

The

Alumnus



Dana College and Trinity Seminary

Editorial Comments

We at Dana were privileged to host the 1958 Convention of the United Evangelical Lutheran Church on Sunday, June 22, for an afternoon Open House. Over 800 delegates, their families and friends checked the progress of Dana's Development Program.

Time did not allow a picture feature of convention to appear in this issue, but it will be the lead story in the August College Bulletin.

Secretary to Dana

It has been announced that our association secretary, Miss Luella Nielsen, has accepted a position on the Dana faculty beginning September, 1958. Miss Nielsen will teach English. She has been teaching in the Blair High School for the past few years. (See page 15 for news about our president.)

Homecoming, 1958

Plans for this year's Homecoming are under way. The dates: October 24 to 26. Make plans now to attend.

1958 Football Schedule

After winning the CCCC championship in 1957, the Vikings move into the tough Nebraska College Conference this fall. The schedule:

Sept 19	Tarkio	Here
25	Peru	There
Oct 3	Wesleyan	Here
11	Concordia	There
18	Chadron	There
25	Doane (Homecoming)	Here
31	Kearney	Here
Nov 8	Hastings	There

The Alumnus

Dana College and Trinity Seminary

Volume XIV June, 1958 Number 2

A quarterly bulletin published by the Alumni Association of Dana College and Trinity Seminary at the Lutheran Publishing House, Blair, Nebraska. All matters pertaining to business should be addressed to the Alumni Office, Dana College, Blair, Nebraska. Entered as second-class matter November 4, 1944, at the post office at Blair, Nebraska.
Editor D. Parrish

CONTENTS

Public Understanding	3
The Meaning of Dana	5
Lost!!!	6
Words, Sentences, Languages	7
Commencement, 1958	8
Baseball, 1958	10
The Hill, The Valley	11
Know Anyone?	13
Destiny's Deep Sea	15

COVER

Last month, Dana College graduated 48 young people. One of them was this issue's cover girl, Miss Marlene Paulsen of Blair. Marlene was also elected Queen of May Fest earlier this spring. Marlene has been commissioned by the Women's Missionary Society to teach in Japan next year. She was editor of the 1958 *Sower* and vice-president of the Dana Chapter, American-Scandinavian Foundation.

Alumni Association of DANA COLLEGE and Trinity Seminary

Pres.	Bob Hemmingson
Sec.	Luella Nielsen
V. P.	Forrest Leighton
Treas.	Hughie Hughes
Ex. Sec.	David Parrish

Public Understanding and Support for Education

Propositions that need public understanding:

1. Most Americans now realize that our leadership, and indeed our national survival, is being challenged as never before in history. Most Americans must be brought to realize that the survival and well-being of this nation depend no less upon the strength of our educational system than upon the strength of our military establishment.
2. Educational institutions in a democracy are properly expected to meet the fundamental needs of society. If they are subject to passing whims and fancies, schools and colleges cannot perform this function. Responsible citizens share with educators a moral obligation to insist upon wise and careful planning to meet fundamental needs and to protect our educational institutions from hysterical demands and panicky reactions.
3. Critical analysis of our educational system is certainly in order, but mistaken efforts to place blame through name-calling and fault-finding should not be permitted to obscure the fact that our schools, colleges and universities are seldom much better or worse than their respective publics want them to be. The best of our institutions certainly rise above common levels of aspiration, yet the vast majority simply mirror the values most commonly held. If American education is to undergo a general improvement, the people at large must place a higher value upon intellectual achievement and must be prepared to uphold higher levels of educational performance.
4. Lip service to the value of education is not enough. The critical need is for material support. The American people can afford to spend more on education. Doing this, however, will necessitate assigning a much higher priority to the importance of teaching and research as crucial forms of enterprise in a dynamic society. There must be a willingness to practice self-denial in paying higher taxes and in making heavier voluntary contributions to provide greater material support for education.
5. The time factor is extremely important, and basic issues must be faced now. Nothing less than a massive national effort, launched immediately, will do. Local support and control will remain the best safeguards and guarantors of excellence for our diverse educational system. They can and should be preserved, but bickering over forms and sources of financial support necessary to meet the present emergency can be disastrous. Positive and immediate action on all levels—federal, state, local and voluntary—is the first imperative.
6. Economic inflation has already levied a heavier toll on educational institutions than on most other forms of enterprise. Still further inflation would be a more serious threat. If this possible consequence of vastly increased governmental expenditures for education is to be avoided, investment in our schools, colleges and universities must take precedence over existing expenditures which are of less importance to our national security.

