

HERMES

THE MESSENGER FROM DANA

VOLUME XXIII

Dana College, Blair, Nebraska, January 30, 1942

Number 8

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--Editorial--

This is your HERMES. This is what you made it. Do you care? This is the result of the apparent indifference of the Dana student body. It is such mild apathy which furthers the work of totalitarian control.

Since the present editors took over the editing of your student body bi-weekly publication, we have tried again and again to create some stimulus for student response. But minds too viscid to act could not be stirred by the most outspoken editorial, the most direct "We Praise, we Blame". Rumors of shielded talk and shadow play was all you could produce. This apathy of yours in regard to all questions, campus or national, is the basic condition contributing toward this issue.

Special example of this passive indifference is obviously noted in what the HERMES editorial staff humorously called "the HERMES staff". In this group are all of those eminent high school journalists who told us of their journalistic accomplishments. But you, as one of them, did not back up your talk. We gave you assignments, reminded you; and, ignoring the deadline, you have consistently turned in a mass of "dashed-off" copy. You have failed miserably! This is your HERMES; it represents your school, but you don't care. We have removed you from the staff, we have drafted others, but still the sluggish inactivity creeps in. The fault is you, each one of you! Sleep, legarthic staff!

Then to rationalize your condition, you have severely criticized the editors in their efforts to shield this condition. The editorial staff, feeling a responsibility to their job have revised, have rewritten, and have "cut" your articles. Immediately you cried, "Censorship!" Immediately you charged a "dictatorially run Hermes", and call us generally the "runners of things". To this we partially agree, but you brought it on yourselves—you with your passive subjectivism. But all these accusations of yours have been behind our backs, typical of all supine persons, refusing open attack.

However, you of "the HERMES staff" are only representative of you of the student body. Having no other underhanded criticism, you have suggested that the HERMES is run by a few, irreligious, radical juniors. You have pointed out, not openly, but via the easy way, how the HERMES has supposedly discriminated against, for instance, religious groups and their activities on the Hill. We have neither been blind nor deaf to these undercurrents. You, by your very attitude, have spurned us on. We have stated our policy: a free, open, unshielded, portrayal of all phases of Dana life written in absolute frankness, nor will we mince words or "tone down" news to please everybody, or present an untrue picture, and as such we hoped to satisfy the interests of the majority. This is our policy; our goal is to maintain it and fight those who believe in shielded journalism. This, then is the second condition contributing toward this issue of your school paper.

With this apathetic condition you will soon, due to the national crisis, come face to face with yourself. You must act, and not with half-hearted action. Perhaps the original seeds of the general slowness and inefficiency of the national effort has its sources in a phlegmatic youth. Specifically, Dana seems to be in a static state. You are at fault—student body, Administration, Synod, and alumni!

Having given vent to this much, this editorial can not stop here—it's good to let an angry man spout off. Activities of college groups, faculty and student cooperation, the purpose of college and college education, limitations of a small college—specifically Dana, must be considered in a general broadside as this editorial.

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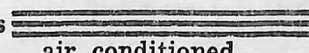
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Hilltop Views

"Consider us as... equals" says Seminarian

Four years ago when I came here as a timid freshman, it wasn't long before my curiosity was aroused by the door which stood across the hall from the president's office. From time to time I noticed that at the end of every hour this door opened, and a group of austere looking men in dark suits filed out and stood about the halls speaking in low tones, a few of them even venturing to smile. Then when the bell rang, invariably they filed back in, the door shut, and again all was a secluded mystery. After having witnessed this spectacle for some time, I wondered about this mysterious phenomenon; and there grew within me a strange mingled feeling of fear and curiosity. In the second semester I ventured to look in while the door opened, and I saw some tables and stacks of forbidding books.

During my second year Dr. Swansen referred us to some books which he said were in the room back of that door. Finally one afternoon I dared enter, and timidly I took a book from off the shelf. To my surprise I found it rather interesting. As time went on my visits became more frequent. I even exchanged a few words with the austere looking men; and as I came to know them better, I found that after all they were entirely human.

