

The Interpreter



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

Vol. XVII

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No. 1

Small World

Since the spread of the war has wiped out distances between countries, an informed interest in world affairs becomes an increasingly important part in the education of every thinking adult. The Extension Division provides the opportunity to acquire that information in many of its courses. These include **International Economic Problems**, a course dealing with the economic situation before and after World War I, unstable factors in the 1920's in relation to the depression beginning in 1929, the economics of conquest, and problems in international economic policy; **The Far East in Modern Times**, a survey of the history and foreign relations of China, Japan, and India in recent times, taking up subjects such as China's struggle to attain national unity and democracy, Japan's aims to dominate Eastern Asia, problems complicating India's situation; **Geography of Asia**, a course discussing the areal differentiation in the major geographic regions of Asia and the geographic basis for existing conditions in those areas; **Scandinavian Life Today and Yesterday**, an introduction to the political, economic, social, and educational organization of Scandinavian life, characteristic trends in its fine and applied arts, and some important phases in its recent literary development; **European Civilization**, a two-semester, introductory course in European history from 1500 to the present, considering political, social, and economic factors; **Europe in the Twentieth Century**, a two-semester course dealing with the history of Europe from 1900 to the present.

These courses and others offered this semester and next semester should lay a sound foundation for a critical understanding of the society in which we live.

Bible as Literature

Mr. William P. Dunn, a member of the English Department, will teach **The Bible as Literature** in the Extension Division. The course will provide a study of the history, literary forms, and contents of the books of the Old Testament. Students may have heard Mr. Dunn when he delivered a lecture early this summer on "The Nation and the Individual in the Old Testament." The lecture, broadcast over WLB, was one of a series, **Living Ideals in National Literature**, sponsored by the University Summer Session.

The New Bulletin

The 1942-43 Bulletin of Extension Classes will be sent out this year only on request. Any Extension student who neglected to mail in the return card sent out this summer and who is interested in getting a Bulletin should notify the Division at once. Requests may be made by telephone or by mail at any of the offices of the General Extension Division. The general information section, which was formerly a part of the Bulletin, is now printed in separate mimeographed form and is also available on request.

War in Departments

The relation of the war to some specific aspects of society is presented by several of the departments of the University in Extension classes. These include: **Geography of the World War Theatres**, a course for the layman by the members of the Department of Geography, emphasizing geographical areas most in the news at the time the lectures are given; **Psychology of War**, ten lectures in the applied psychology of war, which will take up topics such as civilian and military morale, propaganda and prejudice, the effect of war stresses on the individual; **Wartime Propaganda and Censorship**, a course in the School of Journalism, discussing the purpose, structure, and functioning of governmental wartime public relations and propaganda agencies, propaganda techniques of totalitarian countries, wartime legal restrictions on freedom of expression; **School and the Social Order**, a seminar in Education discussed more fully in a separate article in this issue of THE INTERPRETER; **Children in Wartime**, a course in Child Welfare, which discusses the effects of wartime tensions upon children, special problems of child care created by evacuation and defense work, post-war problems of reconstruction and rehabilitation, and related topics.

New Film Bulletin

A new bulletin listing about 1,000 reels of 16 mm. films, silent and sound, is just off the press and will be sent on request to all who wish to use it. The list includes many of the best educational films made, such as the Erpi Classroom Films, the Teaching Film Custodian Films, the Human Relations Films, the Eastman Teaching Films, and many others.

American Scene

The cultural roots and growth of America are studied in Extension classes representing several departments of the University. The English Department offers for the first semester **American Life in American Literature**, an informal course which will have class discussions of many phases of life in various regions of the United States: customs, thought, humor, etc. The course will be taught by Mr. McDowell.

In political science, there is **American Government and Politics**, a two-semester course to acquaint citizens with the basic principles and practices of the American system. The course includes the study of the history of the Constitution, units of government and their interrelationships, rights of citizens, lobbies, civil rights, and other topics.

The Division offers two classes on America in history and economics. **Introduction to Economic History**, a two-semester course, emphasizes the economic organization of early American peoples, analyzes the evolution of our capitalistic organization of society, and compares democratic capitalism with communism, fascism, and national socialism. **American History**, which may be taken either two semesters or three, covers the history of America from 1763 to the present, with special emphasis on social and economic factors.

These courses and related courses given during the first and second semesters trace the pattern of America.

Documents of Freedom

Among the stimulating new classes offered to Extension students this year is **Documents of Freedom**, which will be taught jointly by Mrs. Helen P. Mudgett and Mr. Alburey Castell. In a democracy, the story of the historical and philosophical growth of freedom should be part of every man's knowledge. The course traces that story through memorable documents, such as Pericles' Address to the Athenians, Magna Carta, the Declarations of the American and French Revolutions, the Chartist Petitions, and the Atlantic Charter of our own day. Both to those who have taken the Great Books classes and to others, this new class should help in providing a valuable perspective on the growing ideal of freedom and a juster appreciation of our cultural heritage.

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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - - Director Bess. D. Stein - - - - - Editor

SEPTEMBER, 1942

Worrier or Warrior

THE Worrier is in a continual fluster. His mind is dizzied by an unchecked influx of questions. He glances at the headlines and groans; he looks at the family budget and immediately gets a headache; he taps the rubber on his tires and refuses to stir from his porch—not even for the wholesome exercise of weeding his garden; he listens to the radio and acquires far more wrinkles in his forehead than a commanding general; he gives ear to the prophets of despair; he is a straw tossed by all the ill winds; he is glued to the anxious seat; and none may find comfort in him.

The Warrior knows that in this wartime world every human being has a battle that he can fight and win. He can fight against the enemies of democracy; he can fight against ignorance and prejudice; he can fight against his own indolence and complacency.

Instead of being fearful and astonished at the efficiency of totalitarian governments, he trains himself and urges his fellows to train themselves in all the essential duties of citizenship. Instead of counting the lights under his neighbor's bushel, he spends his time and energy cultivating his own abilities and interests, and making the same opportunity available to others. Instead of exercising his ability to worry, he develops his capacity to work hard, and to plan intelligently.

His purpose is to laugh heartily, to deserve a good peace, and to have an active part in making a world where the body and mind and spirit of man can grow freely.

How are YOU spending your time?—**B.D.S.**

"Ideas Are Weapons"

Many of us need to remember a phrase which Max Lerner uses for the title of one of his books—"Ideas are weapons."

But ideas like weapons may grow rusty and corroded; they may outlive their usefulness; they may be dangerously wielded by men of ill will. Only by the continual process of learning is one adequately prepared for the continually changing process of living.

A man armed with a critically sharpened idea, practiced in its use, and moved by ethical passion is potentially the best protector of the democratic way.

Most of us, unfortunately, are concerned with the advantages of democracy only when we think we may be deprived of them. That is negative vision, negative democracy—sometimes necessary, but never in itself sufficient. The positive weapons of democracy are the uses we make of our opportunities for the good life, the responsibilities we accept in return for our privileges. Education, too, is not merely a privilege; it is a significant responsibility.—**B.D.S.**

John L. Macleod

John L. Macleod, since 1925 manager of the Duluth office of the University of Minnesota Extension Division, died in Duluth on July 18. Besides being head of the Duluth office and teaching Freshman Composition, Mr. Macleod was adviser to a great number of students in the Duluth area. His loss will be felt by students, friends, and colleagues.

Know Minnesota

The Bulletin of Extension Classes describes four courses which will appeal to those interested in Minnesota plant and animal life. In the first semester, the Extension Division offers **Wild Life Conservation in Minnesota**. In the second semester, coming at a time when such knowledge can soon be applied, the Division offers **Minnesota Plant Life**, **Birds of Minnesota**, and **Fish and Fishing in Minnesota**.

Plays Loaned

The Loan Play Library Service aims to facilitate the selection of plays for production purposes in Minnesota schools and communities. A new bulletin lists about 4,000 plays suitable for amateur productions by schools and other organizations. The bulletin may be obtained by writing to the Community Service Department, General Extension Division, University of Minnesota.

War Information Films

The Bureau of Visual Instruction has been designated as a depository for films released by the United States Office of War Information. According to present plans, the Office of War Information will release from three to five subjects each month. Copies of the following subjects are now available:

	Rental fee
Bomber (1 reel, sound).....	\$0.25
This subject shows the manufacture of the Martin B-26 medium bomber and suggests its speed and power as a combat plane.	
Ring of Steel (1 reel, sound).....	.25
Pictures the American soldiers as they are now, carrying on the traditions of past accomplishment. This patriotic film shows scenes of battle grounds famous in American history and outlines the part the American soldier has played in the growth of the nation.	
Safeguarding Military Information (1 reel, sound) .....	.25
This film was originally made by the Motion Picture Academy of Arts and Sciences as a training film for the U. S. Army, and is now being shown generally throughout the country. It stresses the importance of secrecy on the part of military personnel and workers engaged in defense activities, and shows the results of careless talk. Dramatic scenes of ship explosion, sabotage, and disastrous events resulting from thoughtless revelation of information to the enemy are shown.	
Tanks (1 reel, sound).....	.25
Graphically describes the manufacture of the M-3 medium tank. Photographed at the Chrysler Detroit Tank Arsenal, Fort Knox, Kentucky, and an unnamed eastern seaport.	

Books in Review

THE EDGE OF THE SWORD

By Vladimir Pozner. Translated from the French by Haakon M. Chevalier. Modern Age Books. New York. 1942.

Reviewed by Bess Dworsky Stein

A significant note in the recent Commando raids on Dieppe was the message broadcast throughout the day to the French people, urging them to take no active and open part against the Germans as yet, to wait for the real invasion rather than to subject themselves unnecessarily to merciless reprisals. Or again, reading the biting indictment of the leaders of France in Pierre van Paassen's preface to **RUSSIANS DON'T SURRENDER**, we find there, too, that the little people of France were not without courage and willingness to fight.

Getting these necessary insights into the temper of the French people, we welcome a book such as Pozner's **THE EDGE OF THE SWORD**. Although the novel describes events occurring during the short war of France against Germany, it is significant to most of us for the appreciation it can give us of the minor heroes of that war—minor heroes like those whom the British radio must warn not to rise against their oppressors as yet, minor heroes to whom the ideals of democracy, of honest labor, of warm generosity are as important as they are to us.

