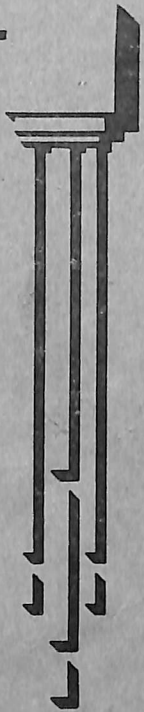
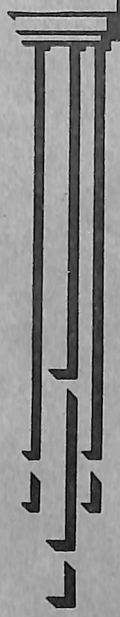
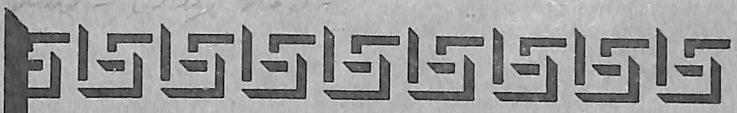


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HERMES

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*March 1923
Vol. 4 #3*



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Editorial

THE PICTURE CONTEST

"Hermes" thanks heartily every one of the former students who took part in the picture contest. A number of the pictures submitted are shown on the middle pages of this issue.

The winning picture, marked "No. 1", was submitted by Miss Mary Hansen of Elk Horn, Iowa, who will receive the pin tray made from pieces of the historic Dana College tower. Reading from left to right, as one looks at the picture, the individuals are, Sena Hansen, Anna Hansen, and Johanna Petersen, all nurses at Augustana Hospital, Chicago. The picture is apparently taken on the shore of Lake Michigan.

The second choice of the judges was the picture marked "2", submitted by Miss Gertrude Jensen, Oaks, Oklahoma. It shows Miss Jensen with a group of little Cherokee Indian children.

The numbering on the other pictures has no significance as to the competition, but is used simply to identify the pictures, which are as follows, reading from left to right as you look at the picture:

3—Rev. J. H. Vammen, Otto Nelsen, Rev. Henry Hansen,

Andrew Juhl, and Rev. Theo. M. Hansen. Submitted by Rev. Henry Hansen. 4—Rev. F. C. M. Hansen, Niels Hansen, Metta Hansen (nee Sorensen), Pearl Nelsen, and Susie Sorensen. 5—Rev. P. C. Jensen and oldest child. 6—Lydia Petersen. Submitted by Silpa Petersen. 7—Esther Simonsen and niece. Submitted by Mary Hansen. 8—Rev. and Mrs. Christ. Hansen. Submitted by Ethan Mengers. 9—Arnold H. Andersen, now at St. Olaf. 10—David Woodard ("Smoke"). Submitted by Agnes Nielsen. 11—Dr. and Mrs. Niels Nedergard of Petchaburi, Siam, and Mrs. Vilhelm Beck. 12—Einer Petersen ("Crip"), Silas Petersen, David Woodard ("Smoke"), Elmer J. Bonnesen ("Bones"), and Mrs. Soren Nelsen, nee Petersen. 13—Christian Justesen, now singing in the St. Olaf Choir. 14—Marcus Beck and Fred Lund. Submitted by Agnes Nielsen. 15—Silpa Petersen. 16—Rudolph Nielsen and Alfred Jensen, now at St. Olaf. Submitted by Silpa Petersen.

Space prevents the publication of all the pictures submitted.

Knowledge Required by Our Educational Aim

By Agnes Petersen

People are constantly asking the questions: What does the educated man of to-day need to know, or when may a man be considered educated? Our educational aim may be stated in two words; namely, "social efficiency". In order to live life to its fullest and happiest extent man must be socially efficient. With this aim in view let us draw the knowledge requirements for the educated man..

First, a knowledge of fundamentals must be had. These must become so automatic that whenever used they are employed as a second nature. All knowledge is dependent upon the fundamentals, hence the necessity of their thorough mastery.

Having considered the fundamentals, we pass to the next requirement, that of "Knowledge of Self" which includes physical, mental, and social self.

The educated man must keep his body in a healthy condition. In order to do this he must learn to *observe* and *know* the laws that govern hygiene and morality.

Man should also become acquainted with the laws that relate to mental life such as: the effect of mental habits, the uselessness of worry, the value of happiness, the laws of concentration, and the influence of moods. One of the chief functions of education to-day is the development of mental skills.

Last in this group, however not least, is the knowledge of social self. Good breeding is required of all educated people. Until man has learned the usages and rules of good society he cannot be classed among the educated. Every educated man and woman must be able to speak and act in a manly and womanly fashion.

Third, a knowledge of physical nature is required. Suffice it to say that man must know the earth and its relation to him. He must know the world's work as well as its industries, sciences, and inventions.

Fourth, human nature must be studied. Man must be able to meet, understand and judge people. He must know the qualities that go to make a fine personality. In order to do this he should acquaint himself with the great characters of history and literature; he should also have a good understanding of psychology.

Fifth, a knowledge of social institutions, including the home, state and church, is necessary. Man ought to love, honor, and take pride in his home. The home of to-day is sadly neglected. It has become a mere boarding place in many cases. Until man can understand and appreciate his home he cannot be classed as "socially efficient".

A careful study of the state must be made. Man must know its civic relations; he must know its aims, ideals, and interests; he should develop a patriotic spirit; and ought at all times work for the betterment of his state.

Again, last but not least, he must have a knowledge of religion. Every man has spiritual desires which are

to be satisfied. When these are satisfied he must find his church, adhere strictly to it, and be a faithful worker in this sphere. Without a knowledge of church man cannot live life to its fullest and happiest extent.

