

CLOCK *The* TOWER

VOL. VII

COLLEGE VIEW STATION, LINCOLN, NEBRASKA, MAY 25, 1933

No. 25

The Work of Union College

HOME always looks good to those who have been on a journey afar. By the same operation of sentiment Union College binds to it the hearts of forty-one graduating classes and thousands of students who are at the outer ends of golden cords, who hold trustworthy positions, and who live quiet Christian lives. The sun never sets on Union's representatives. Around the world at nightfall some one's busy muscles relax, some one's eyes are meditative, some one sits silently, thinking, "Dear old Union—the college on the hill—loyal to thy standards—"

Few students spend more than one year at a senior college if their coming is not voluntary. Consequently the majority of Unionites who have spent two or three or five years at Union and have entered into its spirit and purposes are supporters of the college. For this reason strangers to the school ought in all justice to consider the source of their information when they draw conclusions about Union.

Union's merits need no heralding and broadcasting. Her work is not to preach Union throughout the world but the gospel of Jesus Christ. Her reason for existing is to supply the youth of the Middle West with ideals of scholarship and standards of living, with an atmosphere that breeds this fine combination into receptive hearts. Many of the young people of this section of America come and partake of Union's spirit; and the manner in which Mid-Westerners partake can be judged not by the standards of Easterners, Southerners, or Westerners but by those of Mid-Westerners.

Undergraduate work is a tantalizer. It should give one a degree of proficiency in at least one or two lines, but mainly it should acquaint one with the infinite fields before him and serve as a stimulus for further research. At the completion of the four-year course one should feel that he has discovered the world around him and that he is going to enjoy learning about it the rest of his life.

It should be the ideal of any college to maintain a strict program of scholarship not to be sacrificed to the gods of society or extra-curricular affairs or expediency. As a prescribed diet of neat packets of pills is not the food for healthy people (pills are for sick folk and weaklings), so true scholarship aims not to parcel out neat lessons to be

memorized, but to instill in the minds of students a love for voluntary research, for drawing original conclusions, and for first-hand study in the realms of knowledge. Union and her sister schools are organizations that endeavor by such procedure to develop men who are able to think, men who understand scholarship, culture, and Christian living.

In the work required for the bachelor of arts degree there is much, much room, however, for broadening horizons. The student is expected during his course to discard his high-school rah-rahs, to develop the understanding of a searching mind, and really to work. He sees in each required subject a part of the whole that makes an educated man balanced. In his science courses he learns to understand the scientific attitude; in his literature courses he learns to associate the

writing produced with the thinking of its time and see it in its relation to man. An educated man is one who, understanding the phases of knowledge in their relation to the whole, does not make himself ridiculous in the eyes of a specialist by showing himself ignorant in associating the importance or value of one phase with another.

Union does not intend to graduate every spring a class of geniuses for which the world is clamoring, though she need not be ashamed of the positions held by many of her students. Union does, however, aim to release

from her doors every spring a few hundred young men and women, the majority truly Christians, some of whom may follow the inspiration of the golden cords and some of whom may live quietly here and there—stronger, nobler, more thoughtful men and women to meet life squarely and sanely and courageously. If her sons and daughters find in life a joy in learning and working and a generous interest in world needs, Union's purpose is not defeated.

It is, then, with the understanding that Union is one of a number of colleges participating in accordance with Seventh-day Adventist principles that this *Golden Cords* issue of THE CLOCK TOWER is published in order that (1) friends of Union may have the privilege of reviewing acquaintance with growing Union, her faculty, and her students; (2) that there be increased an interest in Union among the youth who may come to spend some time in Union's halls and feel the pull of the Golden Cords.



UNION COLLEGE LIBRARY
LINCOLN, NEBRASKA

BACHELORS OF ARTS



CALVIN GORDON
Lincoln, Nebraska

Modern Languages

Campion Academy; Vice-president Sigma Iota Kappa, 1929; Vice-president Union College Glee Club, 1929; Secretary Sabbath School, 1931; President Spanish Club, 1932; "Clock Tower" Staff, 1932; Gymnasium Instructor, 1932-33; President Senior Class, 1933.
Future Work: Teaching.