The grand strategy—or the grand *fiasco*—of the war of France is only the general backdrop of the story. Certainly it casts its shadow over the events and in part determines their course. But what we see most clearly are the small scenes revealing the various human being in his strength or gentleness, his bewilderment or calm, his fear or determination.

The early chapters of the novel pick up the several strands of the story whose threads cross and converge and part—the blind man, formerly secure and superior to his neighbors in his sense of touch and direction, now completely lost in a dark world shaken from its once familiar landmarks; Moustier and his two companions driving a fully equipped tank from Flanders so that it may take part in the battle of France, a battle which eludes them; Caillot, the central strong character of the book, who knows how to direct men without destroying their sense of individuality.

The story is written with a warm, restrained tenderness which makes the characters seem not merely creatures in a book but real people—a real bargeman, a real mason, a real shepherd, a real metal worker. Brevannes and his friends assisting at the birth of a baby have the clumsiness and awkward gentleness of recognizable human beings. These are real

people caught in a chaotic collapse. They do not therefore remain the same throughout the book, but either grow in strength and determination or are hurt and misshapen by the destruction of the world they were familiar with.

The sympathetic strength of the writing is perhaps best illustrated by a short passage which adequately illustrates the emotional tone of the book:

"At the lowered windows of the coaches one perceived, not heads, but hands, clusters of hands, young and old, with veins, with hairs, with freckles, with wedding rings, that clung to other, smaller hands that had remained on the station platform; they were shameless with tenderness; the train got under way, stretching these chains of flesh, breaking them as it took on speed; the dark platform became lighted up with handkerchiefs; those who were leaving could no longer discern their special bit of foam on that tumultuous sea and waved their hands at random; it was the good-bye of all the men to all the women; and the women, losing sight of the hand, the window, the coach, no longer could make out anything but the train bristling with arms without fingers, without hands, as though they were already stumps. The same handkerchiefs served to check the flow of tears, and the words that should have been spoken came crowding back to memory. The women returned home to write their first letter."

Engineering Classes

Two new classes in Engineering are open to Extension students in the first semester. **Differential Equations for Engineers** will provide a study of the standard types of differential equations and solutions, with special reference to the linear equations of importance in engineering. Symbolic and operational methods will be introduced. **Elements of Electrical Engineering**, a two-semester course, is an introduction to the development, principles, materials, safety, and general applications of electrical engineering. It begins the regular electrical engineering sequence of the Institute of Technology.

Lieutenant Avery

Mr. Curtis E. Avery, editor of **THE INTERPRETER** and Assistant Professor of English, who has been in charge of English classes and publicity for the Extension Division, has been granted a year's leave of absence from the University to accept a commission as first lieutenant in the Army Air Corps. Mr. Avery left in July for the Officers' Training School at Miami Beach, Florida.

English Composition

Students in Extension should notice that English Composition is now a one-year course. The work of Composition 4 and part of Composition 5 is covered in one semester; the rest of Composition 5 and all of Composition 6, in the next semester. In this way it is possible for students to complete their English requirement in one year instead of the year and a half necessary under the former plan. For the convenience of those who began their English study under the three-semester schedule, there will be trailer sections in Composition 5 and Composition 6 in the first semester, and a section in Composition 6 in the second semester.

All students who plan to register for English Composition should note the following regulations:

1. All students registering for Composition 4-5 must take the Placement Test prescribed by the University.

2. If the student took this test within the last four years, in high school or at the University, he must ask for assignment to the proper composition class **one week before the first meeting of the class**. (He need not take the test again.) He should telephone, write, or call in person.

3. Normally no student will be admitted to a class in Composition unless he has attended the first or second meeting of the class.

4. Composition 4-5 and 5-6 must be taken in sequence.

5. If the student who plans to register for Composition 4-5 has not taken the test within the last four years, he should report for the test at the first scheduled date, as given below. **The test will be given only as scheduled. There will be no other opportunity to take the test.**

Schedule

September 24, 7:00 p.m., Room 110 Folwell Hall, Campus

September 24, 7:00 p.m., St. Paul Extension Center 212

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

Certificates Earned

At the June, 1942 commencement exercises, the following students were awarded certificates earned through study in the General Extension Division:

Junior College Certificates

Ann G. Johnson, St. Paul
Annette Kurtz, Minneapolis

90-credit Business Certificates

Gerald E. Fitzgerald, St. Paul
Francis L. Fox, Minneapolis
George Lender, Minneapolis
George A. MacDonald, Minneapolis

45-credit Business Certificates

Dan N. Hansen, St. Paul
Lawrence P. Stephanie, St. Paul

Registration

Students may register for Extension classes by mail or by personal application, from September 14 to October 3. Late registrations are subject to a late fee. It is important that students register before the first meeting of classes.

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

OFFICE HOURS

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

From September 21 to October 3 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

Latin America

Students in Extension who wisely realize that the Good Neighbor policy, to be effective, must be founded on information, will be particularly interested in the three courses on Latin America described in the new Bulletin. In the first semester, the Extension Division offers on the Campus **Survey of Latin-American History and Economic Problems of Latin America**. In the second semester, it offers **Geography of South America**, a class which meets in St. Paul. These courses, together with a study of the languages of Latin America should provide a well-rounded unit of knowledge.

How To Study

Students registered in the Extension Division and those who are about to register are urged to attend the series of How To Study lectures given without charge the week before classes begin. Charles Bird, Professor of Psychology, will again direct the series. The lectures will cover the following topics: Adult Learning, Basic Forms of Skill, Textbook Assignments, Notes and Examinations, Distribution of Study.

The meetings will be held September 21-25, from 7:00 to 8:40 p.m. in the Auditorium of the Museum of Natural History on the Campus.

Calendar

1942

Sept. 14 Registration begins
 Sept. 21-25 How To Study Institute
 Sept. 24 English Placement Test
 Sept. 28 Classes begin
 Oct. 3 Last day for registration without penalty
 Dec. 19 Christmas recess begins

1943

Jan. 4 Christmas recess ends
 Feb. 1-5 Final examinations
 Feb. 6 First semester ends

Listening to Radio

In these days of the increasing importance of radio as a source of information, the intelligent adult must know how to listen critically as well as how to read critically. A new course offered by the Extension Division, **How to Listen to the Radio**, will assist students in getting the most out of their radio programs. It will point out sources of information about programs, clear up deaf spots in listening habits, and suggest standards for evaluation and criticism.

In addition to this class, the Extension Division offers courses in **Radio Script Writing**, **Radio Speech**, and **Radio Drama**.

Home Interests

Two short courses of eleven lectures each should be of particular use to the Extension student who as a private citizen is eager to conserve his possessions and to adjust his income to wartime conditions. **Clothing and Home Furnishings**, given by Mrs. Charlotte Jacobson, is a special wartime class dealing with the care and remodeling of clothing, proper use and care of electrical appliances and other household equipment, and other phases of domestic economy.

The family budget maker will be interested in **Budgeting and Buying Today**, taught by Mrs. Fern Prosser. Besides dealing with the adaptation of incomes to current regulatory procedures such as bond purchases, payroll deductions, and increased taxes, the course considers also the financial policy of the individual and the family, consumer problems, the meaning of labels, seals, and guarantees on products, and the evaluation of sources of consumer information.

Reading for Wartime

Reading for Wartime, a service of the University Defense Committee and the Key Center of War Information and Training, is broadcast by Mr. William Gibson each Friday at 7:00 p.m. over WLB.

Seminar on Schools

A thought-provoking seminar, **The School and the Social Order**, will be offered the first semester by the Extension Division at the Minneapolis Public Library Auditorium. The seminar will be conducted by three members of the University faculty, Mr. Brameld, Mr. Lindblom, and Mr. Wesley. The central theme of the course will be the impact of the war upon education. Various aspects of the relation between school and society will be considered, such as changes in curriculum, the underlying issues, financial trends, academic freedom, and the rôle of education in post-war reconstruction.

Lieutenant Fulton

Mr. Albert M. Fulton, in charge of Speech classes for the Extension Division, has been granted a leave of absence for the current year. Mr. Fulton has been commissioned as lieutenant, senior grade in the United States Naval Reserve. For the present, he is stationed at the Wold-Chamberlain Field in Minneapolis.

New Radio Series

A new series of weekly radio lectures, arranged by the University Defense Committee and the Key Center of War Information, will be broadcast every Monday evening over WLB at 5:00 p.m., beginning September 28. The program will be worked out with the assistance of the *Minnesota Alumni Weekly*, which will carry a short outline and a bibliography of selected readings before each lecture. The series will be given by members of the University faculty. For suggestions about the formation of Listening Groups to listen to the broadcasts and discuss them, interested persons may write to the Key Center of War Information at the University.

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No. 2

American Ways and the American Way

By Tremaine McDowell
Professor of English

1

Students at the Bread Loaf School of English are asked to leave their radios behind when they journey to Bread Loaf Inn and the peaceful Green Mountains of Vermont, but the Director of the school permits his faculty an occasional glimpse of the world by wireless. On many an evening during the past summer, therefore, we gathered around the fireplace to listen to the martial exploits of Americans in Libya and the Coral Sea. And as we waited for the news, we swapped yarns about our fellow Americans in peace-time.

Amusingly representative of Vermont, we agreed, was the experience of a Bread Loafer who, long years ago, started up the mountain from the railroad station with her 240-pound aunt beside her but soon found that the unimproved clay road of those early days was more than her car could negotiate. They were stuck fast when a native rattled up in an old Ford and the Bread Loafer begged for help. He looked under the wheels and into the car, climbed back into his battered vehicle, and started on. Frantic, the marooned niece screamed for help, whereupon the Yankee shouted back over his shoulder: "Try shiftn' yer heft to th' hind exle." After her wrath had subsided, she pondered this cryptic saying, saw the meaning, shifted her aunt to the back seat, and roared triumphantly up the mountain.

As a Minnesotan, I was happy to report a first-hand encounter with similar Yankee parsimony in words. Unable to locate Higgins Tavern in a nearby village, I

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

stepped into a store and asked for directions. "Follow this street to the second cross-street," was the reply, "and turn left. Higgins Tavern is the first building on the right." As I had seen no sign of Higgins on that street, I asked as I went out: "Is the tavern open this year?" The poker-faced Vermonter answered: "No."

Then we listened to details of the sinking of Japanese ships by Yankee fliers in the South Pacific and of the bombing of German tanks at Tobruk by American planes.