Perhaps the above story is a bit exaggerated. But sometimes we seminary students feel that we are looked upon as being rather dignified and even forbidding. Perhaps we are somewhat at fault here, but I think oftentimes it is due to a misunderstanding. We don't claim to be 'second story Christians.' There is no such thing. All of us who are Christians, whether in college, in seminary, or back home on the farm, are Christians in that we are forgiven sinners. For that reason we hope that the spirit of Christian fellowship might draw us closer together: on the one hand that we seminary students might not think that we are better, and that on the other hand you college students might consider us as your equals and not as a group who have a monopoly on Christianity.

C. Hansen.

--Alumni News--

Aviation Cadet Robert Hemphill—'37-'38—last week passed his primary training at Arledge Field, Stamford Texas. He is now transferred to San Angelo, Texas, for basic aviation training.

Robert Taylor—'36-'37—was married on Thursday, January 1, to Laura Dee Forney. They are making their home in St. Louis, Missouri.

Harold Hughes—'37-'41—is enlisted in the coast artillery training battalion, Camp Wallace, Texas.

Betty Wolff—'41—was recently married to Bob Sylvis. He will soon enter the army.

Ramelia Hallock—'39-'41—recently visited the campus. She had been attending Kearney State Teachers College.

Doris Lang—'41—visited the campus last week end. She is teaching in Herman, Nebraska.

Luther Keay—'41—formerly foreman at Continental Motors, Detroit, enlisted in the army last week in Omaha.

HERMES

THE MESSENGER FROM DANA

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--Editorial--

COLLEGE ACTIVITIES

The number of ill-functioning and non-functioning student activities on Dana's campus greatly exceeds the number of genuinely active student organizations. This problem is always present in any college with an enrollment comparative to that of Dana's. It is not a discredit for any school to be numerically small, but it is a serious discredit when education is forced into a secondary position, whereas clubs and organizations take a priority of the student's time.

Especially is this priority operative in the case of the overburdened upperclassman. Because they are upperclassmen with a knowledge of school organizations, they are forced to bear the brunt of club leadership and activities. Numerically smaller than the freshman class, this section of the student body is compelled to play the leading roles in dramatics, serve as elective officers in nearly every school function, and work as chairmen of various student body committees.

At many larger schools, one or two activities are all that any student finds time to participate in. But at Dana, the case is different. The choir member devotes his time to choir practices, takes part in athletics, assumes a role in dramatics, programs of various natures, attends student body parties and functions, and holds down a campus job. After this multitude of social obligations are provided for, then the student hopes to turn to his studies. This de-emphasis of studies is serious to the student and to the school.

Every school must provide for extra-curricular activities. They are an important part of collegiate training. This training in leadership affords valuable training for our professional future, especially for teachers and ministers. But when the student is forced to sacrifice his study hours, to resort to outlines and surveys rather than the actual material of the courses, it is evident that the activities load is too great for the size of the student body.

There are two plans which may well be considered to meet this problem. First, there may be a vigorous curtailment of the number of activities in which a student may participate. However, this must be compulsory with NO exceptions. And, corollary to this, an equally vigorous curtailment of the number of activities a professor may promote and direct. A professor, as well as the students, must have sufficient time to prepare for his classes. When direction and promotion of student activities occupy too great a proportion of the professor's study hours, a serious inroad has been made in our scholastic standards.

A second plan is a drastic pruning of non-essential clubs. Certainly, athletics, musical, and religious activities cannot be cut. But there is room to consolidate, eliminate, and regroup many of the lesser clubs, which unfortunately cut deepest into the study hours of the student. "Pet" projects and organizations should be slashed unmercifully if it can be proved that they are responsible for this trend toward negligent study habits.

Dana is primarily an educational institution, shaping the lives of its students according to the requirements of their professional choices. It is not, and should not become, a social country club. In the interests of the students and faculty members, the reduction and reorganization of the existent clubs is essential if we are to promote high scholastic attainments and professional training.