Sixth, a knowledge of vocations is necessary. After thoroughly studying the different industries and commercial activities, man must find the one for which he is best fitted and take up his life work here. No matter what honor, titles and riches man may gain, if he is unhappy in his vocation he can not be classed as educated.

Seventh, and last, a knowledge of the different forms of expressions is requisite. By the different forms of expression I mean art, literature, music, and dramatics. The educated man must cultivate the habit of acquiring and appreciating these.

Then, let me briefly state, that not only *obtaining* these requirements is essential, but they must also be made so real and vital that they become part of man. They must help man so that on all occasions he may know how to act and respond. The statement, "Knowledge is power" is frequently heard. That is true only when knowledge helps man to react well in his world.

I have tried to give you a general idea as to what the educational requirements are. Time and space have not permitted me to go into detail as I should like to have done. However, in the concluding sentence let me state that the educated man must strive to understand, enjoy, and master his world. Thus and only thus can he hope to become a "socially efficient" man.

Er enhver sin egen lykkes smed?

Af Holger Berthelsen

Dette spørgsmål har man ofte hørt besvaret snart paa den ene maade og snart paa den anden. Nogle folk har sagt ja til det, andre nej og igen andre, at man er det til en vis grad. Hvem har ret? Jeg paa-

staar, at de, som svarer ja, kommer nærmest til det rigtige fordi som ordsproget siger: „Hjælp dig selv, saa hjælper dig Gud.“ Det ordsprog er sandt. Ingen kan vente, at nogen, Gud eller mennesker, vil hjælpe en, uden at han eller hun først hjælper sig selv. Man kan ikke sove sig til lykken eller sidde med hænderne i skødet og se til. Den eneste maade, paa hvilken man kan naa et maal, er at gaa paa med frisk mod og sætte alle sine kræfter ind paa det arbejde, som skal til for at naa det maal. Om end man bad til Gud aldrig saa meget og ikke selv tog fat paa det, som man havde bedet om, saa vilde man heller ikke faa noget svar paa bønnen.

Den unges lykke er først og fremmest afhængig af, hvad han selv vil og kan. Mange hindringer vil naturligvis lægge sig imellem ham og hans maal, men hvis der ingen vanskeligheder var i livet, saa var der heller ingen sejer at vinde. Han maa ogsaa huske paa, at alle de, som har opnaaet noget her i livet, begyndte i deres ungdomstid.

Ethvert menneske er sin egen lykkes smed. Et godt billede paa det er følgende. De fleste af os har set paa en smed, som han stod ved sit arbejde. Han tager maaske et stykke jern i sin haand. Ved det første syn af det, synes vi maaske, at der er intet at gøre ved det. Men smeden, som kender sin arbejdskunst, sætter dette jernstykke i ilden. Efter at det er blevet hvidglødende, tager han det ud af ilden for at arbejde paa det. Han slaar haardt paa det med sin hammer. Snart faar det en anden form. Efter at han saa har formet det til den form han synes det skal have, saa tager han det hen til en slibesten, hvor det skal slibes og poleres. Hvor man forundres ved at se denne smukke genstand, som før var et sort stykke jern, som man ikke troede duede til noget. Saaledes er det ogsaa med det enkelte menneske. Først skal det opdage hvad det vil gøre, dernæst have undervisning, saa det kan gøre det arbejde, som vil hjælpe det til at naa maalet. Tilsidst maa det menneske ud i verdens møje og besværligheder for der at poleres, men ogsaa naar denne periode er forbi, og men-

nesket ikke endnu har tabt modet, saa kommer det ud ligesom den smukke genstand.

Den sikreste maade, hvorpaa man kan naa sit maal, og ogsaa den mest velsignede, er ved at holde sig til Gud og aldrig glemme hans ord og kirke. I vor stræben efter jordiske ting skal vi altid huske paa disse ord: „Hvad vilde det gavne et menneske, om han vandt den hele verden men tog skade paa sin sjæl?” Om man gør det, saa vil man ogsaa faa en dobbelt velsignelse.

Hvem er din bedste Ven?

Af *Carl Nelson*

„Han er en af mine bedste Venner!” Disse Ord høres mange, mange Gange, men hvor ofte er det, at de, som siger dem, virkelig tænker paa Ordenes Betydning, og hvad det er at have gode Venner?

„Hvad er Venskab?” spurgtes en ung Mand. Han stod ganske forundret over, at man kunde have den Frækhed at spørge saadan. „Hvad er Venskab? Naturligvis er det let at sige! Venskab er, — er, — at en Mand holder meget af en anden.”

Nej, Min unge Mand, det er ikke alt. Venskab er meget mere end dette. Men det er sandt, at det er hvad de fleste unge Mennesker tænker om Sagen. Dersom de ser et eller andet godt i et Menneske, dersom de gerne vil have hans Selskab, og dersom de tænker at det vil blive bedst for ham i al Fald at være venlig imod ham, saa gør de hvad de kan, for at vinde hans „Venskab”, — saadan som de nu forstaar Ordet „Venskab”. — Og saa er det Menneske „en af deres bedste Venner!”

Sandt Venskab er dybere end det. En oprigtig Ven er den, der synes godt om een trods hans Fejl, i Strid og i Fred, i Trang og i Rigdom. En trofast Ven betror sig uden Tøven, og ved, at hver Hemmelighed vil blive holdt hemmelig af hans Ven. Han afviser

sin Kammerat med Rette, og er sikker paa, at han ikke vil blive ærgerlig over det. Han tager alt med Taalmodighed, fordi han ikke vil gøre sin Kammerat unødvendig vred. Han forsvarer sine kære med Mod, og er en virkelig Ven uden Forandring hele Livet igennem. Han er altid ved Haanden for at hjælpe, naar hans Fælle trænger til det. Saadan er en trofast Ven!