2

One result of the Civil War was an awakening to sectional differences within the United States. That interest became, in turn, one of the stimuli which produced the local color movement in American literature during the 1880's and 1890's, when the reading public was introduced to the agreeable peculiarities of the Far West by Brete Harte and Mark Twain, of the South by George Washington Cable, Uncle Remus and Joel Chandler Harris, and Thomas Nelson Page, of New England by Sarah Orne Jewett and Mary Wilkins Freeman.

The present World War has already produced two somewhat similar results. First, it is increasing our awareness of the differences between the American way of life and that of our enemies in Europe and Asia. This increased appreciation is moving us to re-examine our native heritage, not only in relation to other national cultures but in its own terms. As the events of each day and each hour press hard upon us, we turn, for clarification of our perspective, to the American past and, for encouragement and increased faith, to the American future. But each day we realize more and more clearly that any nation which lives in its past has scant hope for a future, and that a nation which relies chiefly on its future has scant hope of acquiring a past. We must search the American past, therefore, not for nostalgic avenues of escape but for material with which to build a better present, and we must envision the future not in terms of wish-fulfillment but as a more liveable today.

(Continued on page four)

Arms and the Man

By Richard R. Price
Director of University Extension
University of Minnesota

THE statement has been reiterated to the point of weariness that we are living in a machine age. We are taking that for granted, but we are also taking far too much for granted. It is true that much of the world's work which was formerly done by hand or by animal power is now done by machinery, much of it automatic. Even the drudgery of household tasks has been almost completely removed through the application of electricity to the work of sweeping, dusting, dishwashing, clothes-washing and ironing. Mechanical gadgets multiply in every household.

This is true also in the art and science of war. We have now become accustomed to the concept of mechanized warfare. More and more we depend upon machines with which to do our killing. Bombs burst upon sleeping cities beneath the flying squadrons of the cavalry of the clouds. Plowshares are beaten into tough scales for the flanks of the huge creeping footless dragons of land warfare. Pruning hooks are beaten into periscopes for the lurking monsters of the ocean deeps. Our talk is of planes, and ships, and tanks, and guns and munitions.

ALL our thoughts and prayers these days are for production and more production and yet more production. We are told on every hand, by men who should know better, that if we can out-produce our enemy, if we can make more guns, and ships, and planes, and tanks in a given time than he can, his defeat is inevitable and certain. The reasoning seems to be that any wealthy country full of productive capacity can *ipso facto* beat any country of less wealth and of less productive capacity. It would seem that the American people are being beguiled by such fallacious pronouncements. It may now be suspected that He that sitteth on the circle of the heavens—will laugh and hold these people and their theories in derision.

The fact of the matter is that too many people are overlooking, or else entirely eliminating, the main and essential factor in the equation, namely, man himself. The planes and tanks and ships and guns are merely the implements with which man fights. If the man is puny and servile and unintelligent, all these devices of

(Continued on page two)

Editor's Note: Mr. Tremaine McDowell wrote this article after spending the summer as a member of the faculty of the Bread Loaf School of English in Vermont. He will offer two new courses in the Extension Division this year: a three-credit course in **American Life and American Literature** during the first semester and a non-credit course in **American Ideals in American Literature** during the second semester.

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Arms and the Man . . .

(Continued from page one)

science will not save him, nor will they enable him to prevail. A man in the battle line is offering his life in defense of something. If the thing he is fighting for is worth dying for, then he will fight bravely and vigorously and effectively, and will make the best possible use of the tools with which science has endowed him. But if he is not fighting for an idea or a right that he thinks worth more than life itself, then he will retreat or surrender at the first opportunity. He will not stand and lay down his life for an unworthy cause or for an ideal to which he is not utterly devoted.

We must revise our estimates of the comparative worth of things and of men. Let us furnish the best equipment, the best weapons, the best apparatus, and the best leadership that science can afford us; but let us be doubly sure that the men we send out to wield these things shall know of a certainty the value of the thing for which they fight, and shall also know of a certainty if that thing is worth dying for.

It is manifest that the success of the Nazis, and the success of the Japanese, has been largely the result of the fanatical devotion of their soldiers to the respective theories of man, government and the universe to which these people have subscribed, and to which they now devote themselves. It is clear that these peoples, our enemies, fight with fanatical zeal and devotion, and with utter fearlessness, because they believe their concepts and dogmas and mythology are worth fighting and dying for.

It is also clear that by the almost unanimous testimony of history, the tenets of democracy, such as the freedom of the mind and body, liberty for free enterprise, and the worth and integrity of the individual, are doctrines which have brought forth the highest standards of civilization. They are worth fighting for, they are worth dying for, but also they are worth living for. The men in our armies and navies must match the devotion of our enemies by greater devotion to higher concepts of civilization and progress. Without this spirit of determination on the part of our fighting men, all the vast materials of production will be assembled in vain. With that devotion,

and with these modern weapons and equipment, the impact of our armed strength will be irresistible.

Our double task, therefore, is to beat our enemies upon the battlefield; and at home to strengthen, stimulate, and enlarge our own conceptions of the value of liberty, free enterprise, and equality of opportunity. We must make these idealistic concepts objectively true in reality. We must make our democratic way of life so precious to our own people that they will willingly go forth as crusaders, ready to sacrifice anything for the preservation of those things which they hold most dear.

That is why we must urge continuing education, learning for living, as a legitimate part of our war effort. Our citizens must get a clear understanding and a new appraisal of the value and the utter desirability of those things in our common life which they have hitherto held to be commonplaces, and which they have therefore taken for granted. The level of general knowledge and intelligence about our social institutions, and about the long history of liberal ideas must be raised, and understanding of these things must become universal in our population. In this way we shall be strengthening the bulwarks at home while we are striking heavy blows at the citadels of error abroad. Now is the time when we, as a people, must turn our eyes more than ever to all the inequalities, maladjustments, and injustices which still exist in our social structure. As these are wiped out, so will our strength increase to answer the challenge of other political and social systems. Education is the answer—education, constant and unremitting, from youth to old age. Thus will faith be based on knowledge, and every enlightened citizen be enabled to give a reason for the conviction that he holds. Not by might, nor by power, but by the spirit shall the forces of evil and darkness be vanquished, and enduring peace be achieved.

Army Institute

The Correspondence Study Department of the University is one of sixty-nine educational institutions in the country whose schools are cooperating with the War Department in its program of offering financial help to service men in army camps who want to take university work for credit.

Judd To Address Evening Students

Extension students will have an opportunity to hear a talk by Dr. Walter Judd, recent winner of the Republican primary nomination in the 5th Congressional district. He will speak in the Men's Lounge of Coffman Memorial Union at 8:30 p.m., Friday, October 23, on "Japan's Position in the Orient." Dr. Judd was for some years a medical missionary in the Far East. Since his return to the United States, his lectures on the Orient have brought him recognition as an authority on Far Eastern affairs.

Dr. Judd's talk will be the first of a series of evening student convocations. The series has been arranged by the Evening Students Association in response to wide approval of the proposal for such convocations made in *The Uniter* questionnaire last May. Watch forthcoming issues of *The Uniter* and *The Interpreter* for announcement of the next convocation speaker.

New Course on Near East

A new class on the social and cultural life of the Near East will be taught by Dr. Afif Tannous at 6:20 Tuesday in Folwell 110. Dr. Tannous was born in Syria and has lived in most of the countries of the Near East. He speaks with the authority of personal experience and professional study of life in these lands. The class will cover important aspects of cultural and social life there: geography, family life, religion, agriculture, social organization, national aspirations, etc. Study of the Arabic language can be arranged for class members who wish it. The course aims to meet the growing interest in this strategic area of World War II and to present a realistic background for the interpretation of our four freedoms and war aims as applied there.

English Placement Tests

September 24, 7:00 p.m., Room 110 Folwell Hall, Campus

September 24, 7:00 p.m., St. Paul Extension Center 212

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

Late Fees

Saturday, October 3, is the last day to register for Extension classes without paying an extra fee. Late registration and failure to attend the first meeting of the class penalize not only the individual but also other members of the class.

Classes begin Monday, September 28. From September 21 to October 3, all Extension Division offices will be open from 8:30 a.m. to 8:30 p.m.

Class Schedule Changes

CLASSES ADDED

- Art Ed. 17-18-19 Art for Elementary Teachers.** 3 credits. \$10. Thursday 6:20. St. Paul Extension Center 218. Gayne
- Geology 125ex Structural Geology.** 3 credits. \$10. Thursday 6:20. Pillsbury 210. Schwartz. Prerequisite: Geology 2.
- Introduction to Health Education.** 3 credits. \$10. Thursday 5:00. Millard Hall 129. Freeman.
- Social and Cultural Life of the Near East.** 3 credits. \$10. Tuesday 6:20. Folwell 110. Tannous. No prerequisite.
- Spanish 61-62 Advanced Spanish Conversation.** 3 credits. \$10. Thursday 6:20. Folwell 227. Cuneo. Prerequisite: Spanish 20 or consent of instructor.
- The Social Worker and the School.** 3 credits. \$10. Thursday 6:20. Jones 102. Laabs.

CLASSES CANCELLED

- Art Ed. 61-62-63 Drawing and Painting Indoor and Home Gardening.**
- Personnel Work in Schools of Nursing**
- Hotel Organization and Operation**
- Geology 3 General Geology (Economic)**
- General Insurance**

CLASSES CHANGED

- Preparatory Composition.** St. Paul section, Room 220 instead of 218.
- English 55-56 Shakespeare.** Wednesday instead of Tuesday.
- Music 56-57-58 Bach, Beethoven, Wagner and Brahms.** 8:05 instead of 6:20 on Wednesday after the first meeting.
- G.C. 24A-24B Music Today.** At 6:20 instead of 7:00 on Wednesday after the first meeting.
- Sociology 1 Introduction to Sociology.** Room 109 instead of 209 Jones Hall.
- Beginning Acting.** Wednesday instead of Tuesday after the first meeting.

War Information Films

The Bureau of Visual Instruction has been designated as a depository for films released by the United States Office of War Information. According to present plans, the Office of War Information will release from three to five subjects each month.

We believe that schoolmen will be performing a patriotic duty in giving these films as wide a circulation as possible, especially among adult groups in the community, luncheon clubs, Parent-Teacher Associations, civic clubs, Civilian Defense groups, and other organizations. The best way would be to look up the calendar of these organizations and order these films on dates that will permit the greatest number of outside showings.

