Afternoon Concert, broadcast at 2:30 Monday through Friday; the Extended Saturday Afternoon Concerts, which begin at 2 o'clock and include varied selections by the world's master composers; and at 6 o'clock the Evening Concert, featuring symphonic works, local artists, and evening band concerts broadcast direct from the knoll on the University Campus.

THE summer schedule of KUOM includes several well-known discussion programs, broadcast at 7 o'clock every day Monday through Friday. Freedom Forum, a BBC favorite is heard Monday evenings; Invitation to Learning, on Tuesday evening, is heard through the courtesy of the Columbia Broadcasting System; Wednesday evening Beyond Victory may be heard; on Thursday, Wake up and Live; and The World We Want, featuring members of the University of Minnesota faculty discussing problems of postwar reconstruction, is broadcast every Friday. Added to these discussion programs, many listeners will find the Psychology classroom lecture broadcasts at 11:30 every day except Thursday, stimulating and educational.

EACH Wednesday evening at 7:30 the University Radio Guild presents a half-hour experimental radio drama. These productions are varied not only in content but also in style, and are planned appropriately for specific occasions.

During the regular school year, WLB broadcast the University of Minnesota Convocation; now, during the summer, KUOM will bring its listeners this Thursday morning feature at 11:30, directly

(Continued on page two)

## THE INTERPRETER

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### Advisory Committee

T. A. H. TEETER      W. DICKERMAN      J. S. LOMBARD  
Julius M. Nolte - - - - - Director      Bess D. Stein - - - - - Editor

JUNE, 1945

### KUOM Schedule . . .

(Continued from page one)

from Northrop Memorial Auditorium on the University Campus. This summer's convocation schedule includes such names as Mirmian Marmein, Dr. Albrecht, Edmund Giesbert, and a Symphonette under the direction of Dr. Paul Oberg. This schedule will be supplemented by special programs of speakers and music originating in the studios of KUOM.

Northwest listeners will not want to miss one of the outstanding series to be presented Friday evenings at 7:30 during June and July, called Great Engineering Feats of the Northwest. These programs will tell the story behind the building of some of the most important engineering projects in this part of the United States.

It is with these and many other programs, that WLB in the past, and KUOM in the future, hopes to continue its public service broadcasting to the Northwest.

### ESMWT—Retrospect

(Continued from page one)

The plan worked so well that it was broadened to include physicists, chemists, and those engaged in business management. The name of the project was changed from Engineering Defense Training to Engineering, Science, and Management War Training. Many women were taught to carry on engineering office routines. They have added color and efficiency to many an engineering drafting room, inspection department, etc. They have proved equal to and sometimes superior to men. Instruction varied from graduate courses for engineers to beginning courses in Engineering Mathematics or Engineering Drafting. All were of college grade and required the equivalent of high school graduation as preparation. Well over a million persons have enrolled in these classes during the past four years. There have been some 13,000 in the program at the University of Minnesota. No one knows the full extent of the contribution made to the amazing production of war goods in this country. If salaries paid individuals are an index of the contribution they have been able to make, never has so much been accomplished. Nearly every person completing one of these

courses has been advanced, some to positions of great responsibility.

While the nation is very much at war and we have won only half the victory, it is being found possible to reduce the production of certain war materials. Therefore the federal government feels that it need no longer assume responsibility for training engineering personnel for war production. However, the world's stock of civilian goods is at an all-time low and we shall need all the tricks learned in the heat of war production to meet future needs.

Since most of the courses were offered in part-time evening classes, the program at the University of Minnesota, as at many other schools, was administered by the General Extension Division. The University through the General Extension Division will continue to render as much of the service rendered by ESMWT as is desired by employees and employers. The cost of instruction will be comparable with that of other evening courses.

May I invite for the Extension Division the same hearty cooperation the ESMWT has enjoyed during the past four years.

### Asher Christensen Back

Extension students will be glad to hear that Asher Christensen popular professor of political science, has returned to the campus. Mr. Christensen has been on a government mission to Argentina during the past two and a half years, where he has served as lecturer at the University of Cordova and later as Cultural Attaché of the American Embassy at Buenos Aires.