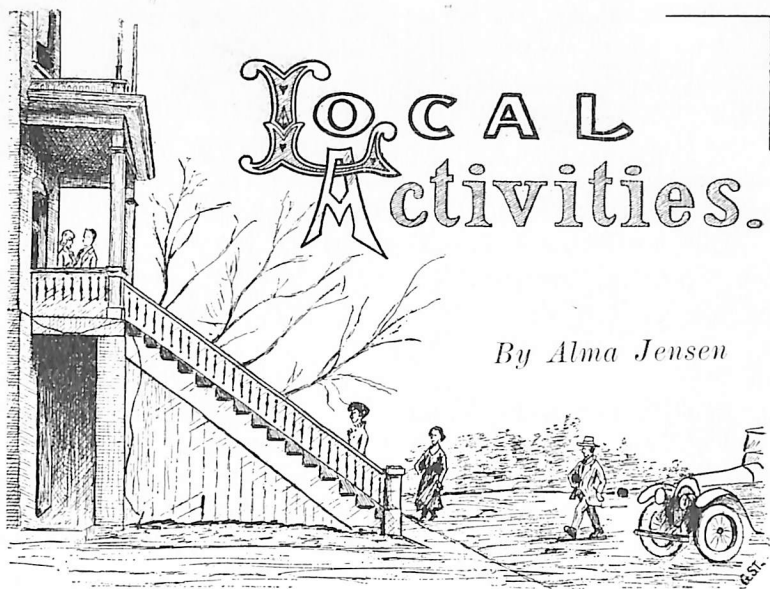
Der er maaske mange, som vi tager i Betragtning, naar vi tænker paa vore Venner, men vi vil opdage, at hvis der kommer en Tid, da vi ikke mere har Penge, Pragt eller Popularitet, saa er de saa faa, saa faa. Vi forundres og spørger: „Hvor er de, som jeg tænkte, var mine Venner?”

En Ven, i Ordets sande Betydning, vil ikke forlade os, naar vi er i en slem Forlegenhed, men vil staa os bi og slaas for os og hjælpe os paa den bedste Maade, han kan. Selv om vor trofaste Ven maa rejse bort fra os, er Venskab saadan, at trods alle Mile mellem os, er vor Ven med os i Tanker og Bøn. Mile kan adskille os legemligt, men ikke aandeligt, thi sandt Venskab er højere end det.

Hvis du har fundet en, som du ved er en virkelig Ven, hold fast paa ham og lad ham ikke slippe bort fra dig. Bevis ham, at du har Tillid til ham, og gør det nu, — nu, før det er for sent. Du ved ikke, hvad Tid Døden kalder din Ven. Tænk, hvad det vil betyde for dig, naar han ikke er her til Stede! Gør, nu, de smaa Ting, der har saa stor en Betydning for een, der synes godt om dig! Du skal finde, naar du ser tilbage paa dit Liv, at de Tider, der lyser ud over alting, er dem i hvilke du har gjort Ting paa Grund af Venskab og Kærlighed.

Strøb derfor efter at finde en, som du kan elske hele Livet igennem, og som du kan tro vil ikke vandre fra din Side, thi Venskab kan gøre et tomt Liv rigt, og er en Velsignelse, vi ikke tør undvære! Tænk ogsaa paa disse Ord:

„Større Kærlighed har ingen end denne, at han sætter sit Liv til for sine Venner!”



The 200th anniversary of the first appearance of Ludvig Holberg's first comedy was commemorated by the presentation of "Jeppe paa Bjerget" under the auspices of the Dannebrog Literary Society Monday, January 22. The play was directed under the leadership of Prof. Poul Nyholm.

We were also favored by another comedy presented by the Dana College Dramatic Club on Friday evening, February 23, entitled "Mr. Bob". This was a very interesting little play, and was enjoyed by everyone. This play was directed by Miss Agnes Petersen.

Prof. P. S. Vig attended the National Lutheran Educational Council in Chicago from January 9 to 11.

We are glad to state that Dr. C. X. Hansen is again able to be among us without the support of his crutches.

On the Saturday afternoon, February 3, the Trinity Seminary Foreign Missionary Society held its business meeting. On Saturday evening Rev. Nielsen from Japan spoke of the work in that country and also of the great need for a Seminary in order that the Lutheran

work may be continued there. On Sunday afternoon Rev. James Peterson from Fremont spoke on the Mission Field in Mohammedan countries. In the evening Rev. Bach, also of Japan, addressed a large audience speaking of the work being carried on in Japan.

The literary societies have been rendering some very good programs this year, two of which deserve special note. On Wednesday evening, January 25, the entire program of the Hesperian Society was given by the boys and "Our boys did shine that night". On Wednesday evening, January 31, the program of the Hesperian Society was given by the girls in the form of a "Four-Day Chautauqua". It included a very fine selection of readings, music, and a play "My Aunt from California".

The Declamatory Contest also given under the auspices of Hesperian Society was held February 8. Each declamation was very good and showed that hard work had been done. The program was as follows:

Oratorical Division:

The Battle of Gettysburg.....Marie Simonsen
Sparticus to the Gladiators.....Martinus Bollesen
Heart the Source of Power.....William Goldbeck
Regulus to the Carthaginians.....Johannes Kjøller
The Storming of Mission Ridge....Carl Hjortsvang
The Call to Arms.....Viggo Jensen

General Division:

The Little Rebel.....Esther Peterson
A Voice From a Far Country.....Esther Jensen
Naughty Zell.....Emma Jensen
The Going of the White Swan.....Elizabeth Zander
Billie Brad in the Big Lie.....Helen Rasmussen.
The Revolt of Mother.....Elna Nielsen
India.....Marie Jacobsen

Viggo Jensen won the first prize in the Oratorical, William Goldbeck, the second. Elna Nielsen won first and Helen Rasmussen second in the General Division.