STUDENT, FACULTY COOPERATION

The cry for co-operation between students and faculty usually arises only when one party feels that some vexatious incident has been committed by the other. This problem, worthy of thought, arises

WORDS OF LIFE

We have begun a new semester of study. Our purpose at Dana, of course, is to study and become wiser through our studies. Regardless of the profession for which we are preparing, we must remember that our duty toward God should be first. Of all our studies, of all our books, which study or which book are we putting first? Is it the Book of Books, or is it the history, English book, or some other? "Study to shew thyself approved unto God, a workman that needeth not be ashamed, rightly dividing the word of truth." Do we spend hours preparing our lessons, and then spend five minutes reading God's Word? First things must be put first, "But seek ye first his kingdom and his righteousness, and all these things shall be added unto you." There is the danger of becoming so busy with our studies and omitting some of the time which should be spent in meditation about God's Word and in prayer. By the omission of this quiet hour with God, we put other things first and God last.

The study of God's Word should be number one in our list of studies.—"For what is a man profited, if he shall gain the whole world, and lose his own soul?" The study of the Bible is essential in order that we might be enriched with blessings from above and transmit its message to others. When we leave Dana, will we have His Word hidden in our hearts? As we take our place in the profession for which we are preparing, we should not only perform the task assigned to us by our employer, but we should also obey our Lord and Master by confessing Him in word and in deed. Let's prepare for this task by studying God's Word prayerfully.

Prayer: Oh Lord, help us to put Thee first in every part of our daily lives during this semester. Amen.
S.E.J.

The Campus Newsance

Curiosity and an innate desire to find out how the other half lives are natural in every human being. For years, Dana gentlemen have speculated as to the inward appearance of the building to the south of them. Maybe it is a "whited sepulchre" outwardly beautiful. Likewise, Dana's ladies have often looked with envy upon R.N. Miss E. Henrietta Bondo, who has a chance to see things in the "Northern Kingdom" as they really are. You undoubtedly have guessed the point, "open house." Your favorable or unfavorable opinion will be appreciated at the next student body meeting. Think it over.

IN MY MERRY OLDSMOBILE...

"Chet" Lincoln brought back his "ROLLS ROUGH" when he returned from California. We suggest the following as a sign on his car: "Come on 'Peaches', Here's your crate."

IMAGINE...

"Ela" Bundgaard wears her glasses over her mouth quite a bit of the time because of her weak eye teeth. ...It's a fact: Honor and Kay waiting on the stair for Jack and LeRoy to come to breakfast. Since Christmas haven't missed a breakfast together—domestic.

THERE'VE BEEN SOME CHANGES MADE...

Otto Larsen, Loell DeVasure, and Art Welch have taken up temporary permanent abode on the Dana Hill. There's a reason for all this—and while we're on the subject: The economics class awaits the entry of their instructor, Mr. Shadle. He enters, looks over the class, and remains silent a moment. Then he explains, "We can begin class as soon as Mr. Welch and Miss Nielsen finish cooling."

AFTER THE BATTLE'S OVER...

Semester tests have come and gone—and so have many students. New resolves, new hopes, new efforts, all to disappear on the first warm spring evening.

MISCELLANY...

Now that the snow has melted, let's try to follow the sidewalks, so that our campus doesn't begin to look like a cow pasture.

Sink your "bucks" in a bond and sink a ship. Buy defense bonds now!

ATTENTION...

We welcome the poetry of any budding young genius. Both serious and humorous thoughts appreciated.

THE WOOLY HATTED ONES

Buy you more wooly hats, oh, our profs,
To prevent winter coughs.
Though the wind and the snow
Blow upon your weighty thoughts, ah, then go
Forth upon your uphill trudge. But this know:
Though you may even trot
Your strange, exotic hats will keep your lectures hot!

EH WAT?

--Editorial--

wherever two groups with freedom of self-expression try to influence each other.

Co-operation implies that students and faculty are working for a common purpose. If faculty and students are at cross-purposes, the expression is idle; one should not then speak of co-operation but of subjugation. If the purpose of the faculty or of the students at Dana is to force the other party to accept its dicta, we need not discuss the question—there can be no co-operation.