Mr. Christensen will teach two Extension classes during the coming year. His fall-semester class will be **Government in Latin America**. In the spring semester he will teach **Recent Social Legislation**.

### Workshop for Nurses

During the first summer term the University is offering an intensive Workshop in Supervision for Public Health Nurses. The workshop which begins on Tuesday, June 19 and ends on Saturday, June 30, grants three university credits. The course will include general forums on general problems, as well as smaller group conferences on special problems. For further information call the Summer Session office.

### Humanities Classes

Two courses in the Humanities will be offered to Extension students during 1945-46. During the fall semester, Mr. Alburey Castell will offer **The Humanities in the Modern World**; in the spring semester, Mr. Tremaine McDowell will offer **The Humanities in the United States**.

In his description of day session classes in **The Humanities in the Modern World**, Mr. Castell defines the range of the course as follows:

"The term 'The Humanities' is used here to refer to five subjects: history, social criticism, literature, the fine arts, and philosophy. The common subject matter is humanity: how human beings handle the business of living, in politics, in economics, in morals, in religion, in education, and the like. In general, you may contrast the Humanities with the Sciences. This distinction is not necessarily one of opposition, though on some uses of the term 'science' it may become so.

"The term 'modern world' is used to refer to western history from about the middle of the 18th century, and the closing years of the Old Regime, the Age of Voltaire, to the present.

"In this course the Humanities are used as commentary on the record. This makes history fundamental. Within the last two hundred years what has humanity been doing in the western world? What have been the great episodes, movements, and transformation? We . . . seek to acquaint ourselves with them by means of history, social criticism, literature, the fine arts, and philosophy."

The class in **The Humanities in the United States** has as its theme, as Mr. McDowell writes in his description,

"unity within diversity, the diversity within unity which characterize life within the United States . . .

"This theme of unity within diversity is developed through an examination of three sets of ideas: (1) nationalism, regionalism, internationalism, (2) individualism, democracy, minorities in a democracy, (3) the conquest of nature, the pursuit of happiness, the good life."

Anyone interested in further information about these or other Extension classes should write or call the General Extension Division office.

### Intercultural Education

A Workshop in Intercultural Education will be conducted during the second summer term, beginning July 30 and continuing till August 31. The workshop is open to teachers, to graduate and undergraduate students with some background in the field, and to others with interest and experience in intercultural education. Among the various objectives of the course is the study of the problems of cultural groups, including racial, national, and religious minorities, in this country and elsewhere, and the development of pertinent techniques at the various levels. Further information is available from the Summer Session office or the College of Education.

## Community Service

The Community Program Service announces its offerings for the second year of its two new services, the Community Artists Course, and the Talks of the Month. These services were so successful during their first year that their continuance has been more than justified.

Among the Talk of the Month speakers will be the following:

1. **James L. Wick**, who will have just returned from his round-the-world tour as economic adviser to Congressman Dirksen's party, a group studying post-war lend-lease needs of our major allies.
2. **Hubert Liang**, who is one of the top Chinese speakers in this country, a member of Chiang-Kai Shek's advisory staff, and founder of the Cooperative Movement in China.
3. **Jack Morrow**, who was for 17 years a newspaper editor in Japan.
4. **Rulka Langer**, Polish born, and Vassar educated, who is well known as an author and as a translator of *Blessed Are the Meek*.
5. **Sidney Montague**, who will speak on "Opportunities North."

Several well-known artists and groups will appear under the auspices of the Community Program Service.

1. **The Edwin Strawbridge Ballet** presenting "Christopher Columbus."
2. **Leona Flood**, talented American violinist.
3. **The Britt Trio**, an excellent chamber music group.
4. **The Ionian Singers**, easily one of the best of these singing groups that are becoming so popular in America.
5. **The Fisk Jubilee Singers**, the most highly acclaimed group of Negro singers in the entire world.

## Film Rental Rates

Beginning September 1, 1945, films may be rented to schools for two days at the daily rate given in the bulletin.