7. The total economic resources available for higher education, whatever they may be, will necessarily exist in limited amounts. One demand upon those resources is to raise the general level of performance in all schools and colleges. If this is allowed to be the only call, however, a tragic mistake will be made. A second, and vital, call upon our economic resources is to strengthen our leadership in all important fields and to add to our best existing institutions the appreciable support needed to meet the demands for the highest order of quality. Statesmanship must see to it that adequate support for the attainment of both goals is provided.

8. A genius of American education has been its unity through diversity. This diversity should be preserved, with strengthening all along the line and greater stress on the importance of quality everywhere. In short, all our human resources must be vastly strengthened through the medium of improved education.

Propositions that need public support:

1. The magnitude of the job to be done can hardly be exaggerated. We are not spending nearly enough on education. Modest measures will not do the job. In colleges and universities alone, the number of qualified students will be doubled by 1970, and a doubling of expenditures will not even perpetuate present inadequate quality levels. To do the job effectively, the following order of priorities should be observed:

Salaries for teachers, scholars and scientists should on the average be at least doubled;

Existing institutions should be maintained more adequately and some of them greatly strengthened;

Support for the establishment of new institutions will be necessary,

but should not be supplied at the expense of existing institutions;

Scholarship programs should stress quality rather than quantity, graduate as well as undergraduate study, and should be accompanied by a parallel system of grants to the institutions in which scholarship holders enroll.

2. Although federal support for educational activities already exists in many forms, excessive reliance upon it may weaken other sources of initiative. However this may be, we are in a national emergency, and prompt action of unprecedented magnitude is urgent. The truth seems to be that the Federal Government is the only agency which can act with sufficient speed and on a scale large enough to enable schools, colleges and universities to accomplish their tasks. Action by the Federal Government need not, and should not, extend federal controls over education. Further, as a partial attack on a problem of such great size, it need not weaken initiative and action at the state, local and voluntary levels. Federal support should be considered only as a necessary supplement of action by state and local entities, corporations, alumni, parents, churches, foundations, and philanthropic individuals. The initiative and interest of these agencies and individuals are the greatest asset of American education; they must now be exercised to an extent never before demonstrated.

3. Greatly increased amounts of money must be allocated to fundamental research and other forms of creative and scholarly activity. These can be carried on more effectively in our colleges and universities than anywhere else, because in academic environment the creativity of central figures is reproduced by students who have worked with them.

(Continued on Page 12)

The Meaning of Dana

By Pete Smith

(The Alumni Association sponsored an essay contest this spring in which graduating seniors competed with essays on the meaning of Dana. The following is the winning essay as judged by Prof. Norman Bansen, Alumni Secretary Luella Nielsen and your Executive-secretary. A prize of \$15.00 was given for this essay.)

An education at Dana College is meaningful mainly because Dana is small, liberal arts, and church-related. These are her chief assets.

Someone once defined a college as a place where people ask questions. If this definition is accepted, then where is there a better opportunity to ask questions than at the small college? Smallness makes for a give and take climate in the classroom. An instructor who seems to be glossing over a point without sufficient evidence, may be asked to supply additional support in defense of his position.

More lasting friendships are produced in an academic community the size of Dana—both with fellow-students and faculty members.

Dana's active extra-curricular program helps to develop students' leadership abilities. Key posts in the many organizations provide training-ground for learning to lead.

Dana's liberal-arts-centered curriculum offers a relief from the materialism of today. Our civilization is so obsessed with scientific progress that it is overlooking the values in the social sciences. If our society is to develop further, then the social sciences must catch up with the physical sciences.



Essay contest winner Pete Smith receives his check from Association treasurer Hughie Hughes at the Alumni-Foundation Senior Banquet in Omaha. V. P. Red Leighton looks on hungrily.

In our complex world, men can no longer be vocational specialists, and be ignorant of activity in other areas around them. The liberal arts subjects broaden horizons by exploring in all fields of knowledge.