It is suggested that there may be co-operation between students and faculty in some matters but not all. The plea for co-operation rarely arises in academic matters—though occasionally the faculty may feel that students are too unconcerned, or students feel that the faculty are too much concerned, about lessons and not enough about sports. Yet the general feeling is that both faculty and students are genuinely interested in the same result academically, the advancement of student welfare. The plea for co-operation usually arises in matters that we call social. We maintain that that plea arises only because of the feeling on the part of either group that the other is seeking dominance. That feeling may arise whether it be based on facts or not. Our students do not purpose harm to themselves. Our faculty does not seek dominance for vainglory. Both groups honestly seek the student's welfare. Both are working wholeheartedly—in spite of the inconsistencies to which they are subject by nature—to make the student's lives full and worthwhile. If the plea for co-operation rises, it is not because the basic requirement—a common purpose—is lacking, but because of misunderstanding by either or both groups. While the outlook of vigorous youthful students must differ somewhat from that of the more mature group, there is no basic reason why co-operation should not be assumed without question.

We shall achieve co-operation by raising the structure of understanding upon the foundation of common purpose.

PURPOSE OF COLLEGE AND A COLLEGE EDUCATION

We have all asked the favorite official question, "Why did you come to college?"; and we have all been too easily satisfied with this general reply, "I want to become a doctor (or an accountant, or a writer, or a chemist), and I am here to learn hom." We accept such an answer as an indication that the person speaking has direction in his living and will make good use of his college education because he knows what he wants to do.

If this is the best answer we may expect of modern youth, what are the colleges for? They seem to be, if we accept the answer, merely a consolidated apprentice system. In the Middle Ages a person that expected to become a goldsmith spent so many years working under a goldsmith; a person that wanted to become a printer spent a certain number of years working in a print shop. While he was learning he was useful to society and earned, at least, his own bread and butter at the same time. Certainly, this represented a sensible, economical, practical system!

But, in the course of time, we have overthrown the actual apprentice system in the higher professions and formed the liberal arts college. To what advantage? Little, if we accept the above answer. It is true that we can cite uniform higher standards in professional fields; but we can also note lower standards in all those cases where a student never learned to combine his education and his occupation intelligently, simply because each was taught in a unit.

There are a large number of people who hold the reasonable contention that higher education ought to concentrate on occupational training. A college is a place to learn how to add, raise a superior brand of sweet potatoes, to perform a feat of surgery, write a perfect business letter, and to learn how to recite a list of names and dates and titles well enough so that one can go out and teach other people how to recite them.

But every college catalog in the country tells the student about "culture", as if it can be had for four years and a little money.

And there are so few students on any campus interested in Culture that prospects of salaried employment regular dictate a student's course of study.

The liberal art colleges must either reconstruct their entire approach to education, or yield to the popular demand that they become a complex commercial guild where young men and women may purchase purely practical knowledge. For

Correspondent from Europe to Speak Here Febr. 18

Captain Edward B. Hitchcock, noted foreign correspondent, will speak in the college auditorium, Wednesday, February 18. This will be the first offering of the new semester's lyceum program.

For the past year Captain Hitchcock has been using the lecture platform as a rostrum from which to voice his deep convictions on the battle between the democracies and dictatorships. His lectures are as objective and informative as they are convincing.

Without posing as a prophet, Captain Hitchcock was the first American journalist to predict the fall of Chamberlain and the Churchill accession; early in 1939 he declared that Germany would begin its war in September of that year; he saw the activities of the Fifth Column in France and elsewhere and warned against it; he foresaw the collapse of Italian Fascism and the overthrow of Mussolini as the beginning of the end of the Axis. The Captain has been foreign correspondent for the *Chicago Daily News* and *Christian Science Monitor*.

Dividing his time between the lecture platform and his newspaper, the correspondent is author of the informative biography of Dr. Edward Benes, last president of free Czechoslovakia, called *I Built a Temple for Peace*, to whom he was a Personal Aide. During the World War, Hitchcock was a Captain military intelligence, United States Army.