Government War Films may be ordered for a week for one rental fee, provided there be at least one showing each day. The Federal Government expects all owners of 16 mm. projectors to loan them to local groups without charge. We feel sure schoolmen will be glad to cooperate to disseminate useful information for the

victory in war and peace that we are hoping may be ours.

The following subjects are now available:

	Rental fee
Aluminum (1 reel)	\$0.25
This is the story of the "fateful metal;" importation of bauxite; transmutation into alumina and thence into aluminum sheeting and subsequently into fighting planes. This behind-the-scenes story of our most strategic metal is told in striking photography and eloquent commentary. Photographed on the Gulf Coast and at leading reduction and sheet-rolling plants, chiefly in the South.	
Building a Bomber (2 reels).....	.50
This is an educational exposition on the building of the B-26 U.S. Army medium bomber, and is of considerable interest to engineering schools, vocational groups, and educational organizations eager to learn how our sky-fighters are made.	
Building a Tank (2 reels).....	.50
The speed-up of the tank production program is shown, giving technical detail regarding construction and processes involved in the manufacture of the M-3 medium tank.	
Defense Review No. 3 (1 reel).....	.25
This film includes three 3-minute stories; RIVERBOAT, showing inland waterway transportation of defense products and raw materials; YOUNG EAGLES, showing air pilot training with emphasis on the Link trainer; FOOD FOR FREEDOM, on the agricultural food supply for the United States and Great Britain.	
Democracy in Action (1 reel).....	.25
Shows the vast agricultural resources of this country; the democratic procedures followed by farmers in carrying out the AAA farm program; how these procedures are helping farmers to produce more of the foods needed in the war program.	
Men and Ships (2 reels).....	.50
This is a picturization of training officers and seamen in our growing merchant marine. Magnificent photography, with a special score played by musicians from the New York Philharmonic Symphony.	
Men and the Sea (1 reel).....	.25
A picture about the men who man our merchant ships.	
Song Shorts (1 reel).....	.25
ANCHORS AWEIGH —Splendid background scenes of the Navy at sea stir the audience while Conrad Thibault sings the Navy song in a rousing manner. The audience joins in the last chorus.	
KEEP 'EM ROLLING —A rousing, patriotic subject, with production scenes as a kaleidoscopic background for the song. The Rogers and Hart song is sung by Jan Pierce "off screen," and the audience is asked to join in the last chorus, with guiding words superimposed upon the film scenes of industry in action to "keep 'em rolling."	
THE CAISSONS GO ROLLING ALONG —Robert Weede sings this well-known song of the Field Artillery, "off screen." Scenes of the Field Artillery in action make a	
stirring background. The audience is asked to join in the chorus.	
Target for Tonight	2.00
(4 reels, 48 minutes).....	
An account of an actual air raid by the Bomber Command of the Royal British Air Force. The picture begins with new aerial photographs of enemy territory brought back by reconnaissance planes. These disclose the objective to be raided. Then comes the staff planning, routine of preparing the bombers, getting weather reports, instructing the crews, and the tension of the evening take-off. From this point, the camera stays with the big Wellington bomber, named "F for Freddie," and its crew of six. "F for Freddie" reaches its destination and descends to bomb the target amidst a barrage of enemy anti-aircraft fire. There is a spectacular explosion as the bombs find their mark. Its engine in trouble, its wireless operator wounded, the plane heads for home. The picture ends with the crew's report back to headquarters. (Regarded as an outstanding film).	
Western Front (2 reels).....	.50
A picture about China and her war effort.	
Winning Your Wings (2 reels).....	.50
The Jimmy Stewart Army Air Corps picture.	
Women in Defense (1 reel).....	.25
This is a topical exposition of the various roles women are assuming in the war effort. Principal sequences show women of science, women in industry, and women in the voluntary services. Commentary written by Mrs. Franklin D. Roosevelt and narrated by Katharine Hepburn.	
See the September issue of <i>The Interpreter</i> for additional films.	

Listening to the Radio

Critics as well as friends of radio may find enjoyment and profit in a new course in How to Listen to the Radio offered for the first time by the Extension Division this fall.

The course aims to make radio the efficient public servant it can become for each listener. It will point out sources of information about programs, clear up deaf spots in listening habits, and suggest standards for evaluation and criticism. To date, no specific non-commercial yardstick has been set up for measuring radio values. The new class, through the widely varied interests it invites, may contribute materially to means of evaluating one of the major means of communication, more important now in wartime than at any previous period in radio's history.

The instructor, Mr. Luther Weaver, who will again teach the course in **Radio Script Writing** in the Extension Division, will conduct the new course in **Radio Listening**.

"He that knows himself knows how to strengthen his weakness, and the wise man conquers everything, even the stars in their courses."—Gracian.

American Way . . .

(Continued from page one)

When we reassess familiar American ideals in the terms of the present, we find them taking on a new significance which argues well for their future. We had assumed, for example, that the virile spirit of the frontier sickened and died late in the last century, when free land disappeared. Today, however, as we compare other ways of life with our own, we see that our civilization is still youthful and that we are still, as Herman Melville declared a century ago, "the pioneers of the world, . . . the advance guard, sent on through the wilderness of untried things."

Freedom, in similar fashion, takes on new meaning when the brutal impact of war teaches us the lesson mastered a century and a half ago by our Revolutionary forefathers, namely, that liberty is to be had only at the cost of blood, sweat, and tears. Bryant, we now understand, wrote wisely when he said:

O Freedom, thou art not, as poets dream,
A fair young girl, with light and delicate
limbs,

Armed to the teeth, art thou; one mailed
hand

Grasps the broad shield, and one the sword;
thy brow,

Glorious in beauty though it be, is scarred
With tokens of old wars; thy massive limbs
Are strong with struggling.

As we watch democracy grope clumsily toward sugar-rationing and meat-rationing and the thousand deprivations without which we can never win a global war, we bitterly question the efficiency of such a way of government. And at the same time we look at Europe and appreciate, as our century has not appreciated before, the simple and obvious truth of the observations made by Alexis de Tocqueville when he visited the United States in 1831: namely, that even though the means of democratic government are more imperfect than those of an autocracy, the ends of democracy are infinitely superior and the errors of a democracy are much more readily corrected.

3

A second result of the present increase of self-awareness among Americans is a rational appreciation of the rich differences not between Americans and Europeans, but among ourselves, between Southerners and Northerners, Easterners and Westerners—an appreciation of the fact that the American way is in reality a rich composite of numerous and varied ways of life.

This is no new discovery, but the continuation of a trend well established before the outbreak of the present war. These United States have been for several decades too vast and too diversified to be envisioned as a whole by any single citizen short of a Walt Whitman. Of late, therefore, many scholars and many art-

ists have wisely chosen to record the national scene more and more definitely in local terms. Certain of these local recorders (particularly, of course, in New York City) are unaware that their region is not representative of the entire nation; they serenely assume that when they speak, all America speaks. Other transcribers of American life are more realistic; they understand that one section of the United States is quite as large a lump of earth, in Hawthorne's words, as one heart can encompass, and they frankly admit that they are speaking for a region, not for a nation. Any American who would know his country intimately would therefore do well to adapt a regional approach, and examine his native land not as a unit but as a widely varied pattern of cultures.

To describe such an interest in American ways of life as "regionalism" is dangerous, because certain fanatical sectionalists have brought that word into temporary disrepute. Sane regionalists are, as John Crowe Ransome remarks of certain liberal Southerners, "reconstructed but unregenerate"—that is to say, they are no longer fighting the Civil War, and yet they are sharply aware of their own local characteristics and local problems. Other good Americans are suspicious of regionalism as a possible foe of nationalism. No such conflict is necessary; a citizen of Minnesota can be at the same time an enlightened Mid-Westerner and a patriotic American. In short, regionalism, like many other attitudes, becomes dangerous when it is distorted or abused, but only then.

For Americans who would study these regional differences as they are recorded by historians and sociologists, essayists and novelists, a flood of regional books are now being published: the American Rivers Series, the Sovereign States Series, the American Folkways Series (edited by Erskine Caldwell), the American Ports Series. Packed with facts about the past and the present of each state in the Union and of several of our great cities are the WPA Guides. The ever-provocative South is being explored with particular enthusiasm: Jonathan Daniels writes *A Southerner Discovers the South*; Ben Robertson in *Red Hills and Cotton* recalls his boyhood in Carolina; W. A. Percy in *Lantern on the Levee* recalls a lifetime on the Mississippi. Meanwhile, the regional novel flourishes as it never has before. The sum total of all this is America.

4

We who listened to war news by the fireside in Vermont last summer will remember, like our fellow citizens from Atlantic to Pacific, the twenty-nine men of Torpedo Squadron 8 who gave their lives for America in the Battle of Midway, and the one brave survivor who lives to tell the heroic tale and to fight again. We remember also that all corners

of our republic contributed to that squadron. From Pierre, South Dakota, came the commander; his men came from Petersburg, Virginia, and the Naval Academy at Annapolis; from Sheridan, Oregon, and Oregon State; Indianapolis and Harvard; Kansas City; New York City; Los Angeles; Columbia, Missouri; Houston and Texas A. & M. We know that the men of that squadron were not less but more truly Americans for being Kansans and Hoosiers, Virginians and Dakotans. We know also that these men died for the ways of life they knew and loved in Missouri and New York and California, at Harvard and Oregon State, at Texas A. & M. and Annapolis. And we know that these ways of life make the American way.

Correspondence Study

Chaucer, 75—a four-credit course, prepared to parallel the Campus course in that subject and suitable for State Teachers College credit, is now being prepared in correspondence study form by Miss Amy Armstrong of the English Department. It is available for registration at once.

The College of Agriculture, Forestry, and Home Economics through its liaison officer, Mr. J. O. Christianson, is now preparing a number of correspondence study courses which will be available very soon: **General Farm Crops** (three credits), **Forage Crops** (non-credit), **Parliamentary Law** (non-credit, for special groups), **Social Training** (non-credit, for special groups). Write the Correspondence Study Department on the Main Campus for further information.

A condensation of the Campus nine-credit course in **American Government** is now being prepared in four-credit form especially adapted to requirements of the State Teachers Colleges of Minnesota.