The judges were Miss Odgen, Principal of the Blair High School, Don Van Duesen, Editor of a local newspaper of Blair, and Mrs. Koopman. Most of the contestants were coached by Mrs. Olson who deserves praise for the fine results obtained.

A series of very educational and broadening lectures has been arranged by the faculty. The first of these was delivered on February 2 by Dr. Alexis of the State University. It was an illustrated lecture on his latest European trip. He laid special stress on the militaristic attitude of France.

February 27 Rev. V. C. Mengers of Lincoln, Nebraska, delivered an address in the chapel. His subject was "A Criticism on Bergson". The lecture was of particular interest to students of philosophy.

Dr. Pihlblad of Bethany College, Kansas, on March 3 spoke to us on "The Contributions of Lutheranism to American Life."

These lectures were appreciated and enjoyed by all the students and the faculty.

Our Board of Visitors, Rev. H. P. Jensen and Rev. H. W. Bondo, visited us on February 13, 14, and 15, and inspected several of the classes in the various departments.

Sunday evening, March 18, we had the pleasure of having with us Rev. Miura of Japan who spoke to us on the great needs of his native country. Again on Monday morning for chapel services he spoke to us on the religious views of that country. Rev. Miura is taking post-graduate work in this country preparing himself for the theological professorship in the new Lutheran seminary in Japan.

We have also a Debating Team at Dana composed of the following members, Viggo Jensen, Otto Knudsen, and John Kjøller. Preparations for the debates have been under the able direction of Prof. H. C. Jersild. A record of the debates of the season so far is as follows:

Affirmative, Plattmouth; Negative, Dana; held at

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MR. GEBUHR
- IN - ARCHT.

DINING HALL
ENTRANCE



FRONT
VIEW -
A RECENT
PICTURE

NORTH
END



VIEW of
TENNIS COURT
from
TOP of NEW
BUILDING

MARCH
1923

Plattmouth; won by Dana; decision 2—1; date Feb. 28th, '23.

Affirmative, Dana; negative, Omaha Central High School; held at Dana; won by Omaha Central High School; decision 3—0; date, March 17th, '23.

Sports

The basket-ball season is practically over. The preliminary basket-ball games of the season have been very good. Dana has a good college team. It has been playing good clean basketball. It has won about 80% of the games played. The academic team has had some good preliminary practice, even though it has lost all of the games. Nevertheless, the games have been good.

One of the biggest occasions of the year was the annual banquet of the Dannebrog and Hesperian Societies which was held in the gymnasium March 9. The old custom of having a formal program in the chapel first was eliminated, the entire evening being spent in the gymnasium. The gymnasium was beautifully decorated in Japanese style. At eight o'clock we were invited out into the banquet hall where we partook of a delightful menu consisting of

Chicken Patties
Sandwiches
Pickles
Cream a la Sherbet
Cake
Coffee

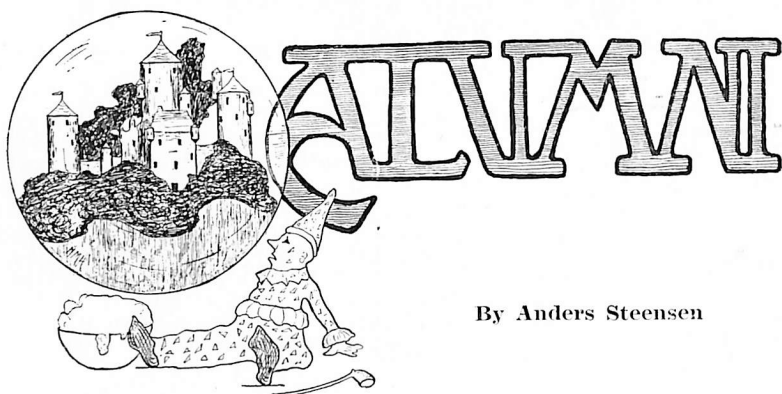
About two hundred guests were served.

The Banquet Program was as follows:

Welcome Speech	Ernest Grill
Alma Mater	Prof. Th. M. Hansen
Moonlight Sonata (First Movement) ..	Helen Andersen
Our College as a Democracy* ..	Bernhard Christensen
Serenade	Male Quartette

* Due to illness this number was not given.

Dialog, "Hans og Trine"	Emma Jensen Lauritz Petersen
Recollection, a Strong Influence	Niels Hansen
The Clock	Girls' Glee Club
Knowledge and Our Educational Aim ..	Agnes Petersen
In This Solemn Hour	Elmer Christensen Walter Nelson
Venskab	Skriver Nielsen
Farewell Speech	Lawrence Siersbeck
Poet and Peasant Overture	
First Piano	Carl Hjortsvang Elna Nielsen
Second Piano	Helen Rasmussen Marion Kyde
Toastmaster:	Dr. C. X. Hansen



By Anders Steensen

Edwin Sorensen, M. D., Ac. '16, a graduate of the University of Nebraska—both from the College of Arts and Sciences and the College of Medicine, is now employed by the U. S. Public Health Service. As to how he was employed he writes as follows:—"I applied to the Surgeon General about Christmas time thinking that his invitation to come before the examining board would surely be too late to allow me to qualify. Not so, his invitation arrived a couple of days before it was time to proceed to San Francisco. I thought that in-as-much as I had had no time to "study up" I might have trouble holding my own with men who had known about the coming of the examination and had been primed up accordingly. Nevertheless, I was good enough sportsman to take a chance against the odds. To make a long story short I was agreeably surprised when I arrived here in August to report for duty at which time I was told by Ass't Surgeon General L. L. Williams that I

was the sole and only successful competitor of all those who took the examination with me, all the others having failed. When one considers that the examinations were given at New Orleans, Washington, D. C., and at San Francisco simultaneously it would seem to have been a battle for the "survival of the fittest". I am sorry to say that in that battle, in which the instance, in question there was only one "survivor."