Said General G. Dawes, "No one is better qualified to discuss European matters which are so much in the minds of our people."

BOARD MEETING IS FOR BUSINESS AND EXAMS

Meeting for their annual business meeting on the campus this week is the U.D.E.L.C. synodical board of education. Administrative problems will be considered as well as the giving of the senior seminary oral examinations. Members of the board are: Chairman, Rev. T. M. Hansen, Denmark, Wisconsin; Rev. C. C. Madsen, Kansas City, Kansas; Hon. N. H. Debel, St. Paul, Minnesota; and Dr. N. M. Hansen, Des Moines, Iowa. Rev. James C. Peterson, formerly of Kenosha, Wisconsin, will probably not be present, since he is now located on the west coast.

Students Hear Concert of St. Olaf Choir in Council Bluffs

Sixty Dana students journeyed to Council Bluffs, Iowa, Saturday evening, January 24, to hear the St. Olaf Lutheran Choir of St. Olaf College, Northfield, Minnesota, under the directorship of F. Melius Christiansen and associate director, Olaf Christensen in the Abraham Lincoln High School gymnasium.

Leaving Northfield January 23, the sixty-voiced choir will cover ten different states including such southern states as Texas, Louisiana, Mississippi, and Tennessee, arriving home February 18. A special concert will be given for Service men of the largest naval base in United States at Corpus Christi, Texas.

St. Olaf is one of the larger sister colleges of Dana in the American Lutheran Conference.

--Editorial--

if we are going to go to school sixteen years of our short life simply to learn what actual practice would teach in five, then we are magnificent fools!

But a few people have always realized that living would be a pretty useless business if appreciation and enthusiasm and serious thinking were to be divorced from one's actual work. Too many people have the idea that they will work from 8 a.m. to 5 p.m., so that they can enjoy rest and culture from 5 p.m. to 8 a.m. This is the familiar modern mockery of culture. Is this your goal.

If you are here simply to learn how to perform mechanical operations, you may learn more quickly in mechanical places, and be employed at no cost to you. But if you are here because you want to fill in the bare spots of your life with elevated thought and intelligent appreciation there is still some value in the liberal arts college; and you are, indeed, in the right place.

LIMITATIONS IN A SMALL COLLEGE

Probably the greatest limitation at Dana or any small college is the small number of active and qualified professors serving on its staff. It is evident, and becomes increasingly so evident to upperclassmen, that there is a definite need of change in some departments. Dana should not keep professors on the staff because of sentimental or charitable reasons. Sympathy and generosity should not sway our determination to employ the best and dismiss the incompetent and unqualified.

The professors themselves are too well acquainted with the members of the student body. They do not grade objectively, but rather subjectively according to their personal likes and dislikes. It is an established fact that some Dana students—students who rank well in the college honor roll—boast that they never read an assignment in a course or review for a test because they know how to write a test for a certain professor. Each year they write the same easy generalities; each year they receive the same high grades.

The small number of students is a definite handicap to the small college. A Dana student does not have the privacy that is due him. Personal activities, pertaining to his private life and apart from his classwork, are widely discussed by other students and faculty members alike. Private affairs are common gossip within a space of a few hours at Dana. This is not the case at a larger school.

The size of the student body also puts serious limitations on the conduct of extra-curricular activities. The multitude of clubs and activities is entirely out of proportion to the size of the student body. And yet, it is virtually impossible for any student to limit his choices to a few activities. If he has any talent at all, pressure from faculty members makes it almost obligatory that he participate in an activity that he has no personal interest in. One professor even intimated to a student that such participation would raise his grade. Brass-knuckling pressure has been exerted in more than one instance; the power of a grade is a powerful weapon over the head of a serious student.

The library facilities at Dana are atrocious. A pounding typing lab above, the choir in the chapel, and the bedlam of whistling and shouting students outside make it virtually impossible to study. The library itself is locked during the course of certain activities during the evening and the doors still closed at nine regardless of the hour of lost time. The catalogue system is hopelessly out-of-date and out-of-order. Back issues of magazines are missing and a sufficient number of reference and reserve books is one of the things to come.