RUTH MARIE GARDNER
Kansas City, Kansas

English

Rosedale High School; Missionary Volunteer Secretary, 1930; Assistant Editor "Clock Tower", 1932; Vice-president Senior Class, 1933; House Committee, 1931-33.
Future Work: Teaching and Preceptress.

CLASS MOTTO: Unless
Nobleness
Inspire
Our
Natures —



ANNE DEVNICH-DUNN
Lincoln, Nebraska

Commerce

Minot, North Dakota, High School.
Future Work: Home Maker.



FRANCES BROOKS-ANDERSON
Lincoln, Nebraska

Education

ERNEST HANSON
Chokio, Minnesota

Bible

Hutchinson Seminary; Seminar; Assistant Editor "Clock Tower", 1932-33.
Future Work: Gospel Ministry.



LEETA ANDERSON
Lincoln, Nebraska

Spanish

Union College Academy; Spanish Club.
Future Work: Librarian.

RUTH ARLOA MICHAELIS
Columbus, Ohio

English

Mt. Vernon Academy; West High School; Washington Missionary College; Ohio State University; Quidnunc Culb, 1933;
Future Work: Teaching.



NELL BEEM
Little Rock, Arkansas

Education

Little Rock High School; Southwestern Junior College; Assistant Leader Seminar, 1932; Secretary and Critic Kappa Theta, Chorus, 1933.
Future Work: Teaching.

LYDIA KATHRYN REINMUTH
Clinton, Missouri

English

Clinton High School; Vice-president and Secretary German Club, 1932-33; Vice-president Kappa Theta, 1933; Assistant Editor "Clock Tower," 1932.
Future Work: Teaching.



NINETEEN THIRTY-THREE

CLASS COLORS: White and Emerald

CLASS FLOWER: White Rose



LYDIA SONNENBERG
Lincoln, Nebraska

Modern Languages

Union College Academy; Secretary French Club, 1932; Vice-president Junior Class, 1932; Secretary Senior Class, 1933; Faculty-Student Study Committee, 1933.
Future Work: Teaching.



THOMAS ROY GARDNER
Centerville, Mississippi

Commerce

Enterprise Academy; Vice-President of Sigma Iota Kappa, 1933; Treasurer of Senior Class, 1933.
Future Work: Teaching.



SUE E. RUSSELL
Des Moines, Iowa

Home Economics

Abraham Lincoln High School; French Club; Quidnunc; President of Health Club, 1931-32.
Future Work: Teaching.



CHLOE ADAMS-SOFSKY
Lincoln, Nebraska

Mathematics

Emmanuel Missionary College; Vice-President Kappa Theta, 1930; Art Teacher Union College, 1929-32.
Future Work: Housewife.



RUTH PAULINE WIEST
Topeka, Kansas

Modern Languages

Indiana Academy; Spanish Club; French Club; Assistant Leader Missionary Volunteer Society, 1931; Assistant Superintendent Sabbath School, 1932.
Future Work: Teaching.



RUSSELL E. VALENTINE
St. Joseph, Missouri

History

Enterprise Academy; Spanish Club; Quidnunc.
Future Work: Teaching.



ADA LUCINE WILLIAMS
Fairmont, Nebraska

English

Shelton Academy; Assistant Editor "Clock Tower", 1929-30; Editor "Clock Tower", 1933.



FRED E. WALTHER
Fulton, Missouri

Commerce

Shelton Academy.
Future Work: Teaching.



FRANK HERMAN YOST
Philadelphia, Pennsylvania

History

Central High School, Philadelphia; Colporteur and Evangelistic work, East Pennsylvania Conference, 1920-22; Washington Missionary College, 1922-24; Home Missionary Secretary, Minnesota Conference, 1924-26; Missionary Volunteer Secretary, 1926-29; Bible Teacher, Maplewood Academy, 1929-32; Union College Instructor in Bible, 1932-33.
Future Work: Gospel Ministry.