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EDUCATION A LIFELONG PROCESS



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Nearer the Arab Near East

Author's note: *The opinions in this article are based upon my personal experiences in the countries of the Arab Near East, especially Lebanon, Syria, and Palestine. It is my sincere hope that what I am going to say will be of some help in the development among our people of an understanding of that strategic part of the world and a consciousness of the common interests we have with its people. Without such understanding and consciousness by the masses of our citizenry, it is impossible for our leaders to champion adequately the message we have proclaimed to the world—The Four Freedoms.*

IT should be helpful, at the start, to remind ourselves of the cultural debt we owe the Near East. We have old debts, and heavy ones: the alphabet; numerals; the translation and revival of Greek science and philosophy during the dark ages; foundations of chemistry, mathematics, astronomy, medicine, and dentistry; scores of Arabic words in our language, such as *Aldebaran, Altair, nadir, alkali, chemistry, algebra, logarithms, alfalfa, almanac*. Consciousness of such cultural indebtedness is a good antidote for our ethnocentrism, and should help us evaluate with a sense of perspective our services to and our interest in the Near East.

Between 1880 and 1890 the people of the Near East discovered America. Some came to the United States. They loved the country and stayed. Hundreds followed, then thousands. At present we have about half a million of these people living here, permanent citizens of their adopted country. They encountered no conflict in adopting full loyalty to the United States, for they never owed genuine allegiance to the foreign powers that ruled their native country. Since their settlement here they have been in constant touch with their people in the old country, sending them money and giving them much of the American way of life. They helped establish schools in the old villages, where children were taught from American books. In recent years, when the movement for national freedom began to take a definite and active form in the various Arab countries, immigrants from those countries lent the movement their active support. Their influence went far in directing the course of the nationalist

By Afif Tannous
(Instructor in Sociology)

Editor's Note: Mr. Afif Tannous, author of "Nearer the Arab Near East," was born in Syria and got his undergraduate training at the American University of Beirut. He worked in rural sociology in Syria, Palestine, and the Sudan. Now as instructor in rural sociology at the University of Minnesota, he is also teaching a class for the Extension Division, **Social and Cultural Life of the Near East**, which people may still enter as auditors. Immediately after class, he conducts a small seminar for those wishing to study Arabic.

movement towards the democratic ideal, the way of life they enjoyed in the United States.

ABOUT 1850, American religious missions began a long career of extremely fruitful educational work in Syria, Lebanon, and Palestine. At the beginning, the message of the missions was primarily sectarian—conversion of the people, Christian and Moslem, to a specific Christian sect. Educational service was secondary. Response to this purely sectarian message was in general lukewarm or antagonistic. Misunderstanding was inevitable. Later, missions placed primary emphasis on their educational message, giving the people—without sectarian labels and rituals—an American Christian way of life that would speak for itself and prove its worth. The response of the people to this approach has been enthusiastic, and much of the early misunderstanding and suspicion have died out.

Scores of elementary schools were established in the villages, where for the first time children came in contact with modern education. It was the American form of education, according to the American school curriculum. Later, high schools were established in central towns. Thousands of young people, boys and girls, flocked to these schools. They learned the fundamentals of knowledge, and with that they learned a great deal of the

American way of life. This educational movement culminated in the development of three great American universities—in Cairo, Beirut, and Istanbul—which have since been beacons of enlightenment for the whole Near East. Achievements of the greatest of these, the American University of Beirut, will be briefly mentioned.

Last year, with the battle of World War II raging on the fields of the strategic Near East, the American University of Beirut celebrated its seventy-fifth anniversary. Twenty-five years ago, in the thick of World War I, the same university celebrated its fiftieth anniversary. Despite the destructive hand of two world wars, this American institution carried on its educational services and its almost unique message of cultural understanding between the West and the Near East. It is beyond the scope of this article to describe the dramatic history and the great achievements of this institution. But we can mention a few of them: 1) making research contributions of international significance; 2) organizing an Arab nationalist society, which was the first seed of the modern Arab movement for national freedom; 3) organizing the Brotherhood Society, the first of its kind in the Near East, which went very far in making the various religious sects understand and tolerate each other; 4) introducing among the student body parliamentary procedure and free speech, which had been denied the people by their rulers of the old Turkish regime; 5) introducing coeducation, for the first time in the history of the Near East; 6) serving as a dynamic center of national contact for youths from the various Arab countries, and of cultural contact between the West and the Near East; 7) supplying the Arab countries with the cream of their leadership in professional, political, and governmental fields. Among these Arab leaders have been business men, teachers, lawyers, doctors, directors of departments, cabinet ministers, and prime ministers. Each one of them, in his own field, has been to some degree a messenger of the American way of life.

MORE recently, the Near East Foundation of New York, a philanthropic organization, began to approach the people

(Continued on page four)

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NOVEMBER, 1942

President Coffey's Answer

Editor's Note: We are reprinting here for Extension students most of the first section from "President Coffey's Answer to Minnesota's Wartime Students Who Ask 'What Should I Do?'" The words of the president of our University are directed to evening students as well as to students in the day sessions.

THE UNIVERSITY has an obligation to keep you constantly informed concerning developments relating to the war that inevitably affect you as students. This pamphlet discusses some of these developments. **You owe it to yourself to read what follows with the utmost care.**

The chairman of the federal Man Power Commission recently said that the time is close at hand when only those students will be in college who are directly preparing themselves for war work. The Man Power Commission has formally approved this statement: "All students, men and women, must be preparing themselves for active and competent participation in the war effort and supporting civilian activities."

The Secretary of War has announced that men in the Enlisted Reserve Corps will be called to active status upon reaching Selective Service age; for some this active status may involve special training on college campuses, as determined by the War Department.

There is a general belief that the Selective Service age will soon be dropped from twenty to eighteen years. This will certainly mean revision and reconsideration of Selective Service policies as they relate to deferment.

These are but a few straws in the wind that indicate that the time is not far distant when every college student must justify his presence on a campus.

One point is important, however, and on it there is general agreement: **The need for the training that colleges can give is more pressing than ever before, and grows more pressing every day.** Every branch of the armed forces, industry, and governmental agencies calls for men and women with special abilities and special training. If ever a speech made this point clear, the recent speech by General Somervell did. Said the General: "Our army today is an army of specialists. Out of every 100 men inducted into service, 63 are assigned to duties requiring specialized training." So it is in the Navy, also.

The problem that faces you, then, is not "Should I go to the University?" That has been answered affirmatively on every hand. Your question is, rather: "Now that I am in the University, what courses should I take that will be of greatest advantage to me and of maximum service to the country in the present war emergency?" This question is one for the women as well as the men. In this war, service is not limited to men alone—as England is amply demonstrating, and as the quotation from the Man Power Commission above implies.

Since everyone sooner or later will be called upon for war service, your problem reduces itself to "How can I best serve?"

Serving best requires adequate training. It means laying a sound foundation upon which later service will rest. Your period in the University—whether for one quarter, two or three quarters, perhaps a year or more—is your opportunity to lay a sound foundation.

.

One final word—Should you be called to the armed forces or drop out of college to enter upon service that is supplementary to the war program, any work that you do in these months immediately ahead, and in courses such as these we are calling to your attention, will not be wasted. This is not the time to discuss fine points of college credit—but rest assured that **whatever you accomplish during these pre-service days will eventually be counted toward the degree we hope you will ultimately obtain.** Furthermore, if these courses seem unbalanced in the light of broad educational foundations we associate with a college or university education, it should be remembered that we do expect that interruption of a college course will be temporary, and that eventually you will be back to pursue your education further; and at that time you will have opportunity to take the types of academic work that make for a well-rounded education. They are not to be lost from sight—merely held in abeyance while more pressing types of training are followed.

The primary job, at the moment, is to get ready for the next things you will be called upon to do.

W. C. COFFEY,
President

Deutsch at Convocation

The second convocation of the current school year will take place in the Men's Lounge of Coffman Memorial Union at 8:15 p.m., Thursday, November 19. Dr. Harold C. Deutsch, Associate Professor of History, will talk on "What's Behind the News from the War Fronts."

This is the same title by which Dr. Deutsch's radio talks are introduced each Monday, Wednesday, and Friday at 10:15 p.m. over Station WCCO. Dr. Deutsch is also popular with evening students through his extension class, "Europe in the Twentieth Century."

The first of this series of convocations arranged by the Evening Students' Association dealt with the Far East. Dr. Deutsch's talk will cover whatever fronts are in the news at the time but will probably emphasize the European situation. Later convocation speakers will deal with the Near East and Latin America, thus bringing evening students a comprehensive picture of World War II and some of its most important fronts.

War Reading Room

By being open two evenings a week, the War Reading Room, 108 Library, is now accessible to Extension students as well as to students in the day session. The room, sponsored by the University to encourage an informed interest in problems of the war and the peace, contains maps, posters, charts, pamphlets, and bulletins. Materials for the room are supplied through the University's Key Center of War Information, and come from governmental offices, from the offices of other countries, and from private organizations. The Library provides the room with pertinent books from the Library's stacks. The War Reading Room will be open every Tuesday and Wednesday evening, during the regular session of the University, from 7:00 till 9:00. It is open on week days from 10:00 a.m. till 5:00 p.m.; on Saturday from 10:30 a.m. till 1:00 p.m. Extension students are urged to make full use of the resources of the room so that they may follow the course of the war and help plot the course of the peace.

WLB and Correspondence

Radio station WLB has been broadcasting **American History 20, 21, and 22** on Monday, Wednesday, and Friday from 8:30 to 9:15 a.m. Mr. Ernest S. Osgood, Associate Professor of History, is giving the lectures. The service will provide increased efficiency and pleasure if the listeners will register for the correspondence study course and study it along with the broadcasts. University credit may then be earned by taking the examinations. Write the Correspondence Study Department for further details.

Books in Review

"Books were never more important to this country than they are today. The questions which must be decided, the issues which must be resolved, are, many of them, questions and issues which only books can properly present. The profoundly searching questions, for example of the order and form of the post-war world are questions for which books and books alone provide an adequate forum. And the basic question—the insistent question—of the true nature of the time which we live is a question which demands the space and confines of a book. This time has not yet been discovered by the men and women who inhabit it, and only the voyages of the most courageous books will show us what it is."—**Archibald MacLeish**

LAST TRAIN FROM BERLIN

By Howard K. Smith. Alfred Knopf.
New York. 1942.