## Films and Slides

Pillsbury Mills, Inc., through its president, Mr. Philip W. Pillsbury, has presented to the University of Minnesota the following Yale Chronicles of America photoplays and slides which will be available after September 1, 1945:

### Photoplays (16mm silent)

#### ALEXANDER HAMILTON (3 reels)

A biographical film revealing Hamilton's work during the crucial period immediately following the War of Independence in stabilizing the currency of the new government and formulating its financial system.

#### COLUMBUS (4 reels)

The career of Columbus from 1485 to 1492 disclosing the discouragements, the persistent efforts, and the ultimate triumph of the "mad Italian."

#### DANIEL BOONE (3 reels)

The courage and unconquerable spirit of the early pioneers, typified by a portion of the adventuresome career of Daniel Boone.

#### DECLARATION OF INDEPENDENCE (3 reels)

An account of the efforts of a small group of patriots to bring about a unanimous vote in favor of independence which reveals the three outstanding attitudes of public opinion in 1776, as represented by Tories, Conservatives, and those in favor of absolute independence. The influence of pamphleteers, typified by Thomas Paine and his "Common Sense," the unofficial gatherings of delegates, the concern of John Adams, Franklin, and others as to the attitude of France, the proceedings of the Second Continental Congress culminating in the famous session of July 2, 1776, when a unanimous resolution resulting in independence was secured. The formal adoption of the Declaration of July 4th, and the subsequent excitement.

#### DIXIE (3 reels)

The story of the civilian South through the Civil War, revealing the heroic part played by the women of the Confederacy and the position and attitude of the slaves. To this end, it traces the experiences of a typical Southern family behind the lines from the time its men ride to the war, to the final months of the struggle. It ends with a re-creation of Appomattox. General Lee, representing the unbroken spirit of the South, meets with General Grant and terms of surrender are arranged.

#### EVE OF THE REVOLUTION (3 reels)

Depicting the most significant incidents of the decade 1765-1775 and through these interpreting the state of mind of the people as the movement for independence gained impetus. In detail, re-creating scenes incident to the Stamp Act and the stand against "Taxation Without Representation." Also re-creating the Boston Massacre, the Boston Tea Party, the Salem Assembly, the rides of Paul Revere and William Dawes, Jr., the sharp military clashes at Lexington Green and Concord Bridge and the retreat of the British. In short, the most notable events preceding the actual outbreak of the War of Independence.

#### THE FRONTIER WOMAN (3 reels)

The sacrifices of the women of the frontier and the part played by them in the making of our nation. The story of the settlement of Watauga in the Tennessee mountains in 1780.

#### GATEWAY TO THE WEST (3 reels)

Suggesting the beginning in 1753 of the bitter conflict for the vast wilderness west of the Alleghenies between France, working south from Canada, and England, pressing westward from her seaboard colonies. Presenting, also, a charming picture of life in Old Virginia. In detail, the experiences of young Colonel George Washington, sent by Governor Dinwiddie to protest the French occupation of the Ohio Valley.

#### JAMESTOWN (4 reels)

A faithful impression of the Jamestown settlement in 1612 under the stern rule of Sir Thomas Dale. The daily life of the colonists. The ever present menace of the Indians whose hostility is aggravated in part by Spanish intrigue. The capture of Pocahontas, her marriage to John Rolfe and the end of Powhatan's war of extermination, factors contributing to the successful establishment of the first permanent English settlement in America.

#### PETER STUYVESANT (3 reels)

A summary of the outstanding events from 1653 to 1664 which reveals how Dutch New Amsterdam became English New York.

#### PILGRIMS (3 reels)

The struggle for religious freedom as typified by the story of the Pilgrims. Starting with the experience of the Separatists at Scrooby, England, their migration to Holland during 1607-1608. Twelve years later, the departure of the devout band for America. The voyage of the Mayflower. The landing on Plymouth Rock. Hardships and suffering during the first winter. The refusal of the Pilgrims to return to England, and other incidents revealing their faith and devotion to the ideal of freedom in religious thought and expression.