PROFESSIONAL GRADUATES



FRONT ROW:

S. GLADYS FLATTEN
Colman, South Dakota

Advanced Normal

Plainview Academy; Sabbath School Secretary, 1932; President Kappa Theta, 1933; Vice-President of Professional Class, 1933.

Future Work: Teaching.

PROF. G. C. JORGENSEN

Class Counselor

ROBERT M. HEINE, JR.
Baltimore, Maryland

Pre-Medical

Fox River Academy; Shenandoah Valley Academy; Vice-President Catalyzers, 1933; President Professional Class, 1933.

Future Work: Medical Doctor

MIDDLE ROW:

DAVID J. BIEBER
Tolstoy, South Dakota

Commercial

Plainview Academy; Secretary-Treasurer of Professionals, 1933; Assistant Secretary of Seminar, 1933; Student Teacher, 1933.

Future Work: Commercial Work.

MARSHALL A. ROCKWELL
Boulder, Colorado

Pre-Medical

Humboldt Academy; Pacific Union College; Vice-President Quidnunc, 1932; Sabbath School Superintendent, 1933.

Future Work: Medical Doctor.

KENNETH R. PURDOM
Casper, Wyoming

Pre-Medical

Southern California Junior College; Sheridan, Wyoming. High School; Assistant Editor "Clock Tower", 1932-33.

Future Work: Medical Doctor.

HARRY C. WOLOHON
Denver, Colorado

Pre-Medical

Wheatridge, Colorado, High School; Catalyzer Club, 1933.

Future Work: Medical Doctor.

BACK ROW:

IRENE VIOLA PEDERSEN
Marsland, Nebraska

Commercial

Shelton Academy.

Future Work: Secretarial and Teaching.

LILAH LEOLA OWEN
Oconto, Nebraska

Normal

Oconto High School; Shelton Academy.

Future Work: Teaching.

GRACE EVELYN HACKETT
Haxtun, Colorado

Normal

Haxtun High School; Phys-astromath Club, 1933; Master Comrade Band, 1933.

Future Work: Teaching.

CLASS MOTTO: "Labor omnia vincit"

CLASS COLORS: Jadeite, Bluebird, Jasmine

CLASS FLOWER: Yellow Tulip

42ND ANNUAL COMMENCEMENT

MORE than forty college generations have marched through the halls of Union College, trod the walks of her spacious campus, studied in her class rooms, made social contacts among her school family—eventually, by years, a fair portion of them being graduated. The 1933 classes are specifically the forty-second to receive diplomas from this institution.

In the particulars noted above, there is no essential difference between this class and the forty-one such groups that have preceded them. In other particulars the present group is distinctive. The class became freshmen in the autumn of the most prosperous year in the history of the most prosperous nation of modern times, when the very stability of society was, paradoxically enough, undermined by a presumptuous security, when not only material values were distorted but spiritual values even more so, when, consequently, clear heads and genuine devotion were requisite to accurate judgment and righteous resolves, and when only the fittest were not beguiled. Yet in that treacherous time we find a group of young people just out of high school or academy deciding to come to a Christian college of the Union type, a college that stands for the subordination of a man to the greater interest of his neighbor. That decision, in the face of allurements otherwise, is a testimony to the devotion of the current graduating class.

By eminent contrast, within the span of a college course these same young people are graduating at the time of America's most terrific and inert depression. The very fact that these graduates have held on during the two past trying years speaks wonders of their tenacity and belief in

Mr. Edison's famous recipe. It is doubtless accurate to say that *finishing* a course in these strenuous times is more of a tribute than *beginning* one in the delusive days of 1929. The graduates of 1933 are not more resolute or more clear-headed than the graduates of other years; they have all had the same constituents of birth, religion, and scholastic opportunity. But peculiar circumstances have given the graduates of this year an unparalleled opportunity for distinguished evidence of devotion and high purposes. The friends of the graduates of 1933 are encouraged by the evidence that there yet remains faith in the world.