Reviewed by **Arnold Stein**

Most of us have read too many books by returning foreign correspondents. The type, with its virtues and its faults, has lost much of its freshness. Having been a foreign correspondent seems no longer, as perhaps once it did, sufficient justification for writing a book. And the journalist who really has things to say and—even rarer—who can really write, would do well to put aside the temptations of his trade. It is not enough to rehash the cold leftovers of last year's news and garnish them with new gossip and "authoritative" anecdotes. Somehow the new, sensational, couldn't-be-revealed-until-now news is never more than jacket-deep in such a book. The eye-witness, when he writes a year after we have read about the event, must have more than his eyes to recommend him. He will write a good book only if he has a mind that can resist elaborating on the **what**, a mind that can grapple significantly with the **why**.

Howard K. Smith's *Last Train From Berlin* is not, as the publisher's jacket announces, in black print upon a yellow background, "Perhaps the most sensational book that has come out of Germany since the beginning of the war." Its faults are mainly those of the type to which it belongs. Its virtues, and it has many, are those of a book written by a young man who cannot be satisfied with the sensational, not even perhaps the most sensational—a young man who has an independent, searching, irrepressible desire to know.

First let us get the faults out of the way. Most important, perhaps, is the journalist's lack of perspective: he is too close to the event; he sees only one side, and he sees that so intensely that he is tempted to oversimplify, and to explain everything in terms of what he has seen. Hitler changes from the apotheosis of the little man to the great conqueror: our evidence is Mr. Smith's eye-witness analysis of Hitler's facial expression and bearing. This may be a minor matter. Other simplifications are not. Mr. Smith writes

a long detailed account of the weaknesses of the Nazi home front. The account is impressive, and apparently convincing. At least it prompted, in a recent *New Republic*, an eloquent editorial announcing the end of the Nazi Revolution. It reminds one, rather uncomfortably, of the pre-war journalism that elaborated endlessly and innocently on the irrationalities and fundamental weaknesses of the Nazi social structure. We have learned enough about total war to know that armies do not long remain efficient in the field without an efficiently organized society at home. Yet there is nothing in Mr. Smith's account to explain how the Nazi armies, with the home front deteriorating, have in large measure swept everything before them.

Still Mr. Smith, in spite of his casual neglect of the sources of Nazi power, in spite of occasionally careless writing and organization that reveal the pressure of haste, has written a valuable analysis of the Nazi home front. For even a one-sided analysis can indeed be valuable—when that one side is exhaustively studied on many different levels, and from several different angles of approach.

All classes of the German civilian population are examined—before the war, before the campaign against Russia, during that campaign.

Everywhere in German civilian society the author finds a progressive lowering of morale. People are sick, in body and mind. Little family parties have become occasions for getting viciously drunk. There is a new morbid interest in quack sciences and superstitions. "Outside the armaments industry, the only business which is making big money in Germany is the patent-medicine industry." Nerves are taut. "People with pale, weary, deadpan faces which a moment ago were in expressionless stupor can flash in an instant into flaming, apoplectic fury, and scream insults at one another over some triviality or an imaginary wrong." The deterioration has been accumulative, but the Russians have speeded the process. Gone are the balmy days when there was enthusiasm about Germany's cultural mission in the East; when the press published poems, "every single word of which was wrapped in a separate soft cloud tell-

ing how Germans had often consecrated Russian earth with their blood and were called on by a simple sense of duty to bear the blond-haired-man's burden." Gone are the balmy days when "Everybody was going to be rich. Every Aryan a millionaire."

Perhaps this is too good to be entirely true; many of us will think so. But Mr. Smith does not present this picture in order to promote complacency. Nor does he, to his praise, stop with this picture. He quotes with approval an old Alsatian priest: "Tell them we hate the Nazis; but we are not going to fight because we like plum-pudding better than we like *Apfelstrudel*. . . . Give us something to fight for, and I promise you the armies will form; they will rise out of the very earth!"

Mr. Smith's concrete proposals on "How to Win Wars and Beat Nazis" call for our first beating them until they scream with anguish. But it will be costly and wasteful merely to beat people who keep on fighting "because they fear loss of the war to a world that hates them, more than they fear the loss of their individual lives." Beat them, yes. But make them understand that they have been fighting for the Nazi Party and for the Prussian military caste, not for the future of their wives and children. Make them understand (and let us first clearly understand it ourselves) that we are not fighting for plum-pudding, or apple pie, or the good old days—but for Total Democracy, economic as well as political. Make them understand that we shall hang the butchers, the torturers, and those who gave them their orders: the militarists, the arms-makers, the Nazi leaders, and the Nazi incurables; but that we shall include the German people as full-fledged members of our New Order—that of Total Democracy.

This is Mr. Smith's message. It makes sense, good sense. It makes the book a good one. But it makes us wish that the book, for the sake of its message, had been a better one.

Notices

Refunds of tuition fees are available on a pro-rata basis established by the Board of Regents to students who cancel their registrations, provided the student requesting the refund has not attended the class after its eighth week. Application for refund must be in writing, accompanied by a fee receipt, and must be submitted before the end of the semester during which the registration was made.

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

Arab Near East

(Continued from page one)

of the Near East with a new type of educational message. They adopted for a motto "From the People of America to the People of the Near East." The principles of their message may be summed up as follows: 1) The Near East is predominantly rural, and its revival must be based primarily upon rural reconstruction. 2) Agriculture is the cornerstone of rural life; reforms should begin in agriculture and then be extended to other aspects of life. 3) Reform projects should be undertaken cooperatively with the people. (4) Reform projects should become self-perpetuating.

The Foundation has been working along these principles in Lebanon, Syria, Palestine, and Transjordan for the past ten years. The influence of their practical educational message has been indeed far reaching in the various aspects of life in that region—agriculture, health, recreation, home life, literacy. It is significant to note that the native people had at first a suspicious attitude towards that message. It was too good to be true! They had never before experienced such a move by foreigners without ulterior motives. Gradually, suspicion disappeared, and in its place developed an attitude of enthusiastic appreciation of the American cultural message they were receiving.

Not only through education but also through trade, the historical vehicle of material contact and exchange between cultures, we have developed common interests with the people of the Near East. Our industrial products and our machinery have been in great demand in the markets of that part of the world. American automobiles of all makes have been rolling on the roads of those countries for the past twenty years. Most popular among these are the Chevrolet and the Ford, which have been nicknamed "the mountain goats"—a testimony to the durability and efficiency of the American car. American radios are installed in many homes in the villages and towns of Lebanon and Syria, and our modern farm machinery is rapidly replacing the ancient plow on their plains. One could go on listing scores of important industrial products which we have been marketing there. With each of these items, whether we have been conscious of it or not, something of the American way of life has been exported. Because of this important fact and because of some of the disinterested service we have rendered the people of the Near East, we are today in a unique position to sway them to our side in this critical war. Further, we are in a unique position to win them to believe in our war aims and cooperate with us in the establishment of a permanent peace. But the big question is—Are we fully conscious

of this unique position of ours, and are we willing to take the initiative?

With respect to the political aspect of our relation with the Near East, we have there at the same time our weakest and strongest point. The weakness of our position lies in the fact that we have chosen, until very recently, to pursue a policy—or a lack of policy—of political isolation from the rest of the world. Despite the fact that we have been involved educationally, economically, and culturally in the Near East, we have refrained from shouldering our political responsibility. During World War I, the Arabs of the Near East revolted against the Turks and joined hands with the Allies, on the strength of promises by the Allies that the Arab countries would be set free, and of an absolute faith in the Fourteen Points proclaimed by President Wilson. At the end of the war, we shrank into our isolationism and left the settlement of the Near East question to other countries. Promises were disregarded, and the Arabs felt betrayed and disillusioned. They made a final appeal, in a majority popular vote to the well-known American Crane Commission, requesting the United States to be their sponsor and guide during their transitional period into the promised freedom. Whatever our reasons, we chose not to respond.

However we still have a trump card of political and moral influence, if we choose to use it. This is the fact that we have never been suspected by the Arabs of having any imperialistic motives in their countries. Our slate is relatively clean. Will we take up our responsibility?

Films and Records

The Bureau of Visual Instruction has added the following films and records to its lending library:

Land of Liberty (8 reels).....	Fee \$3.00
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This is an historical pageant, presented in pictures, of the political and social progress of the United States. Its dominant theme is that the United States has become great because it has consistently and heroically fought for the rights and ideals for which it stands.

"Land of Liberty should be seen by every school child, every college student, every worker in the defense program, every citizen, because it will make them proud to be Americans. It reveals in human terms what democracy means to us. It shows what a stake each of us has in our land of liberty at a moment when the American way is being challenged as never before." An eight-page pictorial folder is available to film users.

The Growth of Democracy (10 double-faced 12-inch records)

The Bureau of Visual Instruction has recently acquired a set of ten double-faced, twelve-inch records at 78 r.p.m. These ten records present twenty important episodes in the development of democracy and

democratic rights. With these goes a comprehensive Study Guide of 94 pages containing the scripts and suggestive questions and references for classroom work. There are two episodes on each record. The following episodes are recorded:

Magna Charta
Beginnings of Parliament
Freeing of the Serfs
Mayflower Compact
House of Burgesses
Petition of Right
New England Town Meeting
Public Education Begins
Penn and Religious Liberty
Bacon's Rebellion
Right of Habeas Corpus
Indictment of Slavery
Locke on Human Rights
Freedom of the Press
Search and Seizure Issue
Stamp Tax—Proposal
Stamp Tax—Opposition
American Outlook: 1775
Declaration of Independence
The Constitution

Produced by William Exton, Jr., in collaboration with Harry J. Carman, Ph.D., Columbia University and Erpi Classroom Films, Inc.

10 records for two days.....	\$1.50
5 records for two days.....	1.00

Hidden Hunger50

This official film of the National Nutrition Program, starring Walter Brennan, has been seen by millions of theater-goers and will be released for nontheatrical showings, in 16 mm. size with sound track, on November 1. A reel of straight nutrition material has been added to the film for educational showings. The additional reel tells what foods make a balanced diet; how to choose them; how to store them; and how to prepare them. Specific information on meal planning is given and meals comparing the food requirements of a child, a factory worker, and a white collar worker are shown. A Teachers' Nutrition Manual and Quiz has also been prepared to accompany the film.

"Hidden Hunger" is the story of the malady from which two out of five persons in the United States suffer unknowingly.