The church-related school recognizes that God is part of life. God is the major part and cannot be left out. Institutions which omit Him, omit the central fact of life.

For this reason, Dana's faculty realizes that their mission is higher than that of the secular colleges. Yet no subjects are avoided, because in the end Truth will conquer. God is Truth, and all education is the pursuit of this Truth.



Mrs. Marvin Adair
 Decatur, Nebraska
 Mrs. Dorothy E. Anderson
 Blair, Nebraska
 Glenn Jerome Andersen
 1521 Madison Street
 Oakland, California
 Mrs. Jerome Andersen
 Rte. 3
 Broken Bow, Nebraska
 Mrs. P. K. Andersen
 5804 18th Avenue South
 Minneapolis, Minnesota
 Lola Backlund
 5301 26th Avenue South
 Minneapolis, Minnesota
 Mrs. Peter Beckman
 1072 Highland Ave.
 Needham Heights, Mass.
 Mr. Gerald Bergstrom
 342 Millard Avenue
 Council Bluffs, Iowa
 Mrs. Stanley Bracken
 Maplewood, New Jersey
 Raymond Carlsen
 Brown Motel
 4th and Keo
 Des Moines, Iowa
 Caroline Christensen
 1650 Roscoe, Apt. 207
 Chicago 13, Illinois
 Donald Christensen
 Ruskin, Nebraska

John N. Christensen
 Fleming Hall 67
 Colorado University
 Boulder, Colorado
 Glen R. Christoffersen
 Friley Hall
 Iowa State College
 Ames, Iowa
 Mr. and Mrs. Cecil D. Currier
 51 Roberts Road
 Pine Chapel Village
 Hampton, Virginia
 Mrs. Roy Elson
 7691 West Second Ave.
 Denver, Colorado
 Eileen F. Feddersen
 Dannebrog, Nebraska
 Mrs. Hobar Foster
 Kansas, Oklahoma
 Donald Getz
 Northwestern Theological Seminary
 100 East 22nd St.
 Minneapolis 4, Minnesota
 Rodney Gilchrist
 Box 500, Friley Hall
 Iowa State College
 Ames, Iowa
 Mrs. Marvin Goldbeck
 Rand, Colorado
 Marvin William Grandy
 Muleshoe, Texas
 Mr. and Mrs. Gaylen Hafer
 383 Green Bay Traylor Crt.
 Great Lakes, Ill.
 Lee Hancock
 Box 400
 Albuquerque, New Mexico
 Marilyn Hendrickson
 Mercy Hospital Nurses Hall
 Fort Dodge, Iowa
 Mrs. Esther Jackson
 18113½ Pioneer, Apt. 3
 Artesia, California
 Phillip E. Jacobsen
 Idaho Club, University of Idaho
 Moscow, Idaho
 Bertha Jensen
 Bloomfield, Nebraska

(Continued on Page 14)

Words, Sentences, Languages

By A. Gordon Ferguson

(Reprinted from the **American Alumni Council News**)

(Third in a series of articles concerning the various departments at Dana College.)

In Spain they say, **un hombre que sabe dos lenguas vale dos hombres**, a man who knows two languages is worth two men. I do not deny that this is an exaggeration, neither do I set myself up as being worth two men. However, there is partial truth in the adage. God differentiated man from the animals in giving him a soul and the gift of reason, symbolic reason. One might also say that He made it possible for man to think by giving him words, symbols on which to hang his thoughts, for without these word-symbols reason is impossible. A man who knows two languages has more word hooks for localizing his thoughts.

He also has two distinct patterns for putting these thoughts together. Let me illustrate. In English we say, "The little grey mouse peeking out of its hole . . ." The German construction would be, "The little grey out of its hole peeking mouse." The important part of this picture is the peeking mouse, which is psychologically prepared for in advance by the description and the location. The German construction arranges items in their order of importance. In English we are criticized if our sentences are more than a line and a half long or contain more than two subordinate elements. In German a single sentence may cover two pages, if by extending it, the thoughts are arranged to show their interdependence.

Let us go back to words for a moment. I know of no word in any language as expressive for the thought symbol as the word "home." Home means warmth, love, security, good example and good food, as well as

protection from the elements. This is not the case for **maison, casa, Haus**, etc. On the other hand, the Portuguese word **saudades** means a bitter-sweet, enjoyable, sadness, longing, and tenderness. It has much of the German word **Wehmut** and a little **Gemutlichkeit**, neither word is completely translatable into English.