Then, too, the curricula of the small college is hopelessly inadequate. When was the catalogue-listed course of world governments last given. Where is a course in history source problems—a definite "must" for history majors in larger colleges? A course in the English novel has been missing for many years. Courses in labor management and labor economics should be added. Schedules are so jumbled that one student was forced to make three changes in his course—plotted according to the announced schedule—in order to take the courses he needed for his major and minor. Students should plan their schedules to conform with the course; not the professors shifting classes from the regular order into more inconvenient times.

Until these limitations are met, a college will never become accredited, will never be recognized as a leading educational institution, will never attract large numbers of students outside of the mother church.

Acceleration in Field of Higher Education Is Urged

(ACP)—Higher education must have for the coming year an intelligent and a consecrated leadership. The selective service and other war measures have already disturbed its program. More drastic changes are quite possible.

In order to gain the victory in this dreadful war and also to win the peace at its conclusion the nation must have a steady flow of educated leaders. This is not only true for the military forces and governmental agencies, but equally so for industry, business and the professions.

Very wisely has the selective service made provision for deferment of induction of those college students training to be physicians, dentists, veterinarians, engineers, physicists, chemists, biologists, geologists.

Because of the lowering of the minimum age for selective service, most of the colleges have decided to accelerate their programs. For some years about two-thirds of the member colleges in the Association of American Colleges have had summer sessions. The length of these sessions has varied from six to twelve weeks. The tendency now is for colleges to have full summer quarters of twelve weeks in length.

With this acceleration in the college program, the capable graduation requirements in three student will be able to complete years. If similar acceleration can be made in the grades, another year can be saved in the educational process. For brilliant pupils it has been possible for some time to save a year in the pre-college programs.

With the saving of the two years suggested above, the average young man should be able to complete his college course and be ready for the call to selective service at the age of twenty.

Colleges are making changes in the curriculum to meet the exigencies of the situation. New courses have been added and to others have been given a bias of a military nature. Wisdom would indicate that much poise is necessary in proposals for curricular shifts, as the men still need as much time as possible for a well-balanced curriculum of humanities, social sciences and the natural sciences.

Some real heart-searching and rethinking may be necessary for changes in the college curriculum. It would seem quite in order for colleges to insist that students be able to read before being admitted to college, thus obviating college courses in reading.

It is evident that the war will be won more quickly if we can increase tremendously our air forces both for land and sea. In addition to courage and intelligence the pilots and men in other branches of the air services must have fundamental collegiate courses in mathematics and natural sciences. Offerings in the high schools and colleges must be available for training thousands of such men.—Guy E. Stanley, executive director, Association of American Colleges.

Shadows

OF COMING EVENTS

- Tonight, Jan. 30, Dana vs. Concordia at Seward, Nebr.
- February 33 Dana vs. Midland, here.
- February 7, Dana vs. Concordia, here.
- February 14, Dana vs. Grand View here.
- February 18, Captain Edward B. Hitchcock, international journalist and author, lecture.

-- Editorial --

THE STUDENT AND THE WAR

If we ignored the war in this group of editorials we would be guilty of both apathy and indifference. We must always expect, in any crisis, more effort and more vitality than in peace time.

That is why it seems so futile to tolerate indifference among students at Dana and other colleges at this time! In a very real sense, there ought to be a war economy of the mind as well as of materials.

Fortunately, the mind and spirit of man are so constituted that they grow as they are spent. It is impossible to waste the mind in learning. The men with the greatest minds are those who have lived a strenuous and generous mental life. That is why we feel perfectly justified in speaking openly and with complete frankness in this newspaper. We feel that enough mental expenditure in peace time is never enough in time of war.