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The Interpreter

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EDUCATION A LIFELONG PROCESS

Vol. XVII

DECEMBER, 1942

No. 4

The Meaning of Freedom

By Herbert Feigl

(Professor of Philosophy)

FREEDOM and LIBERTY are words with powerful emotional and motivating appeals. They are used in the molding of attitudes and in the evoking or directing of action. Propaganda of all sorts avails itself of these magic words and suits their application to a variety of purposes. Sometimes a fairly definite factual meaning is given to **freedom** and its synonyms. More often the meaning is left completely vague. And even if among the many relatively definite meanings one or the other is chosen, alternative meanings remain hazily on the horizon of thought.

Many present-day scholars consider it the primary task of philosophy to think clearly about matters of fundamental importance. The eradication of confusing ambiguities through a clarification of ideas finds an especially worthy object in an analysis of the meaning of **freedom**. We can learn from the unending disputes regarding free-will, responsibility, political liberties, etc., that it is indispensable to ask at least the following questions: "Freedom from what?" "Freedom for what?" and "Freedom for whom?" Any pronouncements to the effect that Man Is Free (or Ought To Be Free) lacking these qualifications may exert strong appeals but will be hopelessly indefinite as far as its factual content is concerned.

THE well-known puzzle regarding free-will arises out of the apparent incompatibility of free choice (a fact of immediate experience and a necessary condition for moral responsibility) and causal determination of choice by such factors as heredity, environment, education, social situation, etc., (a well-established assumption in science). Causal determinism thus seems to imply the doctrine of fatalism and the denial of free choice. This incompatibility, however, seems inevitable only because of a faulty analysis of the concepts of freedom and of causal determination. Freedom is here confused with absence of causal regularity (and that would mean **chance**) and causality is confused with compulsion or constraint. A little reflection shows that freedom of choice is not only compatible with natural, causal determination but really presupposes it. Only to the extent

that we, the doers, causally produce our deeds can we be said to be free. The fallacy of the fatalist lies in his adoption of a pure spectator view of the world—including himself. He overlooks the highly significant fact that he is (or can be) an active agent, a contributive condition to the creation of good or evil, to progress or decline; in other words, that he is a link in the chain of causes and effects, and only for this reason responsible for his actions.

The opposite of free choice is therefore not causal determination but constraint, compulsion, or coercion. Contrasting with the various types of constraint we may distinguish physical, biological, mental, social, economic, and political types of freedom. All these "freedoms" are here understood as **freedoms from** constraint. An example of physical freedom is the freedom of locomotion. An example of biological freedom is good health (in that it enables the organism to function in an unhampered manner). Similarly, mental freedom consists in the absence of such internal constraints as inhibitions, fears, and anxieties. The absence of restraining customs or of rigidly prejudiced public opinion would establish social freedom. Economic freedom (in one of its many meanings) consists in the unrestricted opportunity to work for a livelihood. Finally, political freedom consists in the possibility of participation, at least by vote, in government and the affairs of the state.

BY removing the various types of constraint we become **free** for the pursuit of the values of life. Spinoza, the great 17th century philosopher, defined freedom as the capacity to act in accordance with one's nature. But what our nature is depends to a large extent on the influences that moulded our personalities. Freedom and its opposite (con-

(Continued on page two)

Documents of Freedom

By Helen P. Mudgett

(Instructor in History)

A TITLE is supposed to mean something. Even when it is apparently a mere combination of familiar words, as this one is, it deserves attention. Possibly, it may require a trip to the dictionary—frequently, the common words are the ones which the dictionary can most illumine.

Take **document**, for example. What is a document? The Oxford Dictionary says that a document is "something written which furnishes evidence or information." Immediately, therefore, a **document** of freedom takes on dignity; freedom—we haven't gone to the dictionary for that yet—has become linked in our minds with the priceless heritage of the written word. If there can be a **document** of freedom, that is, if there are qualities of freedom which can be and have been written down, there are qualities of freedom which cannot perish as long as the written word remains.

THIS is an idea which is worth considering—it's a curious thing how the wantonness of our enemies is forcing us to a deep thoughtfulness. They (our enemies) were smarter than we: they saw first the power of ideas, of words, of books, and they tried to destroy them. It was their savage fears which made us aware of the heritage to which we were fast becoming indifferent.

We are not indifferent now. If the Nazis can make bonfires of books; if they can take time out of their carefully rehearsed schedules to seek and imprison—or slay—writers; if the Japanese can turn first to the destruction of libraries in the Philippines, then there is a power in written words which we can ill afford to neglect.

Indeed, it must be so; history tells itself in terms of preliterate and literate periods. The peoples of the world divide themselves into preliterate and literate groups. Between the man who can read and write and the man who cannot, there is a gulf wider than any made by color, or religion, or a two-car garage.

We need not have waited for the Nazis to teach us the power of the written word. Take Julius Lipps' story in **THE SAVAGE HITS BACK**: some of the black peoples

(Continued on page four)



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Advisory Committee

T. A. H. Teeter H. B. Gislason A. H. Speer
Richard R. Price - - - - - Director Bess D. Stein - - - - - Editor

DECEMBER, 1942

Objectives

The adult attending these classes usually has in mind one or more of three possible objects to be attained. He desires: (1) to acquire vocational or professional skill, training, or proficiency leading to economic improvement or to professional advancement or to betterment of social and vocational status; (2) to satisfy a sublimated curiosity, a craving to know, an interest in things in general, a desire for an acquaintance with the world in which he lives; (3) to gratify an aspiration for enlargement of life, for enhancement of the joy and vigor of living, for the spiritual exaltation and satisfaction which come with the expansion of powers.—R. R. P.

Our Contributors

Mrs. Helen Parker Mudgett, a member of the Extension staff, teaches classes in **European Civilization and Economic History**. In the second semester, Mrs. Mudgett and Mr. Castell of the Philosophy Department will teach **Documents of Freedom**, the history of the dramatic development of the principles of freedom.

Mr. Herbert Feigl, author of "The Meaning of Freedom" is a professor in the Philosophy Department of the University. In the second semester he teaches the Extension class, **Principles of Mature Thinking**.

The Purpose of Adult Education

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

Christmas Recess

Christmas recess for Extension students will begin officially on Saturday, December 19. Classes will be resumed two weeks later on Monday, January 4.

Next Convocation Speakers

The Activities Committee of the Evening Students Association has announced dates and speakers for two forthcoming convocations. On Thursday, December 10th, Mr. Afif Tannous will speak on **The United States in the Near East**. Mr. Tannous was born in Syria and worked in various Near Eastern countries before coming to the United States. He is now teaching rural sociology at the University.

The first post-holiday convocation will be held on Friday, January 15th, when Mr. Emilio LeFort, Spanish professor at the University, will give a talk on **Latin America** illustrated by his own color films.

These are the third and fourth convocations in a series arranged by the Evening Students Association to give the evening student body authoritative information about our Allies and the battle fronts. Both talks will be given at 8:15 p.m. in the Men's Lounge of Coffman Memorial Union.

The Meaning of Freedom

(Continued from page one)

straint) are for this reason **practical**—not purely scientific, descriptive concepts. There is a prescriptive (normative) or value-component in these ideas. The puritan considers man free only to the extent that his reason controls his passions. The passions are here considered as factors interfering with a rational and moral life. But the cavalier or sybarite views the matter conversely. Purely scientific or factual considerations cannot decide between these two life-views. Similarly, in the even more important issue of **freedom for whom**, basic conflicts of evaluation are involved which cannot be settled by descriptive science alone. Moral skeptics and nihilists have drawn the conclusion that all preferences and valuations rest on individual differences and are thus as subjective and irrational as culinary tastes. These relativists, however, overlook the fact that there is a significant large common denominator of the basic needs and interests in every human being. This fact in itself does not in any way logically or scientifically es-

tablish one unique or absolute standard of morality or of freedom. But as a fact it does have the consequence that in addition to whatever "first nature" man possesses (by virtue of biological structure) a "second nature" develops in the process of social interaction. The obvious needs for mutual help, co-operation, team work on an ever increasing and intensified scale have produced an enhanced sensitivity for fairness and justice among the common people of the earth. Social consciousness once awakened will not be put to sleep again. International strife, suppression, racial persecution, exploitation, the struggle of the classes—in short the paramount causes of **unfreedom** are the evils which are combatted by all truly civilized human beings. Social interdependence brings about obligations. These obligations, even if they be experienced at first as limitations of freedom imposed upon the individual, may later, through development of his second nature, become whole-heartedly adopted rules of his conduct. This plasticity and educability of human nature is the very foundation of all civilization and culture.

Freedom as we cherish it—and to the extent that we possess it—is an achievement. If it is neither the voice of a supernatural authority nor of an earthly tyranny that is to dictate the principles of our actions, then human experience and intelligence must be our guides. If we repudiate standards imposed from without, then we must be sufficiently mature to shoulder the responsibilities involved in our freedom. There is no doubt that we have the equipment for growing toward greater maturity. Whether we will actually reach such maturity will to a large extent depend upon the outcome of this present world struggle and upon the proper planning for the peace. The various forms of despotic supremacy and the corresponding submission of the various peoples to their leader represent a still infantile level of development. Experience intelligently interpreted strongly indicates the possibility of a world order in which, through shared responsibilities, the freedom of every individual would be enormously enhanced. And **freedom** would here mean: freedom **from** suppression and coercion, **from** want and **from** fear; freedom **for** the pursuit of happiness with all the freedoms thereby implied—freedom of thought and expression; freedom as self-determination on the part of the individual, and self-government on the part of the people. And last—not least—**freedom for every human being** that will not misuse such freedoms. To envisage this as a world-wide task gives meaning to whatever hardship or sacrifice we have to take upon ourselves in our present efforts.

Books in Review

A TIME FOR GREATNESS

By Herbert Agar. Little, Brown, and Company. Boston. 1942.

Reviewed by Bess D. Stein

To men of good will, peace is not an ideal one can achieve by mentioning it joyfully once a year. It is constructed, carefully and slowly, with difficulty and sacrifice, not by one man, or two, or three, but by all men. And it must be constructed for all men. This peace will not come without careful self-examination and self-criticism by the countless, aimless people of good will. It will not come without great men aware of their great responsibilities. It will not come without our growing up to the potential greatness of spirit and understanding in ourselves.