It is obvious that the vocabulary of a people grew out of their everyday living. The customs and attitudes were not created by the vocabulary, but the words used by an ethnic group do help perpetuate the mores and habits of the society. Through its onomatopoeic value the Danish word **pjat** needs and has no intrinsic explanation as does the English word non-sense. The abrupt open sound, as one hears the word, indicates the objective evaluation which the Danes have given to nonsensical activities. For them nonsense is low on the scale of values, yet the very frequency with which one encounters the word, in conversational style, shows that the Danes must love a little nonsense now and then.

The Portuguese, **saudades**, referred to above, illustrates the volatile nature of the people belonging to that linguistic group. If one word indicates so many coexisting sentiments it is obvious that one of these must be predominant at a given moment but may easily yield its dominance to another of the many shades of emotion involved in the word **saudades**. The Germans, on the other hand, separate **Wehmut** and **Gemutlichkeit**. Melancholy is more likely to characterize one individual and congeniality another. At least one mood gives way to the other more slowly. The melancholy of **Wehmut** is antisocial; that of **saudades** can be quite gregarious. The predominance of the word **honra** typifies the pride and sensitiveness with which the Spaniard regards his

(Continued on Page 14)

Commencement, 1958



Dr. R. E. Morton, former Dana President, gave the Commencement Address, "Get Your Tools Ready." The Reverend Dr. Morton is now serving St. Paul's American Lutheran Church in Lodi, California.

On May 25, 48 young men and women received Bachelors degrees in ceremonies in Alumni Memorial Auditorium. Two received the degree Bachelor of Sciene; 19 the Bachelor of Arts; seven the Bachelor of Science in Business Administration; and 20 received the degree Bachelor of Science in Education.



Mrs. Dorothy (Willmert) Schultz was Salutatorian. Delores Ann Petersen gave the Valedictory. Both girls received the Bachelor of Arts degree and both graduated magna cum laude.



The Class of '58

James L. Andersen	Royal, Iowa
Ingvert Appel	Emmetsburg, Iowa
Patricia Baron	Atlantic, Iowa
David Bidstrup	Racine, Wisconsin
Brian Burgess	La Puente, California
Alice Christensen	Laurel, Nebraska
Jean Coffey	Blair, Nebraska
Joan Coffey	Blair, Nebraska
C. Lynn Cole	Yorba Linda, California
Audrey Edicksen	Glenville, Minnesota
Arnold Foss	Exira, Iowa
Nellie F. Hagberg	Atlantic, Iowa
Don Hansen	Ruskin, Nebraska
Franklin Hansen	Washington Island, Wisconsin
David Hess	Racine, Wisconsin
V. William Himmler, Jr.	Austin, Minnesota
Eugene Jacoby	Minneapolis, Minnesota
Dale Jensen	Council Bluffs, Iowa
Milton Jensen	Hutchinson, Minnesota
Paul Kaldahl	Oaks, Oklahoma
John H. Klug	Green Bay, Wisconsin
E. Harry Landbo	Chicago, Illinois
David W. Larsen	Chicago, Illinois
Robert Larson	Blair, Nebraska
Margaret Meyer	Blue Island, Illinois
D'Arlene Morton	Lodi, California
Janet Nielsen	Blair, Nebraska
Marvyn Olson	Bradgate, Iowa
Robert Ostergaard	Coulter, Iowa
Marlene Paulsen	Blair, Nebraska
Raymon Pedersen	Harlan, Iowa
Carlene Petersen	Eugene, Oregon
Delores Petersen	Parsons, Kansas
Paul Pfankuch	Compton, California
Jan Philby	Omaha, Nebraska
Malcolm Quick	Tekamah, Nebraska
Darvid Quist	Blair, Nebraska
James P. Rasmussen	Calgary, Canada
Melvin Rogers	Craig, Nebraska
Dorothy Willmert Schultz	Kansas City, Missouri
Melvin Sick	Shelby, Iowa
Beverly Siersbeck	Indianapolis, Indiana
Peter Smith	Portland, Maine
Duane Spong	Milltown, Wisconsin
James Vammen	Penn Yan, New York

Degrees completed last summer:

Marguerite Barry	Blair, Nebraska
Joyce Bennett	Iowa City, Iowa
Teresa Reeh	Blair, Nebraska

Viking Baseball, 1958

The Viking Baseball squad had a very good 1958 season with a total of 8 wins and three losses. The Dana lads snagged second spot in the tough Midwest Baseball Conference.