#### PURITANS (3 reels)

The economic background of the Massachusetts Bay Colony. Life in early New England, 1630, contrasted with the court of Charles I. The political moves behind Thomas Morton's effort to discredit the Puritans in England and to bring about the revocation of their Charter. The rise of political dissension at home, including the departure of Roger Williams. The capable leadership of Governor Winthrop in successfully bringing the colony through this dual crisis in its affairs.

#### VINCENNES (3 reels)

The struggle for supremacy along the frontier when the American Colonies were fighting for independence in the East. Breaking the influence of the British over the Indians and winning for

the Republic the vast territory from which later were formed the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

#### WOLFE AND MONTCALM (3 reels)

The bitter struggle between France and England in America, culminating in the Battle of the Plains of Abraham and the fall of Quebec in 1759. The acute situation in world politics which prompted William Pitt to send an army overseas under command to General James Wolfe. The situation in New France with General Montcalm hampered by the jealousy of Vendreuil, Governor-General. The military strategy of Wolfe. His attack on Quebec. Montcalm's desperate defense. The clash on the Plains of Abraham. The occupation of Quebec and the arrival of an English fleet the following spring.

#### YORKTOWN (3 reels)

The progress of the War of Independence between January and October, 1782. The hardships and sufferings of the American troops. The problems facing General Washington due to the discouragement and mutiny. The international aspects of the campaign of 1781 and the aid rendered by the French leaders. Washington's march south. The arrival of the French fleet in the Chesapeake. The successful outwitting of Clinton and Cornwallis. The Battle of Yorktown and the subsequent surrender of Cornwallis.

#### Pageant of America Slides (3¼" x 4", standard size)

1. ALEXANDER HAMILTON (15 colored slides and descriptive notes)
2. COLUMBUS (15 colored slides and descriptive notes)
3. DANIEL BOONE (13 colored slides and descriptive notes)
4. DECLARATION OF INDEPENDENCE (14 colored slides and descriptive notes)
5. DIXIE (11 colored slides and descriptive notes)
6. EVE OF THE REVOLUTION (19 colored slides and descriptive notes)
7. THE FRONTIER WOMAN (13 colored slides and descriptive notes)
8. GATEWAY TO THE WEST (11 colored slides and descriptive notes)
9. JAMESTOWN (12 colored slides and descriptive notes)
10. PETER STUYVESANT (13 colored slides and descriptive notes)
11. PILGRIMS (10 colored slides and descriptive notes)
12. PURITANS (12 colored slides and descriptive notes)
13. VINCENNES (12 colored slides and descriptive notes)
14. WOLFE AND MONTCALM (12 colored slides and descriptive notes)
15. YORKTOWN (14 colored slides and descriptive notes)

Teaching materials for use with the photoplays and slides are also available.

The Bureau of Audio-Visual Instruction will charge a service fee of \$.50 per picture plus transportation; a charge of \$.15 plus transportation will be made for each slide unit.

For further information, write to the Bureau of Audio-Visual Instruction, 229 Northrop Memorial Auditorium, University of Minnesota, Minneapolis, 14, Minnesota.

## Reading Room Open

The War Reading Room in 108 Library will remain open all summer from 10:30 to 12:30 and from 1:30 to 5:30. The Room contains a stimulating collection of books on war and postwar topics, pamphlets and bulletins, and maps. Anyone interested in reading in the Room, whether he be enrolled in the University or not, is welcome. Other War Information activities—the World We Want radio program heard over KUOM on Friday evenings, and the reading bulletins—will also continue uninterrupted.

## New Business and Engineering Classes

Although the ESMWT program is terminating, the demand for the kinds of training which it has provided continues. The General Extension Division proposes to serve this demand through its evening classes. Here are some of the business and engineering classes planned for 1945-46:

Air Conditioning  
Air Pilot's Ground School  
Industrial Design  
Mathematics  
Motion and Time Study  
Plant Layout  
Plastics  
Product Analysis  
Production Control  
Production Illustration  
Quality Control  
Reading Drawings  
Refrigeration  
Use of Engineering Handbooks

## Our World and Our Times

Your attention is called to two series of lectures on the artistic, economic, literary, philosophical, political, and social problems of our times. The lecturers are members of the university faculty. They and their subjects and dates will be announced in the fall and winter issues of *The Interpreter*. The lectures will probably take place at 8:15 on Thursday nights at the Center for Continuation Study.