It is Mr. Agar's purpose in *A Time for Greatness* to waken us, to stir us into this examination and self-searching. The discussion is centered on two questions: How far have we been responsible for this world mess? And what can we do about it? The clue to the first answer comes in the opening page of Mr. Agar's book: "We dreamed that we had only to mind our own business in order to save our familiar and fortunate way of life." But "minding our own business" and shrugging off our moral responsibilities as members of our democracy and as a nation among other nations have led us into a more serious and dangerous business.

We are suffering, Mr. Agar points out, from moral malnutrition; as a people and as individuals we have lived by the rule of "business is business," keeping our principles, too often, for aspects of our life which had no practical significance. We are suffering because we have subordinated the moral purpose of our society to the economic machine; we have forgotten that it is our first job to decide what sort of world we want and that economics will then help provide a plan to get it.

Another reflection of our retreat from moral responsibility and self-discipline has been the widespread use of the catch phrase "war settles nothing." "The record does not prove that war settles nothing. It proves that war settles exactly what it is intended to settle: it settles who is to have charge of the future." Shirking that charge, we are involved in man's betrayal of himself. The problems before us are not easy ones. The problem of race, Mr. Agar points out, is of immediate significance in the war. "We can lose this war, or make victory vain, if we fail to convince our colored allies—our most numerous allies—that the white man is ready at last to lay down his 'burden' and to think in terms of a single human race working together to make a fit habita-

tion out of this globe We must force ourselves to understand the question is whether we can join the human race in time, while the white man still has the chance to be treated as an equal in a world where the people of his color are a small minority."

Within the boundaries of our country our moral regeneration must include the development of individual political responsibility to a responsible government. The young adult American has to live through only one election to become painfully aware that the sacred duty of wise and just statesmanship is honored more in the breach than in the observance, that we have permitted and encouraged our representatives to be special pleaders, special obstructionists rather than men of good will.

For Mr. Agar, the fault lies in this: "The multiple-agency system [like ours, which distributes the powers of government among various agencies in order to check them] . . . tends to become so complicated that the citizen does not exercise most of the power which is his It is possible to make politics so complicated, the division of powers and the system of checks and balances so elaborate, that only the professional politician [and the party machines and party bosses] takes the trouble to penetrate the mysteries."

The cure is not easy. It is involved in the greater problem of the reaffirmation of faith, of values, of the dignity of man. We need be crushed and lost neither by the machinery of government nor by the machinery of production. "There is no doom attached to the invention of engines which requires that the engines must be used to subjugate the human race. It is permitted, as we have begun to learn domestically, to use them for the liberation of man."

Much of our difficulty arises, Mr. Agar suggests, from our failure to distinguish between principles (what we believe in) and practices (how we do things), which often are merely habits. The word **principles** is often used to camouflage what Mr. Agar calls "vulgar stubbornness. When a man has decided that he will not give in, no matter how wrong he is proved, he is likely to say that for him it is 'a matter of principle.'" Labor, business, government, press—these all must examine and discover and proclaim and act on their **real** principles.

A world worth fighting for must be a world worth living for. That is the moving idea of Mr. Agar's book. I have quoted extensively from his book; I wish only that it were possible to write a review consisting entirely of quotations. Some readers may feel that the problems

of the world have been ludicrously simplified, that belief in an ideal has been unduly elevated to the chief weapon of democracy, and its greatest power. But to say that the situation is simple is not to say that it is easy—it may be even harder than Mr. Agar admits it to be. Each of us is directly involved in the problem. We cannot escape moral responsibility. Neither this nor death will accept a proxy from us. We must—in ourselves—be men of good will and good works.

WE TOOK TO THE WOODS

By Louise Dickinson Rich. J. B. Lippincott Company. New York. 1942.

Reviewed by Bess D. Stein

The hermit, the near-hermit, and the potential hermit will find much to delight them in *We Took to the Woods*. And those who have wished they had the opportunity and the courage to discard the easy comforts of city civilization for the simple, rigorous, close-to-nature life will take vicarious pleasure in this autobiographical account of a family who have succeeded in such a venture.

The chapters of the book are a series of essays answering questions which people have asked, or might ask, Mrs. Rich about life in the wilderness of the Rangeley Lake district of northwestern Maine. There is no attempt to romanticize their life on Rapid River; in fact, there is much of the homely, the pedestrian, and the uncomfortable in the book. It is at various times chatty, philosophical, amusing, exciting, and—on occasion—a bit dull. Mrs. Rich brings the same kind of intense interest to all her experiences: making baked beans, getting lost in the woods, adopting a baby skunk, fishing and berrying, having a baby without the assistance of a doctor, trying to train a dog-team, going to a town meeting. That impartial democratic enthusiasm is in part the charm of the book, in part its weakness.

Some people will probably disagree with Mrs. Rich about the emphasis she lays on the calm, war-free life she and her husband are making possible for their young son, Rufus. In effect, Mrs. Rich's point is that the best way to prepare a person to take his place in a complicated world is to bring him up in a simplified one; that the best way to make a man understand the meaning of patriotism and the need of acting against an aggressor group is to fill him with good warm memories of earth and sky and water, of woods and animals, of snow and sun and the secret hiding places every man has in his private world. Certainly we would all agree that such things make a happier and better-rooted man. But the complete man needs more than a knowledge of his private world to take an effective and understanding part in the world outside his body, outside his family, outside his retreat in the woods.

Documents of Freedom

(Continued from page one)

of Africa felt the need to explain how the white race conquered their continent. These black peoples looked at the white man's hands; they were no better than black hands. They looked at the muscles in the white man's arms; they were neither so strong nor so tireless as their own. Of course, there was a gun cradled in the white man's arm, or worn in a belt on his hip; but black men properly assayed the gun as a mere manufacture, death-bringing to be sure, but nevertheless the product, not the origin, of the white man's civilization.

So, the black men of Africa made a legend to account for the white man's domination: they said it was because, long ago when the world was young, the white man had chosen the written word, in preference to strong arms and legs and forest skill.

The Huron-Algonquin tribes of the St. Lawrence also learned to fear the power of the white man's writing. When Champlain spoke to them at his last council-meeting, saying: "Am I not your friend? Have I not promised to build a big house so that our sons and daughters shall live together happily?" the Indians answered: "We trust your tongue, but we have learned to fear your *Massinahigan* [writing] which makes you remember everything.

To remember everything! To have a record of what other men have thought; to have a record of the goals to which other men have aspired: this is the power which lies in the written word and which makes those who would enslave a people, body and mind, fear books and the makers of books.

According to tradition, when the barons of England were attempting to bring King John to task for his arbitrary government, they found themselves puzzled as to how they should proceed. They were intent upon making the king obey the laws of the realm as they understood them; they had no wish to add violence to the lawlessness that the king had already introduced. One day, they were discussing the situation when the Archbishop of Canterbury burst into the chamber, waving a roll of parchment high above his head. He was shouting triumphantly that he had found the way.

What had he found?

A document of freedom. A written record of the promises that another king of England had given: the Charter of Liberties of Henry I. The barons studied the document and then drew one of their own which they forced John to have copied and sent to all the shires of England. This document was **Magna Carta**.

One of the copies is in the United States today. It is a record, older than seven hundred years, that the lords of England

had compelled a king to grant them the freedom of their order, a record so precious in the eyes of English-speaking people that it could not be allowed to suffer the perils of war.

And what is freedom that men can furnish evidence of it and information about it in writing? This time a trip to the dictionary does not help over much; the dictionary can only tell what some men have thought freedom to be; it cannot tell what freedom is because freedom is an ideal held in the heart, like love and loyalty and courage. Only the man himself knows the kind of ideal he holds. Only the single individual, alone with himself, knows whether his ideal of freedom is a good and glowing thing or a tarnished relic, dimmed by self-will and the assumption of special privilege.

The miracle of all abstractions is their infinite manifestation. No man can hold the sum of love in his heart; nor can any man face himself at the end of each day knowing that to each of the day's demands he has been equally loyal. Yet, because he is a man, he strives. He is not unaided in his effort. Ready to his hand is the storehouse of world literature. In the record of others, he finds sometimes the explanation of himself; he finds perhaps a way out of his difficulties.

A man seeking freedom can know before he starts that the road to freedom is not labeled "license." A people seeking freedom can know at the outset that no nation has ever found freedom at the end of a lawless path. This is the kind of information about freedom which can be found in the documents. It is information we need, if we are to fight a war for the freedom of peoples everywhere.

We, as Americans, need it as much, or more, than do any of the other combatants. This too is a curious thing. We are the people who have had freedom on our tongues for a long time now, as modern nations measure their years. We've also had it in our hearts as a bright flame. But we have not always protected the flame from the gusts of passion and selfishness.

Perhaps we could not when we were very young. We were born at a time when a new idea of freedom was sweeping the western world—the idea that men had the right to determine the conditions under which they lived; that they had the right to revolt against conditions which they deemed intolerable. The doctrine of the "right to revolution" is set down in an American document of freedom.

Nevertheless, there is always a danger that the right to revolt against evil conditions may be construed as the right to ill-considered protest. There is always the danger that the right to protest may degenerate into the utter barrenness of verbal quibbling. There are always some who believe that the mere act of being

against something is in itself an act of freedom.

A second reason why it has been hard for us to keep unblemished our ideal of freedom is the wealth of the American earth. Its bigness. Its almost hemispheric span.

Men came here early, as they have come here late, to be free from burdens and restrictions, to be free for a more abundant life. It was the promise of the Americas that here men should grow in stature, as they would grow in worldly possessions. That here laughter should come easily to the lips.

No one can blame men who, having left the oft-ploughed fields of western Europe, felt a mad exhilaration in unfurrowed prairie grass. Even today, we can climb a western mountain and for a moment capture the sense of aloneness with the American continent that once made each man feel a king.

But today, the fields are ploughed behind us. There are cities on the plains.

Today, we must learn that the freedom of each lies in the keeping of all, and that we are not kings, but stewards of the American earth.

Holiday Frolic

Extension students are looking forward to Saturday, December 5th, the date set for the annual Holiday Frolic in the Coffman Memorial Union. The party begins at 9 p.m. There will be dancing in the Main Ballroom, the season's football pictures in the Men's Lounge, and other entertainment. Tickets may be bought from class representatives or from Extension offices. The price of tickets sold in advance is fifty cents plus tax, while that of tickets sold at the door is fifty-five cents plus tax. John Cronan and Leone Towne are co-chairmen of the party. Pearl Hankins heads the hostess committee, and Robert Browne the door committee.

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