The accompanying programs showing the order of events at the various functions in connection with commencement are too sketchy to reveal the worthwhile nature of the different things said and done. Of special interest in this connection is the presentation of *The Substance of Things Unseen*, a dramatic cycle in miracle-morality form. This presentation is indebted to the Spirit of Prophecy for its thesis and to a notable incident in denominational history for its pivotal episode. A young man and his sister on a farm in one of the prairie states are fortunate enough to have the friendship of an understanding conference president who appreciates the potential abilities of young people if they have the right vision, proper training, and an opportunity. This conference president persuades the young man to

attend Union College. The transformation in the young man's life and his subsequent achievement in the cause of truth constitute the main narrative of the story. This seems eminently fitting in view of the things for which Union College stands and has stood for nearly half a century.

Class Night Exercises

THURSDAY, MAY 25, 8:00 P. M.

COLLEGE CHAPEL

PROCESSIONAL—"Grand March"	Stringed Ensemble	Verdi
INVOCATION		Ernest Hanson
PRESENTATION OF THE CLASS OF 1933		Prof. T. Little
PRESIDENT'S ADDRESS		Calvin Gordon
PIANO SOLO—"Hark! Hark! the Lark"	Ada Lucine Williams	Schubert-Liszt
PRESENTATION OF CLASS GIFT		Ruth Gardner
ACCEPTANCE OF GIFT	President M. L. Andreasen	
QUARTET—"The House by the Side of the Road"	Ernest Hanson, Frank Yost, Calvin Gordon, Roy Gardner	S. Ledington
CLASS POEM		Sue Russell
ORATION ON THE MOTTO		Frank Yost

"THE SUBSTANCE OF THINGS UNSEEN"

WRITTEN BY ADA LUCINE WILLIAMS

Presented by Class of Nineteen Thirty-three

Scene I—An Iowa Farm Home
Scene II—Union College Campus, four years later
Scene III—A Mission in South America, four years later

Consecration Service

FRIDAY, MAY 26, 8:00 P. M.

COLLEGE CHAPEL

ORGAN PROCESSIONAL—"Entrée Triomphale"	Stanley Ledington	Wachs
INVOCATION		Dr. Everett N. Dick
VOCAL SOLO—"Abide With Me"	Doris Kirstein	Liddle
ADDRESS		Prof. H. K. Schilling
RESPONSE		Calvin Gordon
CONSECRATION PRAYER		Prof. T. Little
"Largo" from the "New World Symphony"	Stringed Ensemble	Dvorak
BENEDICTION		Dr. Everett N. Dick

Baccalaureate

SABBATH, MAY 27, 11:00 A. M.

COLLEGE VIEW CHURCH

PROCESSIONAL—"Priests' March"	Stringed Ensemble	Mendelssohn
HYMN—"Building for Eternity"	Congregation	Christ in Song, No. 33
INVOCATION		President M. L. Andreasen
VIOLIN SOLO—"Adoration"	Wallace Nethery	Borowski
ADDRESS		Pastor A. J. Meiklejohn
VOCAL DUET—"I Will Extol Thee"	Ada Townsend and Harold Schmidt	Hosmer
BENEDICTION		Prof. Arthur M. Hanhardt
RECESSIONAL	Stringed Ensemble	Mendelssohn

Commencement

SUNDAY, MAY 28, 8:00 P. M.

COLLEGE VIEW CHURCH

PROCESSIONAL—"Tannhauser March"	Stringed Ensemble	Wagner
INVOCATION		Prof. G. C. Jorgensen
VOCAL SOLO—"The Earth Is the Lord's"	Alten Bringle	Lyons
ADDRESS		President M. L. Andreasen
MALE QUARTET—"The End of the Road"	Clyde Bushnell, Robert Brown, Harold Schmidt	Roth
PRESENTATION OF DIPLOMAS		President M. L. Andreasen
BENEDICTION		Prof. T. Little
RECESSIONAL	Stringed Ensemble	Wagner

JUNIORS



LOUIS PETTIS, *President*
 JEANETTE MCKIBBEN, *Vice-president*
 VIRGINIA STEVENS, *Secretary* WILLIAM HANSON, *Treasurer*
 PROF. H. K. SCHILLING, *Class Counselor*

It isn't numerical strength that underlies the desirability of attaining to the rank of junior. Nor is the proverbial jollity of this class a by-product of an automatic freedom from school work, a sudden upward leap in the I. Q., or an exalted position in the respect and the adoration of the lower classmen.