Dr. Sorensen also writes about Dr. Eskild K. Eskildsen that he embarked from Portland, Oregon, for China on August 24th, and is now studying Chinese at Peking, China. Dr. Sorensen and Dr. Eskildsen are fellow alumni from the University of Nebraska having graduated both from the Arts and Science Colleges and the College of Medicine.

Miss Anna Olsen (former Dana student) who is now attending the Lutheran Bible Institution at St. Paul, Minn., has been elected by the Mission Board of the Santhal Mission of this country to go to Santalistan, India. Before Miss Olsen leaves for India she intends to visit her folks in Denmark. It has long been Miss Olsen's wish that she might some day go out on the mission field, the staff therefore wishes to congratulate her now that she has an opportunity.

Elmer Jensen, '16, graduated from the Law College of the University of Minnesota in June, 1922. Mr. Jensen is an attorney at law employed by another lawyer in Duluth, Minnesota.

Miss Ingried Beck, '22, has entered upon a course of nurses' training at Immanuel Hospital, Omaha.

Rudolph Nielsen, '22, is taking up pre-medic work at St. Oluf College, Northfield, Minnesota.

Fred Lund, '18, is still taking post-graduate work at the University of Nebraska. Besides his own work he is doing assistantship work in the Department of Psychology and Philosophy. He has charge of two sections in applied psychology and has a registration of 84. Mr. Lund will get his M. A. this spring. He is going East next year having received an assistant instructorship in applied psychology at Columbia University. His work there will consist in giving laboratory and class demonstrations and lectures. He will also have charge of two laboratory sections a week and some reading of papers. The stipend he receives next year will be \$1250. We are proud of having an alumnus of Dana represented on the faculty of America's greatest university and we wish Mr. Lund all possible success in his work.

Harold Jorgensen, Pro. Sem. '22, has been forced by poor health to leave school. He is now enjoying the pleasant climate and the beautiful scenery of California where he is working on the farm at his home. According to reports Mr. Jorgensen's health is improving and we hope to have him with us at Dana next year again. If any one should like to write to him his address is as follows: Rt. B, Box 51, Kingsburg, California.

Rev. C. M. Videbeck, Harlan, Iowa, and Miss Elizabeth Marie Christensen, Council Bluffs, Iowa, were united in holy wedlock on Wednesday evening, March 14th, at the Danish Lutheran Church in Council Bluffs. Rev. A. P. Hansen officiated. Hermes wishes to congratulate the happy couple.

Dana always appreciates the visits of former Dana students and alumni. Among such visitors we can name Soren Kaldahl, Anna Jensen, Rev. and Mrs. Vilhelm Beck, Esther Bonnesen, Ingried Beck, Rev. A. C. Vammen, Thanning Andersen, N. M. Hansen, Juul Nielsen, and Rev. Joseph Rasmussen.

Recollection a Strong Influence

By Niels B. Hansen

In order to get a fundamental understanding of the significance of recollection, it is necessary first to examine it briefly from a psychological point of view. We cannot think of recollection distinct from memory. The latter includes the former. But recollection is that phase of memory, psychologically speaking, that brings to consciousness past experiences which have been absent for a shorter or longer period of time. Recollection is a process, memory a state of mind. All experiences establish themselves to us in the form of ideas. Any attempt to reproduce an idea is determined by the connections that have been formed sometime in the past. Consequently association is at once the fundamental fact in recall. An individual experience cannot be recalled in isolation. All experiences make everlasting paths deeply imbedded in the human brain. It is then logical that every experience can re-appear in consciousness if the proper paths are associated. Who has not experienced that perhaps some little insignificant act committed in the childhood days will suddenly, as from a clear sky, make its appearance in consciousness. We thought it had long been forgotten and passed out of existence, but to our surprise we still have it in our possession. Every experience we have had during our lifetime, whether subjectively or objectively, or in the form of thought, word, or deed lies hidden in some remote recess of the brain exerting its influence and largely determining the tendency of each new experience.

Rogers expresses this most beautifully in his "Pleasures of Memory", where he says:

"Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain.
Awake but one, and lo, what myriads rise!
Each stamps its image as the other flies."

Outside the world of psychology recollection is



2

CONTEST



3

PICTURES



4



5



6



No. 1

— THE WINNER —



7



8



9



10



11



13



14



15



12



16

used almost synonymously with memory. Poets speak of "Childhood Recollections". We speak of the things we recall from the past, meaning the things we remember. We shall make no special distinction between the two shades of meaning.

Life is a unity and yet it may be divided into parts: into the future, the present, and the past. The future is misty, uncertain, inviting, but often threatening. It lends itself to the optimist to build air castles of attraction, and to the pessimist to build air castles of horror. But the hopeful may be afflicted and the man who has lost all hopes may be blessed. No one knows what lurks behind this curtain, until the future, as a soap bubble, bursts, passes out of existence and brings us into the present. But what is the present? It is not the future. It is not the past. The present does not take us even a fraction of a second ahead of the time we are just now living, nor does it take us any farther back. If the present exists at all outside of our vocabulary, it is the lightning changes of scenes of events that flash across our vistas. It is of importance because it brings us the past. We live in the present, we think and act in the present, but the past supplies the means. The past furnishes that which is necessary both to live, to think, and to act. Without the past, the present would be chaos. The past is the physician; it tells us how to preserve our health. It is the moralist; it tells us why to live moral lives. It is the teacher; it tells us what to learn and how to learn. In a word, the past is the fundamental of all life.