Doesn't it make all of us just the least bit dissatisfied to be doing just an average job in the classroom when our own friends and acquaintances are risking their very lives every day in order that we may have a chance to continue our education? Or do we still complain about the extra half hour this assignment took, go home and read the paper telling of the disasters of men, and then worry about whether our grade average will be 85.6 or 86.7? In the average student body approximately ninety per cent of all the students are concerned with grades first of all; and only ten per cent have a real honest-to-goodness interest in learning which dwarfs material considerations. A man does not become wise balancing a textbook with a silver dollar, or a course in American Literature with a grade.

Yet, those are actually standards which schools all over the country have come to insist upon. If the student is blindly materialistic in his sense of values it is partially because the educational world he has been thrown into has taught him to be so. The student has been taught that if he makes a 94 the first semester he should strive to raise it to 95 the second semester. The accent falls on the grade all too often, and the idea of improvement becomes a secondary consideration. Faced with this challenge a few colleges have thrown out the grading system. But here the blame rests upon modern scientific society as well as the colleges and students. The war will force all institutions to examine the validity and vitality of their foundations.

It is true that practically all colleges and universities have made little official bows to the war effort. But there is the same student complacency as existed previously. If some of us knew, as is no doubt true, that all we will ever have a chance to learn, to think, to discuss, must be accomplished within the next two years, for instance, perhaps we would be more than willing to accept this editorial in its best sense and drive our mental energies forward with new bravery and courage.

For if we are critical here it is because we believe in the value of sincere criticism. One of our greatest modern leaders, Winston Churchill, regularly appears before a body of legislators in order that he may be criticised! And we say that is good! And we say, "There's a man!" And we go out and fight so that people can go on criticising! And somehow, after each man has evaluated his mental vote of confidence, we go out into our world cleansed in the mind with the unclouded atmosphere of tenacious thinking and free speech.

Shall we have it otherwise? Do we want to maintain all our easy philosophy, leisurely tea parties, indifferent spending, mild entertainment, and gentle thinking while the whole world lives in the greatest crisis in history? Do we want to stand pat on all our conventions when a part of the world is straining every effort to turn us upside down and has already permanently dislocated our national life? There are a few, it seems, who would say "yes", too many for our own safety. We can not stand fast on a barrel when it is rolling, not if we wish to stay on the barrel. We can not herd cattle standing still, or drive a car forty-five miles an hour on ten feet of ground.

And our minds must stretch and move with the times. If we allow our minds the little space of convention in which to operate we must throttle our mental motors to fit that space. But this is dangerous and daring, people will shout at us. Of course, it is! And among dangerous and daring men we proudly list Columbus, Galileo, Washington, the Christian martyrs, and our own great church leader, Martin Luther!

You are students; and peace has been lovely! But we are at war now; and unless the mind and spirit march into battle with the sound of frankness and the fury of truth we might as well lay down our guns and wait for the grass to cover us with oblivion.

Midland 34—Dana 29! Overtime Decides Close Battle

An inspired Viking band, using a sturdy, impregnable zone defense, battled a powerful Midland College aggregation to a standstill during forty minutes of regular playing-time last Friday night. After forty minutes of sparkling defensive play, the Vikings were tied with the Indians 25-25.

In the overtime period, however, superior reserve strength finally battered down the sturdy Dana zone. Working Schneider into the center circle, he looped two arching field goals over the tired arms of the Dana ironmen. Following the example of Schneider, the Midlanders added two more baskets and a charity toss to offset two Viking baskets by Hogzett and Megrue.

A large Dana crowd cheered wildly as the Red and White countered basket for basket during the entire game. With the lead exchanging seven times, neither team ever led more than four points at one time. With a minute and a half to play, Hogzett dropped in a push shot and Patrick added a free throw to knot the score at 25-25. Then came the disastrous overtime.

The Dana starting line-up played the entire route until Johansen fouled out in the overtime period, Compton replacing him. Midland used her entire squad of thirteen men, this being a determining factor in the final decision. Weakness on the free-throw line cost Dana many possible points, the Vikings being able to coin only five out of eighteen Scotch shots. A return game with Midland is scheduled for the home court on February 3 and should prove to be one of the best games of the season. The box score was as follows:

Intra-Mural Cagers Enter Final Round Of Tournament

By Glenn Neve

Only two games have been played so far this week in the intramural conference but as a result of those two games a very tight race for second place has developed. Three teams, the Mighty Midgets, Town Boys, and Supermen, are fighting hard for this coveted position. At the beginning of the week the Town Boys had possession but as a result of their defeat by the Midgets they have relinquished their hold on second place to the Midgets. A Superman victory put them in the scramble also. The No Stars still however hold undisputed possession of first place.