Junior joviality is only a natural outgrowth of the friendliness and camaraderie that develop in a few years of playing and studying together in the presence of a common foe. Members of this class know each other by now and appreciate each other on the basis of plans undertaken and carried out successfully. Maturity brings richness and ripeness to friendship. Juniors can have good times that are not colored by the "sadness of farewell" of the seniors. Another year of glorious conquests and fruitful study lies ahead.

A grave significance attaches to Junior standing, for at this stage in the scholastic progression the student has become a candidate for admission to the Senior class. Having survived the elimination process that sorts out the fittest, he is rounding the corner for the last lap. Juniors are the stuff of which seniors are made.

This junior class came into being as an organization April 25 with a membership of ten. It showed its punch by taking care of three problems simultaneously and almost at once. While one committee was organizing plans for

entertaining the seniors, another considered class colors. As the preparations for the senior party were being made, junior officers had to plan to take charge of the Sabbath School. A complication in the form of the illness of two members of the class meant more work for the eight survivors, but no one shirked. And so on Monday, May 1, invitations were sent to the seniors; on Tuesday the juniors marched into the dining room at noon to display their colors in the form of red linen handkerchiefs with the number "34" in black; on the evening of May 4 the seniors were entertained; and on Sabbath the junior Sabbath-school program was given. This is good evidence that juniors are not juvenile, despite a connotation and pronunciation similarity in the two words. Execution of the senior plans for decoration and ushering at commencement and participation in the joint senior-junior picnic completed the official activities of the class.

The current crop of juniors comes from all over the Union—from as far south as Texas, as far north as Minnesota, as far east as the Atlantic, as far west as the mountains. A variety of interests is represented in this group. Here are to be found musicians, teachers, historians, literary folk, scientists, commerce majors, artists of the spoken word, artists of the brush, preachers, and gospel salesmen.

Prospects are bright for another senior class that will be impressive by virtue of its capable personnel.

SOPHOMORES



FRESHMEN



ADMINISTRATION



RUBY LEA

B. A., Union College, 1928; Registrar, Southern Junior College, 1919-26; Registrar, Union College, 1927—

In the main building are found four offices of the administration: the business office, and the offices of the president, the registrar, and the dean and business manager. Every student becomes vitally interested in each of these offices more or less frequently throughout his college career, and becomes rather well acquainted with the chief executive, M. L. Andersen, the registrar, Ruby

Lea, the dean and business manager, Alvin W. Johnson, and the treasurer, H. L. Keene. The new student first visits the registrar's and dean's offices as he registers for class work and makes financial arrangements to attend college. Then as he may need counsel concerning some of his problems he may become better acquainted with the president. He will find the officers of the administration always ready and willing to help him when any question or problem arises.

From the president's, dean's and registrar's offices comes most of the promotion material for student campaigns, answers to letters of inquiry from prospective students, and letters of encouragement and advice to those who wish to come to Union but for some reason cannot see their way

clear. The three offices cooperate in the matter of such letters, those of inquiry going to the office that can answer best the questions asked; names of those interested in attending college are sent to the registrar's office, where the mailing list for catalogues and promotion material is kept as up-to-date as possible. The business, dean's, and registrar's offices also serve as a sort of information bureau,

and members of the force in each office attempt to answer whatever questions may be asked concerning anything that pertains to the college, work, and other data concerning enrolment from year to year.

In the dean's office careful record is kept of the financial arrangements made by students when they enter college; at appropriate times these records are checked.

Records of the students' accounts are kept in the business office. This is the place each student visits on settlement day every month to receive statements and settle accounts. The book store is also located in this office to accommodate students who wish to purchase books or other articles sold from the store.