Fall series (10 lectures, October 11-December 13) ..... \$6  
Spring series (10 lectures, February 21-April 25) ..... \$6

If you want to be put on the mailing list for special descriptions of this series, write in to the General Extension Office, 402 Administration Building.

## Films for Today

A feature of the 1945-46 Extension season is a fall and spring series of timely films. The films will show the following: the war in retrospect, the postwar world, Latin America, science in our lives, and other topics. Title and dates will be announced in fall and spring issues of *The Interpreter*. The films will be shown at 8:15 on Wednesday nights in the auditorium of the Museum of Natural History.

Fall series (10 films, October 10-December 12) ..... \$6  
Spring series (10 films, February 20-April 24) ..... \$6

## 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 1945-46:

Art in Life and Education  
Beginning Chinese  
Ceramic Studio  
Geography of Asia  
Government in Latin America  
Humanities in the Modern World  
Indoor Gardening  
Intercultural Education  
Interpretation of Poetry  
Introductory Psychiatry  
Painting Studio  
Play Leaders' Laboratory  
Psychology and Personality  
Psychology of Elementary School Subjects  
Recent Social Legislation  
Teaching of Science in the Elementary School  
Workshop for Teachers of Reading

(For new business and engineering classes, see column one on this page.)

## Faculty Artists

Among the distinguished artists on the faculty of the University of Minnesota are John Rood and Josephine Lutz Rollins.

Mr. Rood is artist-in-residence at the University. He has worked in many forms of art but is best known for his wood sculpture, which was exhibited in New York in 1937, at the Minneapolis Institute of Arts early in 1945, and more recently in Coffman Union on the campus of the University. Last year he taught an Extension class in wood sculpture. This year the main emphasis of his Extension class will be on ceramic sculpture.

Mrs. Rollins won the first prize in oils at the 1945 salon of the Minneapolis Women's Club. She is perhaps best known for her paintings of Minnesotiana, the St. Croix Valley being her favorite locale. For the one hundredth anniversary of the town of Stillwater, she recorded on canvas twenty-five of Stillwater's old buildings. The class in painting which she will offer during the 1945-46 Extension season provides Extension students with their first opportunity to work under Mrs. Rollins.

## Degree Through Extension

The Extension Division is pleased to add William P. Wegscheider to the list of those who have earned their University degrees through classes of the Extension Division. Mr. Wegscheider, who has taken all of his work except for one or two early classes in the Extension

Division, will receive the degree of Bachelor of Business Administration at the June commencement exercises of the University. He began his studies here in 1928-29 and continued them through the past year. He got a Business Certificate from the Division in 1931.

Characterizing his work as Extension student, Mr. Wegscheider wrote in a letter to his adviser, Mr. John J. Reighard, Professor of Accounting:

"About the time I first decided to build on my Extension Certificate and work for a degree, a St. Paul man [Mr. Karl Koehn] . . . had just completed his work for a degree in the Extension Division, and of course I also knew of the fine record made by Mr. Nightingale. Their achievements seemed to me to be both a challenge and an encouragement, and so I set out on the long adventure.

"Although the time has stretched out longer than I had anticipated, and the many weekly or semi-weekly evening trips to the campus after the day's work seemed at times to be in the nature of an endurance test, yet, on looking back I find that I have really enjoyed the experience. I feel that I have gained much from my classes, aside from the accumulation of credits; and association with the men who teach the classes has been helpful and stimulating. Acquisition of this degree, of course, is the major milestone in my formal education, but there are still courses—some in the School of Business, others cultural—that I would like to take, and I hope some day to resume those stimulating classroom contacts . . ."

Extension students who look longingly toward a degree will doubtless be encouraged to be reminded by this event that planned study will in time lead them to their goal. As they may remember, at the June 1943 commencement exercises, Matthias Tometz, the first graduate of the Institute of Technology to take all his courses in Extension night classes, was granted the degree of Bachelor of Electrical Engineering.

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