During the regular season, senior pitcher Bill Davis of Omaha compiled an earned run average of 2.98. Davis had a 7-0 won-loss record during regular competition.

The Vikings played conference champs Creighton University in the regional NAIA playoffs. The Bluejays from Omaha dropped Dana 8-1 to earn a berth in the national NAIA playoffs at Alpine, Texas. During the regular

season, Dana and Creighton traded victories. Dana stopped the Jays 3-2 in a thrilling "to-the-wire" battle at Blair's Vets Field.

Dana's other loss came at the hands of her old rival, Midland.

Junior short-stop Ron Huston led the Vikings' hitting attack with a .369 season average. Five other Vikings hit over .300 for their season mark. Davis, Jan Philby and Myrvin Christopherson led the team in RBI's with 8 each. Six Vikings collected one home run each. Team statistics show a season mark of five triples and 12 doubles.



The 1958 Baseball Squad

1st row (left to right): Coach Peterson, Bob Hannon, Ron Huston, Jan Philby, Duane Neitzel, Don Joern. Second row (left to right): Jim Simpson, Luther Kloth, Bill Saint, Marsh Christiansen, Ernie Andersen, Tom Christensen, Bill Davis, Roger Madsen, Myrvin Christopherson, Bill Johnson, Larry Wright, Bob Zimmerman.

The Hill, The Valley

(Mrs. Appleby attended summer session at Dana this year. The following article was written to fill one of Mr. Bansen's unusual class assignments. We feel it's worthy of passing on. ED.)

By Mrs. Agnes Appleby

Come with me. Put aside your books and walk with me across Dana's hills. Spring has come to the campus—the spruce stand like sentinels near the red brick buildings.

Do you hear the whine and grumble of the heavy earth moving machines? All last fall, they clawed and shoved this clay to change a giant of a hill into the gently sloping contour you see now.

Does the steep climb make you breathless? Let us stop, then, and

breathe deeply. How I love the fragrance of sweet clover bloom. A prairie rose is blossoming pink below that knotty fence row. And what are these? Tiny pine trees with laths put up to mark their quiet growing place.

Doesn't it seem as if you could just reach out and catch a cloud? Strange, how the closer one gets to the sky, the smaller one feels. Watch the white clouds scallop the blue heaven in an ever-changing pattern.

Look, now, across the valley. So might an Omaha Indian have stood years ago, but then there wouldn't have been the trees. Oh, a few trees, maybe, cottonwoods and willows along the river, or a scrub pine in a creek bed. But not those towering ones that



shade the town of Blair today. Look how the windbreak down on that slope shelters the farmstead: Olive and elm and evergreen to break the sweep of the Nebraska winter.

Old Big Elk, the Omaha Chief, might have stopped right here and squinted his keen eyes to search the plains. He was a good man, you know, not like that crafty old crook, Blackbird, who's buried a few miles upstream. Big Elk was wise and kind and he knew the Indian's cause was lost. He even told his people so. He came back from Washington where the treaties had been signed to tell the Omahas that a great flood would come. They thought he spoke of the Missouri, when he really meant the taking of the land by the white people.

The Missouri is shining in the sun down there. Lazy-acting and innocent-like, but she's been a wild one, that river! She has flipped her brown curls at many an innocent field, and so bewitched her earthly love that when she ran away the good solid earth followed her never to be seen again. But time has changed all that. Upstream, men have built huge dams to curb her restless wanderings. So there she is, a little like an old lady now, smoothing down her wavy tresses. She wears a double crown of bridges where train and car traffic flows between Iowa and Nebraska.

The flat land hugs the river banks; the rolling hills fall away in a crazy quilt pattern, and the dusty ribbons of roads are tied in careless bows.

Do you see the spires of churches? The old Indian would be surprised, wouldn't he, to see those slender fingers pointing upward to his Great Spirit? You can pick out the courthouse, too, the grain elevators, and like miniatures, sets of farm buildings here and there.

