

When Anderson returned, he told Blande to report that night to the listening post with Williams.

About eight o'clock Blande and Williams went out to the listening post, which was nothing more than a "fox hole," and prepared to spend the night. Williams explained that one of them would sleep for two hours while the other listened for the enemy, and thus they would change back and forth until daylight. If they heard the Chinese, it was their job to warn the rest of the platoon. Williams, being a combat veteran, decided that he should pull the first shift, and in that way, he would also get the last shift. The sun would come up about six o'clock, and by taking the first, middle, and last shift he would be giving Blande two extra hours of sleep.

At two o'clock Williams woke Blande. "Roll out. It's your turn again."

"Okay, hold your horses." He fought his way out of the sleeping bag and got up. "A guy never gets a chance to sleep. I sure would like to see Sergeant Jones out here—he isn't any better than I am."

"Don't be complaining about Sergeant Jones," Williams answered as he crawled into the sleeping bag. "He has had his turn at this duty." He rolled over and fell asleep.

Then Blande thought to himself, "Sergeant Jones just stuck me out here for spite. I'm just as good as he is; I'll show him. He wants me to miss a good night's sleep. There haven't been any Chinks around here for two weeks; I believe I'll snooze for a few minutes, and no one will ever know the difference."

When Blande awoke, there was a small man with slanted eyes standing above him.

Blande was right. He is just as good as Sergeant Jones and the rest of them. In fact, he is just as dead.

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## Wanted: A Course in Human Relations

Mildred L. Walters

**T**HE fundamental purpose of our high schools is, or should be, to prepare students for solving the problems that they will face in life. Of paramount importance in our civilization is the practical problem of earning a living, and one's progress is dependent not only upon knowledge and experience in a chosen field but also upon ability to get along with people. This latter problem has not been given sufficient recognition by many of our secondary schools. Because their curricula have been tailored to train boys and girls for a specific occupation or to prepare them for college entrance, very little attention has been given to teaching the art of making friends and getting along with people.

During the past twenty years, many important business leaders have recognized the need for more training in this direction. The late Charles M. Schwab, one of only two men who ever received a salary of a million dollars a year, said that he was willing to pay more for the ability to get along with people than for any other service. He considered that his ability to inspire men to better things was much more important than his knowledge of business management or the manufacture of steel, because he could hire men who were experts in every phase of the work in his vast industrial empire.

For the last six years, General Motors Corporation has held approximately one hundred classes a year, solely for the purpose of training its men in the solving of human relations problems in their work. Four thousand General Motors employees a year are taking this course.

Literally thousands of men and women have taken the Dale Carnegie courses in this country because they recognized the need for improvement in their relations with others about them and desired to learn more about the principles of winning friends. These people have taken this training as adults because they had received inadequate instruction in this area when in school.

A course designed to teach students how to get along with people should be included in the curriculum of every high school, not to supplant in any way the cultural and utilitarian courses now being offered, but to supplement them. This should not be a personality course in the generally accepted, superficial sense of social graces; rather it should be a course designed to teach students how to work with others in a harmonious manner, how to acquire and keep civic and social friends, and how to maintain a happy relationship with members of the family in the home.

This training should be offered at the high school level in order to reach the eighty-five per cent who never go on to college. Those who go directly from high school to a job would realize an immediate benefit since they would be better qualified to handle any situation which might come up in their work; those who go on to college would find such training invaluable while they are continuing their education and later when they ultimately seek employment. Since this course would benefit everyone participating, it should be required of all students. Certainly if the purpose of education is to equip our boys and girls for life, we should give them every tool possible; and thus we will insure their chances for happier and more useful lives.