The Supermen this week had no easy time in downing the much improved Moron squad 27-17. A last half rally by the Morons came too late and the Supermen's big first half lead was too much to overcome. The Supermen lost the services of Bob Berthelsen for the remainder of the campaign when he sprained his ankle during the game.

The Mighty Midgets played heads up ball in eeking out a 12-10 win over the Town Boys team. After trailing by 2 or 3 points all the way the Midgets resorted to shooting long shots which hit with uncanny accuracy. Three long shots and two free throws in the closing minutes of the contest put the game on ice for the Midgets. Once before earlier in the season the Midgets defeated the Town Boys in the same manner 13-10.

At the beginning of the week we find Lowell Devasure still the

Vike Warriors Lose Scalps to Omaha Indians 56-32

Rejuvenated by some potent magic of Medicineman Stu Balter, the Omaha Indians, led by Chiefs Matthews and Vachal, scalped a bold band of Viking invaders, 56-32, at City Auditorium last Tuesday night. The Indians overwhelmed the Viking zone defense by their driving tactics and because of their superior height and weight.

Dana, was not without its brief moments of glory however. After Omaha drew first blood on a free throw, the Vikings dunked in three field goals and a Scotch shot in rapid succession to give them a 7-1 lead. Startled by the sudden attack, the Indians met these tactics by shifting from their leaking zone into a close man-to-man defense.

Throughout the first period and during the first half, the Vikings battled their bigger opponents on even terms, trailing 30-20 at halftime. In the second half, the large floor, highly waxed, and the superior strength of the Indians made them lose ground rapidly. In this half, Matthews of Omaha, held to two baskets and two free shots by Ralph Patrick, moved to the corners and dunked in side shots with monotonous regularity. The final score read 56-32.

Matthews and the speedy Vachal, scoring 18 and 15 points respectively, were the big guns in the Indian attack, aided by some sharp-shooting by Roach. Patrick and Hogzett led the Viking scoring with ten counters each. Commenting on the Dana team, a World-Herald sports reporter said that, "it was the best Dana team he has seen in many years."

Friday night Dana travels to Seward, Nebraska, to meet an old rival, Concordia college. Concordia, last Monday night defeated the Luther team, 46-34. Chief guns in the Concordian club are Husnagel and Von-Fange.

The box score follows:

Dana (32)	FG	FT	PF
Johansen	2	3-9	0
Megrue	1	3-3	1
Patrick	5	0-2	1
Hogzett	4	2-3	2
M. Peterson	0	0-1	3
	12	8-18	7

Omaha (56)	FG	FT	PF
Vachal	6	3-3	4
McCartney	7	0-0	1
Matthews	7	4-5	1
Roach	4	1-1	0
Graham	2	0-0	2
Rinehart	2	0-0	3
Bolden	2	0-1	1
Gunderson	0	0-0	1
	24	2-10	13

leading scorer. Devasure has scored a total of 66 points. Marc Beck of the No Stars is in second place with a total of 51 points. Reynold Tange and Stan Carlsen of the Supermen and Town Boys respectively follow closely with 47 points apiece.

Several changes have taken place on the rosters of various teams. Two players, Pee Wee Sorenson and Curt Jorth have dropped intramural to join the varsity squad. Parker has dropped from the Morons squad and high scoring Tange naturally is no longer with the Supermen. Art Merrill has joined up with the No Stars. Toody Hansen is now on the Udelian squad and Gordy Bryant is the new enlistee for the Town Boys.

Three rounds of games will be played before the regular season is over. We are now in the middle of the second round. After all the regular season games have been played a tournament will be staged to determine who is entitled to the championship.