How quiet it is! Can you believe there is a bustling town down there? The shops, the bank, cars streaming down Main Street. Lost to our ears

are the rumble of trucks, the pounding of hammers and the rattling of dishes in the coffee shop, but they are there. The washing must be on the line, too, and the Eutin roses are gaudy as Indian paint, yet from up here, all is blanketed by trees.

We must find our way back now, but this hour has rested me and brought a lift of the spirit. Every heart needs a quiet place. Mine is Dana's hill.

PUBLIC UNDERSTANDING AND SUPPORT FOR EDUCATION

(Continued from Page 4)

4. If American education is to continue to serve the best interests of the nation, drastic measures to increase the supply of highly trained persons are required in many areas other than physical science and engineering. The need for teachers at all levels and in all fields is a compelling illustration. Continued progress in the humanities, the arts and the social sciences, as well as in science and technology, is highly essential to our national survival and well-being.

5. Totalitarian methods are not necessary to counter the threats of a totalitarian power. These threats can be countered and overcome by our own American strengths, strengths which in education include academic freedom for teachers, scholars and scientists; freedom of mobility and choice of programs of study and vocations by college students; diversity of programs, forms of control, and philosophies among institutions. These qualities of American education must receive continuous, vigilant support.

The actions called for cannot be postponed. The priorities must be established immediately. Should we fail to do these things, the deferred costs will be too staggering to be met in time. If the nation is to survive and prosper, we must start making the basic provisions now.

Know Anyone?



If you do, jot their names down on the form below, clip and mail to Alumni Association, Dana College.

Yes, I know some of the people in the above picture. They are:

.....
.....
.....
.....

The picture was taken

Name

Address

LOST

(Continued from Page 6)

Helen D. Jensen
1620 R.
Lincoln, Nebraska

Arnie Jessen
920 Second Avenue South
Minneapolis, Minnesota

Elna Jessen
2769 Franklin
Lincoln, Nebraska

Barbara J. Johnson
728 Mandana Blvd.
Oakland, California

Betty J. Johnson
4147 Marmora
Chicago 34, Illinois

Lois Johnson
711 Oriole Avenue
Park Ridge, Illinois

Mrs. Vic. Johnson
2126 Carmel Ave.
Racine, Wisconsin

Maxine Jorgensen
St. Olaf College
Northfield, Minnesota

Virginia D. Jorgensen
1416 Edith St.
Berkely, California

Emma Jean Kelly
Tekamah, Nebraska

Bernard Kennedy
% Mrs. Orval Jepson
Cushing, Nebraska

Harold Knudsen
9146 South Throop St.
Chicago 20, Illinois

Franklin Fred Koch
Rte. 2
Stanton, Nebraska

Harvey Kuhr
Gen. Del.
Palo Alto, Calif.

Eldon H. Larsen
1415 North 21st Ave.
Omaha, Nebraska

Leon R. Larsen
5609 Oak St.
Omaha, Nebraska

Mrs. Richard Larsen
East 11303
Spokane, Washington

Gwen Lee Larson
301½ West South
Blair, Nebraska

Fred Leary
77 Williams St.
Providence, Rhode Island

Dewey James Linden
Portsmouth, Iowa

Mrs. John McLauchlan
1935 Midwick Dr.
Altadena, California

Jens Moller
700 North Washington St.
Bloomington, Indiana

Rafael Munoz
% Oliveri
3945-64th St.
Woodside Long Island, New York

Harriet J. Nelson
Culbertson, Montana

Mrs. Martin Nielsen
10704 Wrightwood
Melrose Park, Illinois

THE MODERN LANGUAGE DEPARTMENT

(Continued from Page 7)

honor. The many and varied meanings given the French word **propre**, proper, is characteristic of the French social-selfconsciousness, artistic appropriateness, and correctness of form.

By the study of foreign languages, not only is the variety of thought patterns extended, insight made possible into cultures other than our own, but several more meaningful outcomes should arise: an extension of our English vocabulary, better understanding of the structure of our own language, and a realization that words are merely symbols, meaningless in themselves and useful only in context. Observe the difference in the word "grave" when used as a noun or as an adjective.