The past reaches the climax of its influence by recalling former experiences. This influence may be of two natures; it may aid or encumber us in our pursuits; it may help us to the good or to the bad. The nature of its influence depends upon the character of the one it influences and upon the way he adjusts himself to his recollections. In order that important experiences may become influential, it is absolutely necessary that some images become obscured and that we do not take

enough notice of ordinary experiences to recall them readily. We must learn the art of forgetting. The over-conscientious person who is afraid that he has forgotten some trifling detail of duty, and the mind which cannot discriminate between trivial and significant presentations, but place mental accent upon all alike, have a mill-stone about their necks by which they are drawn into the sea of stagnation. The man of ability and accomplishment is not he with a large store of detailed facts constantly popping upon his fingertips. It is he who adjusts himself to his everyday life and is able to recall scenes that will be of value to him in solving the present problems. This idea is best expressed by a poem:

“He can rattle off statistics of the tariff by the hour;
He can give you facts and figures of a grain crop in a
shower;
He remembers to a second just the time each horse has
made;
He can tell the score and outcome of each ball game
ever played;
He can give you dates and data till you wish that you
were dead,—
..But he never can remember to bring home a spool
of thread.”

Did you ever congratulate yourself because you have a poor memory? Cowper did. Montaigne said his poor memory had often checked his wild ambition and was a spur to his native wit and judgment. Ribot said: “Forgetting becomes a condition of remembering.” We become efficient not only intellectually but also morally in proportion as we forget. Forgetting is not the goal. It is the means by which recollection reaches the acme of its influence.

And the influence of recollection has been great. Recollection is the basis of civilization. One of the deepest impulses in man is the impulse to record,—to scratch a drawing upon bark, tusks, or rocks,—to engrave the

names of heroes and important events, to keep a diary, to collect sagas, and to heap cairns. This instinct as to the enduring value of the past is the chief ingredient in the advancement of social culture. In fact, there was never an important advancement in civilization nor a historical crisis but that it was elaborately prepared by a chain of causes which reach back into the remote past. The peculiarity which has characterized the Israelites through all their history is due to the recollection of the promises given them through their forefathers, Abraham, Isaac, Jacob, David, and the prophets.

It is the recollection which a nation has after having lost a war that has caused her to build large navies, to mobilize large armies, and to invent weapons of war. Was not the overgrown European militarism of 1914 caused by the recollection of the outcome of the Franco-Prussian War of 1870? Are bitter recollections not the cause of the deplorable chaotic conditions existing in Europe today? Could Europe only learn the art of forgetting!

Recollection does not only control the "ups" and "downs" of nations. It is the guiding hand of the individual. It is as the nucleus within a cell. If our childhood recollections have been bad, we have the strongest incentive to do bad. The crowds within our prisons are caused by recalling events of the past. A man becomes a robber because he has seen or heard of successful robbery. A man becomes a murderer because he has allowed recollections to brutalize his temper.

But recollections, sweet recollections, are the greatest incentives to brighten life, to purify life, and to develop life. Recollection corrects our errors, adjusts our lives, makes it possible to reach the ideal. The earlier the recollection the more intense. Lincoln was but nine years old when his mother died; yet he could say: "All I am and all I ever hope to be is due to the recollection of my mother."

Let man gather in abundance the gems of the world. Let him secure the riches of the rich. Let him

obtain the wisdom of the wise, but if he has not sweet recollections, his life is but a sounding brass.

“Let fate do her worst, there are relics of joy,
Bright dreams of the past, which she cannot destroy;
Which come in the night-time of sorrow and care,
And bring back the features that joy use to wear.
Long, long be my heart with such memories filled!
Like the vase in which roses have once been distilled.
You may break, you may shatter the vase, if you will,
But the scent of the roses will hang round it still.”

Danmarks udvikling siden 1864

Af Paul Nyholm

Danmarks historie siden 1864 er et slaaende vidnesbyrd om, at det kan nytte at tage fat, selv om det ser fortvivlet ud.

I en tidligere artikel er en del af den stærke *økonomiske og materielle* fremgang omtalt. Resultatet blev, at Befolkningen voksede med 80 %, og samtidig blev levestandarden sat betydelig op. D. har nu baade verdens bedst organiserede arbejderbevægelse og det bedst organiserede landbrug. Paa en række omraader har det været det ledende landandelsbevægelse, udstykning, fabrikation af margarine og øl, „Københavns porcelæn”, cementindustri (Amerikas største kirke bliver opført paa et fundament af dansk cement) o. s. v., og til trods for, at dets størrelse ikke er mere end en $\frac{1}{4}$ af Nebraska, udfører intet land i verden saa meget smør (Rusland var før krigen nr. 2), og dansk flæsk betales i 1922 med ca. 25 % højere pris end amerikansk (se Luth. Ugebl. 3—14). „Det forenede Dampskibsselskab,” der stiftedes netop i 1864, hører nu til verdens største rederier — 135 Skibe i 1915. Paa verdensmarkedet har dansk handelsduelighed gjort sig mere og mere gældende — se f. eks. et hvilket som helst nr. af „Danmarks-posten”. Ligeledes i opfindelsernes rige: Den første

mand, der hævdede sig fra jorden i en flyvemaskine var Ellehammer, den bedste traadløse telegraf er opfundet af V. Povlsen, og da verdens første Dieselmotor-skib „Selandia” i 1912 blev bygget i København, var det kun et af mange andre beviser paa dansk ingeniør-kunsts dygtighed, der er anerkendt verden over.