H. L. KEENE

Commerce Graduate, Union College, 1914-17; Treasurer and Accountant, Union College, 1919—

LIBRARY

"Well, our department has been a popular one today," said the audacious little statue which stands boldly on top of the open shelves in the library, when the key was turned in the lock and he heard Mr. Hilt's step receding.

"Yes, it is amusing," Luther's statue replied, "to watch each one of the students in his own characteristic mannerism. The intensity of their study is seen not only in their facial expression but also in their postures. I always

notice the boys assume a languid manner when they are reading the newspaper or some magazine or book from your shelves. Do you know, I have often wondered what is in the other room. Can you see in there from where you stand?"

"Yes, I can see just one corner of the room," his neighbor replied. "That is the reference room. They have many different sets of books in there called encyclopedias. Then there are commentaries, dictionaries of all the foreign languages, some mammoth dictionaries of the English language, dictionaries of science, music, classical literature, and na-



D. GLENN HILTS

B. A., Union College, 1922; M. A., University of Nebraska, 1931; Teacher, Spencer, Nebraska, High School, 1922-23; Librarian and English Instructor, Union College 1923—

tional biography, who's who books, atlases, and other reference books."

"Well, there certainly are enough interesting things that go on here every day in the library to make time fly," the smaller statue continued. "I believe the most amusing thing of all is to watch the facial contortions of some of the students when they are putting on what they think is concentrated study."

"Yes," replied his friend, laying down his book and assuming a more relaxed pose, "I take it that many of the students have just awakened to the fact that their final examinations will come next week, and they are attempting to do a semester's work in these last few days."

"Oh," exclaimed Luther's statue, "I heard the librarian say the other day that we have 13,650 books now in our library. There seem to be some books that are in greater demand than all the others. They are the ones which have been assigned for special study, I presume."

"Yes," answered the smaller statue, "and woe to the student who keeps them out past the hour they are due. The other day one of the girls had gone off on a picnic and left two of those precious reserve books in her room. When she remembered them and brought them in that evening her fine was eighty cents."

"That was an expensive picnic for that young lady," remarked Luther's statue. "Well, friend, we have talked long enough. I must get in my six winks so that I can hold my pose tomorrow."

DEPARTMENT OF THEOLOGY



THE GOSPEL WORKERS' SEMINAR

In the center of the front row are the three Bible teachers: President M. L. Andreasen, Pastor J. S. Schilling, Pastor Frank Yost

The purpose of the theological department at Union College is to train young people to bring the gospel of Christ to a world that needs it desperately. And to the extent that confused thinking and unpremeditated acting is more prevalent than ever before, to that extent is the gospel needed more than ever before. Society today stands in need of men who can see through the thick darkness to the resplendent light that invariably comes wherever the "good news" is heard and received.

Union College would have small reason for existing if it did not, through its students, put forth every effort to lift that large portion of humanity not so greatly favored as many are. Seventh-day Adventists are the recipients of principles that are not to be hidden under a basket.

The department of theology has, through its consecrated instructors, implanted into the lives of many students that drive and urge which is necessary to and which has always been evident in the Christian church. Spiritual values are difficult, yes, impossible to measure accurately. Prone to use the dollar as a yardstick, we forget that the most valuable and enduring attributes of men are evaluated by entirely different means. Many students have left Union's doors to go everywhere for the sake of the gospel. They have not been dismayed by difficulties encountered. They have not counted their lives dear unto themselves. They have gone on and have not retreated. Who shall presume to determine the value of the work they have done? Many others have found responsibility in the work of their home churches. Their work is as important as that of those who have gone

to the distant places of the earth. In too many localities, churches are dying for want of intelligent and sympathetic leadership. The young people need help. This can be given best by those who have been trained for the work.

It is the purpose of Union College to strengthen further its work in the theological department. An important factor is the projected school of theology. The students will have the privilege of contact with men who have been indispensable in the building of this denomination. The field work of the Gospel Workers' Seminar will be further strengthened. More churches will be reached and more extensive soul-winning efforts put forth. Much good work has been done during the past year. Seven churches have been visited regularly. A training has been afforded to young people who intend to enter the ministerial work. The churches have been strengthened by the efforts of these young men. The vigor of youth has always been utilized by God for the furthering of His work on earth. And as the time draws nearer when the Lord is to bring to a culmination His work in behalf of mankind, it is clear that the young will perform a large and important part. The Scriptures emphatically indicate this to be true.