(Continued on Page 15)

On Destiny's Deep Sea

Willard Clark Johnson (D-49) (see March issue) will teach music at Rochester Junior College, Rochester, Minnesota next year. Rochester J. C. is a municipal school with a daytime enrollment of 355 and an evening enrollment of 2400. Mr. Johnson will teach Music Theory, Music Appreciation, Music Teaching Methods, the College Choir, Vocal and instrumental small groups.

Herbert Hjortsvang (D-50) and wife Alvina (Larsen D-48) are proud to announce the adoption of an infant daughter on April 28 whom they have named Barbara Marie. Herb is teaching at Boys Town, Nebraska. The Hjortsvangs reside at 3019 South 41st Street, Omaha.

Marie L. Nielsen (D-51) was married on December 14, 1957 to Mr. James William Watkins at Inglewood, California. Jeanette Christensen (D-51), who is parish worker at Olivet Lutheran Church in Inglewood, was maid-of-honor. Another classmate, Mrs. Paul Kloth sang at the wedding. Mr. and Mrs. Watkins reside at 1402 North New Hampshire Ave., Los Angeles, 27.

Alumni Association president Robert Hemmingsen is travelling in Europe this summer with Rev. John Nielsen (D-48, T-53). We will expect some glowing accounts of the trip upon their return this Fall.

Carl Nelson (D-54), who is teaching biology and general science in the Schuyler, Nebraska high school, is the recipient of a National Science Foundation Fellowship to Oklahoma State University. He is one of 50 science and mathematics teachers from a group of 400 who were considered to receive the fellowship.

Bruce W. Sullivan (D-52 to 54) is now employed as a research and development engineer at the McDonnell Aircraft Corporation of St. Louis, Missouri. Sullivan received his B.S. in electrical engineering from Iowa State College in December, 1957.

THE MODERN LANGUAGE DEPARTMENT

(Continued from Page 14)

It is only through following the thought processes of a person who thinks in a language other than our own that we can come to a deep realization that people do think in languages other than English. Translations do not accomplish this. The effective conceptual realization that other peoples think is of great value in international relations. It is the beginning of appreciation and understanding of other nations. Then, too, as a language teacher in Japan said, "We should not only love our neighbors, but be equipped to tell them so."

These are some of the things that one should expect from the study of another language in addition to its main objectives: to use it as a tool for research, for social reasons, and for quiet reading of foreign literatures. Not to mention the fact that most graduate schools demand at least one language as part of their entrance requirements. It is, however, the added and deeper values that convince persons interested in liberal arts education that the study of a foreign language has an important place in the required program of general education.

The language program at Dana College includes Danish, French, German, and Spanish. By way of practicability, I might add that hundreds of requests for language teachers had to be turned down by the University of Nebraska Teacher placement Service during the past year because of the lack of young men and women who were trained to teach foreign languages both in the grades and in high schools. There is a shortage of trained translators in the military, the state department and in commerce. We are paying now for the de-emphasis placed on language teaching during the thirties and forties.

THEIR FUTURE AND YOURS DEPEND ON OUR COLLEGES

As Americans, all of us are proud of our national growth. But it is a sobering thought that the number of young men and women who want and deserve a college education will *double* by 1967.

Right now our colleges and universities are making a valiant effort to take care of the hosts of eager-eyed young people who are *already* clamoring for admittance. They have an enormous job to do, for the necessary expansion is far more than a matter of adding classrooms, laboratories and dormitory space. There must be a corresponding increase in faculty and in faculty caliber. The profession of college teaching must attract more first-rate men and women or it will be in danger of turning out second-rate graduates.

This problem of the capacity of our colleges to meet the challenge that is now upon us is vital not only to students and their parents but to business—to industry—and to *you*.

It is easy to point to current shortages of engineers and scientists. Less obvious but just as pressing is the need for civic leaders—for teachers—for business administrators—for home-makers. Above all there is a need for people who have learned to think soundly and choose wisely. They are and will continue to be the backbone of our strength as a nation.

Freedom needs educated people. In this country, those who lead are those who *know*. Help the colleges or universities of your choice—now!

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, New York.



Dana College Alumni Association

SCHOU MR & MRS DONALD
RTE 2 BOX 305
ALBERT LEA MINN