I *politisk* henseende har perioden været præget af en omfattende social lovgivning, saaledes at der nu er faa eller ingen lande, der tager sig saa meget af samfundets ulykkeligt stillede som Danmark. Samtidig har der været gjort meget ad privat vej. Postmester Holbølls ide: „Julemærket” er blevet efterlignet i andre lande, bl. a. U. S. A., og „De samvirkende Menighedsplejer” i København har været en banebrydende filantropisk institution, der har vakt megen opmærksomhed i udlandet. En langvarig forfatningsstrid endte med, at der i 1915 blev vedtaget en ny grundlov, der bl. a. ogsaa gav valgret til kvinder. Blandt disse havde der længe været en stærk politisk og almenoplysende bevægelse. Et udtryk herfor er „Kvindelig Læseforening”, der blev stiftet allerede 1872, men endnu ikke har faaet noget sidestykke i noget andet land — jfr. en meget beundrende artikel i „Country Gentleman”, Sept. 1922. I 1912 (nyeste tal jeg har) uddaante den i København 8—900 bøger daglig, afholdt mange foredrag o.s.v.

Naar den politiske interesse i det hele taget stadig er vokset — i 1918 afgav over 75% af vælgerne deres stemme — hænger det sammen med, at den almindelige *oplysning* er steget stærkt, saaledes at Danmark nu anses for verdens mest oplyste land. Skolevæsenet er forbedret meget, en række specielle læreanstalter er vokset frem, og antallet af universitetsstudenter er stærkt forøget; de rekruteres nu mere og mere fra folkets brede lag. Et par særlige danske skoletyper har gjort sig gældende: Friskolen og Højskolen. Den første angreb den aandløse udenadslæren og krævede personlig frihed for lærerne til at gøre deres undervisning personlig. Dette krav blev efterhaanden mere og mere efterkommet i den almindelige folkeskole, saaledes at

lærernes stilling nu i Danmark sikkert er friere end i de allerfleste andre lande. *Højskolen* er en kristelig og særpræget ungdomsskole, der hverken giver „credit“ eller har eksaminer, men sigter paa at vække og udvide sine elevs interesser. Den er blevet efterlignet i Norge, Sverige, Finland, England, Svejts, Tyskland, m. m. De, der besøger Danmark, burde ikke undlade at tilbringe mindst otte dage paa „Askov udvidede højskole“. Det er ikke for meget at sige, at højskolerne, der har haft hver tredje unge mand eller kvinde som elever, har skabt en *ny bondetype*, hvis høje kultur, man gang paa gang hører eller læser om vækker udlændinges beundring — jeg kan f. Eks. henvise til den franske professor P. Verrier og forskellige amerikanske journalister. I tilknytning til højskolen findes der nu i næsten hvert sogn en ungdomsforening og et eller flere forsamlingshuse, hvor man samles til folkelige foredrag, sang, gymnastik o.s.v. Flere gymnastikskoler uddanner ledere (deriblandt ogsaa flere udlændinge). Den kendteste er N. Bukhs. Denne mand har udarbejdet et nyt system, som han sidste aar under stor begejstring foreviste i Mellem-europa; der er planer om at faa ham til U. S. A. næste aar. Sportslivet har vundet vældigt frem og har i de sidste 15—20 aar givet byernes ungdom et helt nyt præg. De olympiske leges resultater viser, at dansk sportsliv efterhaanden har tilkæmpet sig en meget høj plads. Ved den sidste internationale spejderkonkurrence blev Danmark nr. 1.

Danmarks højeste læreanstalt, *Københavns Universitet*, har siden 64 yderligere befæstet den respekt, det nyder overalt i den civiliserede verden. „Literary Digest“ nævnedes nylig fysiologen Aug. Krogh (nobelpræmie 1920) og matematikeren Bohr som et par af verdens yngste og dygtigste videnskabsmænd. Høffding er oversat paa baade Serbisk og Japansk og skal være en af de mest læste filosoffer i Japan. Otto Jespersen har skrevet verdens bedste engelske grammatik og Kr. Nyrop (sagde Dr. Alexis til mig) er den bedste kender af fransk grammatik. Vilh. Thomsen anses for verdens

betydeligste nulevende sprogmand. Og en række andre navne kunde anføres paa mænd, som har været eller er førstemand hver paa sit felt. Saadanne findes ogsaa uden for Universitetets mænd, f. eks. Niels Finsen, der tog lyset i lægevidenskabens tjeneste, N. J. Fjord, Emil C. Hansen (se „Dannevirke” 3—7) eller kritikeren G. Brandes, hvis største — og i sandhed meget store — ros er, at hans bog om Shakespeare i England regnes for den bedste af de utallige bøger, der er skrevet om denne store forfatter.

G. Brandes er i øvrigt kendt for, at det var ham, der indledede en ny epoke i dansk aandsliv. Halvhundredaarets aandelige udvikling er præget af stærkere brydninger og svingninger end noget andet tidsrum i Danmarks tusindaarige historie. I litterær henseende har hvert tiar sit særlige præg. Et stort antal forfattere er fremstaaet, deriblandt flere virkelig fremragende. I 1917 udkom der 3687 bøger og 1473 tidsskrifter (til 3 mill. mennesker!).

Kunsten har gennemløbet en rig udvikling, der er højst interessant at følge. Joakim Skovgaards vægmalerier i Viborg har intet moderne sidestykke; utvivlsomt er han vor tids største religiøse maler. En række andre fremragende kunstnere har sørget for, at der næsten hvert aar har været betydelige billeder paa foraaarsudstillingerne. Den, der har faaet flest bestillinger fra udlandet er S. Hammershøj. Skulpturkunstens største navn er vel Sinding, der blev sat meget højt i Frankrig og Tyskland. Rohl Smith (død 1900 i Danmark) bosatte sig i 86 i Chicago og blev snart anset for Amerikas største kunstner; han har bl. a. skabt det store „Soldiers Monument” i Des Moines. Den største nulevende amerikanske billedhugger er Dansk-Amerikaneren Børghlum.