We look forward with much anticipation to the future of this important department of our college. It is certain that the Lord will finish His work. It is equally certain that large numbers will go directly from this college into the Lord's work. The theological department of Union College will do its part in sending out workers who are anxious to be used by the Lord in the great enterprise soon to be finished.

HISTORY AND GOVERNMENT

The spirit of our time calls for a sympathetic understanding of other races and peoples, for a broad outlook on life, and for a deep tolerance of our fellow men of other nations and languages. Modern communication and transportation together with the industrialization of the world have had the effect of shrinking the globe. Today a man can buy a ticket from almost any part of the world to any other point. Cities that were weeks away from each other in point of traveling time in 1900 are within twelve hours of each other today. Since this change brings all nations and people into closer contact there is an imperative need of a better understanding. With this need there also comes a need of a closer coöperation and friendship. In order better to understand other peoples it is important to know their background and the story of their rise to importance in world affairs.

The roots of many of our present-day institutions trace back to the medieval period. To appreciate them fully one must understand these medieval beginnings. It is with this



EVERETT N. DICK

B. A., Union College, 1924; M. A., University of Nebraska, 1925; Ph. D., University of Wisconsin, 1930; Instructor in History, Oak Park Academy, 1926-28; Professor of History, Union College, 1930—

in mind that we study the past, for we know it is the key to the present. Our aim is an intelligent understanding of relationships.

Our time is not spent wholly among the musty documents of other years. A cultured man is well read. He knows what is worth while and interprets passing events. Students are encouraged to form correct reading habits and are taught to discriminate between the questionable and the reliable sources. It is intended that a course in history at Union College will daily open up new vistas to the student, will arouse a greater interest in the cultural, intellectual, and spiritual things of life. Every recitation period is entered upon in a prayerful hope that by a study of the past or present the future of each individual and the world may be made better by our having studied the great problems of all time together.

The new classes for 1933-34 will be Russian Revolution, two hours; Rise of the Adventist Movement, two hours; and Current History, one hour each semester. Russia furnishes one of the most interesting experiments in government, industry, society, and religion in history, which we have in our own day the privilege of studying. We expect a large enrolment in this subject. The Rise of the Adventist Movement will be a study of the beginnings of the Seventh-day Adventist church in America, tracing its progress to the organization of the General Conference in 1863. The class in Current History will consist of a study of current happenings in the world and an interpretation of these in the light of prophecy and past history.

EDUCATION AND NORMAL TRAINING

A thoroughly satisfactory Department of Education and Normal Training operates at Union College. It has for its aim the preparation of teachers for elementary and secondary schools in Union College territory.

Besides the theoretical instruction in the college classroom, in the normal training school which is conducted by the department students who are preparing for elementary teaching observe and put into practice the theories and methods studied under the direction of specialized critic teachers.

Methods and practice teaching of the high-school level are offered to those interested in preparation for secondary teaching.

Union College is accredited with the Nebraska Department of Education and students graduated from Union are entitled to receive ample certification from the state.

Union College meets all the requirements of a normal training school and is proud of her record for efficient service in this field.



IRENE COUCH

B. A., Union College, 1921; M. A., Nebraska University, 1931; Head of the Department of Education, Southwestern Junior College, 1923, 1924-27; Professor of the Department of Education and Director of the Normal Training School, Union College, 1927—



MYRTLE REINMUTH

B. A., Union College, 1932; Critic Teacher, Union College Training School, 1927—



MARTHA DORIS MACELVAIRE

B. A., Union College, 1926; Critic Teacher, Union College Training School, 1930—



FLORA MOYERS

B. A., Union College, 1932; Critic Teacher, Southwestern Junior College, 1926-31; Critic Teacher, Union College Training School, 1931—