Indenfor *byggningskunsten* er hovedværket Martin Nyrops Københavns Raadhus, der anses for et af verdens smukkeste. En række arkitekter arbejder nu for, at ogsaa private huse kan blive bygget smukt; 1914 stiftedes landsforeningen „Bedre Byggeskik”. For Køben-

havns og en hel del provinsbyers forskømmelse er der i den sidste menneskealder gjort et stort arbejde; der er bl. a. rejst en rigdom af statuer og opført nye kunstsamlinger, f. eks. Glyptoteket, der ejer mange originaler. Udlændinge undres over det store antal besøgende, man træffer her, men af langt større værdi er dog den smag og skønhed, som man kan finde i hjem indenfor alle samfundsklasser, og som ogsaa lægger sig for dagen i manges, navnlig kvinders, smukke maade at klæde sig paa. Jeg har moret mig med i grænseegne at bedømme folk efter deres klædedragt. Det er ofte lige saa let som i en sønderjysk by at fortælle, at et hus i pralende overfladisk stil er tysk og et, der er præget af rodfæstet kultur, er dansk.

Af *tonekunstnere* har mænd som Gade, Hartmann, Heise, Lange-Müller m. fl. givet en kulturindsats af uberegnelig værdi, og ikke mindst gennem højskolerne har mange lært at elske baade de gamle folkesange og de nye — f. eks. Hostrups, Bjørnsons og Aakjærs.

Sidst, men ikke mindst, skal et par enkeltheder angaaende kirken nævnes. Til trods for fritænkeriets angreb, forskellige sekters og Romerkirkens propaganda hører ikke mindre end 98½% af hele befolkningen til folkekirken — et tal, der næppe findes sidestykke til noget steds. En række love (bl. a. Valgmenighedsloven 1868, Menighedsraadsloven 1903 og Loven om bispevalg 1922) har givet kirkens medlemmer mere frihed og kirken selv mere uafhængighed. Nye bibeloversættelser, salmebøger, ritualer, og reformer af forskellig art er kommet. Indre Mission, der stiftedes 1861, havde i 1913 172 indremissionærer og 490 missionshuse. Københavns Indre Mission, der begyndte 1865, har nu en vidt forgrenet virksomhed; en af de nyeste grene er Kirkens Korshær (en dansk kirkelig „Salvation Army“). Ud over hele landet er der opført flere kirker end i nogen anden tid i de sidste 600 ar. I København er der — udelukkende ved frivillige gaver i de sidste 25 ar opført 37 kirker. Et rigt liv er blomstret frem, ikke mindst gennem den kristelige ungdomsbewægelse, som i den sidste halve menneskealder har fremkaldt et helt omslag blandt den studerende ungdom. En rig kriste-

lig litteratur har vundet en vældig udbredelse — Indre Missions forlag er D.s næststørste. Diakonissestiftelsen (stiftet 1863) og Kristeligt Studenter Settlement (1912) er et par af udtrykkene for kirkens sociale forstaaelse, der er steget stærkt i det sidste tiaar. Ydre mission fremviser ogsaa en smuk vækst. 1863 fik Danmark sin første missionsmark (i Sydindien). Senere fulgte Sentalistan, Kina, Syrien, Arabien, Sudan, Armenien, Mar-dan m. m.

Meget andet smukt og glædeligt kunde fortælles om kirkens fremgang og om Danmarks udvikling i det hele taget. Tidsrummets valgsprog har været: „Hvad udad tabtes, skal indad vindes”. Og blev det ikke vundet?

Og saa endte perioden endda med, at en del af det, der mistedes i 64, blev givet tilbage til moderlandet, takket være bl. a. U. S. A.!

Jokes

K.: „I Danmark har man en Sygdom, man kalder ‚Røde Hunde.’”

L.: „Det var et mærkeligt Navn paa en Sygdom. Hvad vilde man kalde Sygdommen paa Engelsk?”

K.: „Man vilde kalde den, hm, hm — ‚hot dogs’.”

Axel (Oversætter Hebraisk): „Denne er Dagen, som Herren har gjort.”

Prof. Vig: „Ja, denne Oversættelse er rigtig — d. v. s. efter Nr. 724 i Konvent Salmebog.”

Teacher: “Mr. H., translate, ‘Julia unior est quam frater, Marcus’.”

H.: “Julia is younger than her father Marcus.”

Læreren: „Frk. J., vil De give Flertalsformen af ‚En tro Hund’?”

Frk. J.: „De troende Hunde.”

Tex.: “The picture of the horse is pretty good, but where is the wagon?”

H. J.: “Oh, the horse will draw that.”

New student (two months after registration): “I don't see how you can find enough to learn for seven, eight years.”

Prof. C. X. Hansen: “What is right to say: $4+6$ is 11, or $4+6$ are 11?”

Tex.: “ $4+6$ are 11.”

Nyholm: „Brug Ordet ‚grusom’ i en Sætning.”

Student: „Mr. Tennesen **grew-some** whiskers.”

H. J. is enjoying his meal in the restaurant.

Waitress: “Where is that Mexican to-day?”

H. J.: “The Mexican!—Who do you mean?”

Waitress: “Oh, that's right, he is from Texas.”

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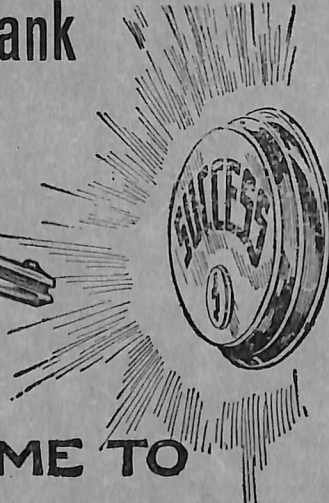
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