CHEMICAL AND BIOLOGICAL SCIENCE



THE PRE-MEDICAL CLUB

The student of science today is surrounded and overwhelmed with materials for interesting and profitable thinking. Facts old and new crowd upon him for orientation and interpretation. Never has the Universe seemed so wonderful in its great realities, its evident design, and its promise for the future, nor so subtle and inscrutable in its mysterious foundations. What is the nature and the meaning of it all? Can science now give us answers? One of the greatest facts and deepest mysteries of the Universe is *life*. Science defines life as "a dynamic equilibrium in a polyphasic system consisting of proteins, fats, carbohydrates, sterols, lipoids, cycloses and water." Science describes in much detail many phenomena associated with life in living organisms.

Many thoughtful scientists—more today than formerly—confess that the field of religion has an important relation to the observed facts of the Universe. While some are saying, "Render unto science the things that are science's and unto religion the things that are religion's," implying that science and religion are legitimate but unrelated fields, others maintain that "the science of a religious man may be scientific, and the religion of a scientific man may be religious."



G. C. JORGENSEN

B. A., Pacific Union College, 1922; M. S., University of Nebraska, 1930; Teacher, Hutchinson Theological Seminary, 1917-25; Professor of Chemical and Biological Science, Union College, 1925—

Within the last year some definite improvements in the facilities for giving the several courses in chemistry, physiology, and zoölogy have been made. Two new courses, advanced organic chemistry and physical chemistry, have been given this year for the first time as work on a chemistry major. A new advanced chemistry laboratory, equipped with laboratory tables having adequate locker space, water, gas, compressed air and electric service connections, was put in operation. The new equipment and apparatus include the following items with accessories: a Parr oxygen bomb calorimeter for measurement of heats of chemical reactions, fuel value of coal, etc., an Abbe refractometer, a half-shadow polarimeter, a Lind electroscope and discharge chamber for study of radioactive substances, an electrically controlled thermostat, a five-dial Wheatstone bridge, a galvanometer, several voltmeters and ammeters of suitable ranges.

In the study of science one is apt to become engrossed in the technicalities and fail to grasp the significances—a special case of the can't-see-the-woods-for-the-trees shortcoming of the human mind. As a matter of intellectual honesty and protection, one needs also to discriminate carefully between demonstrated facts and hypotheses. Even some so-called scientific facts may need to be reclassified as hypotheses. Not without good cause has Dr. Nicholas Murray Butler, president of Columbia University, made this pertinent statement which could easily be illustrated by interesting examples: "Theoretically the average scientist will admit that many of his beliefs are mere hypotheses; but practically he will fight for them as if they were demonstrated facts. In view of the constantly shifting grounds of scientific data, the men of science ought to be thankful for the tolerance with which their dogmatizing is received."

ENGLISH AND JOURNALISM



T. LITTLE

B. A., Washington Missionary College, 1917; M. A., University of North Carolina, 1924; Graduate Student, University of Nebraska, University of Chicago, and Johns Hopkins University; Teacher, Adelpian Academy, 1917-19; Instructor in English, University of North Carolina, 1923-24; Professor of English, Walla Walla College, 1924-28; Professor of English and Journalism, Union College, 1929—

In line with the intent of all departments at Union College the English courses are organized to provide for the students essential information, respect for scholarship, sound training in method, and a reasonable amount of that sheer joy in learning which always distinguishes liberal arts study. This optimistic attitude should keep the students and teachers cheerful even through valleys of drudgery requisite to achievement, because worthwhile achievement gives pleasure. No informed teacher promises his students joy

unmixed with hard work—the kind of hard work that in habit-fixing processes may require intense plodding.

Without apology and with recurring attention to the exactions of learning, the English department at Union College hopes to give the students help and joy according to the principles indicated above. This is true from "English 1a" on through to the most advanced courses offered. We thor-

oughly espouse the doctrine that accuracy and elegance in our native tongue is supreme gracefulness, and that advanced literature courses which, by permitting slovenly analyses and wandering criticisms in loose English, fail to emphasize this truth in education are preposterously stupid.

Literature courses are planned to provide the cultural satisfactions that derive from a study of the humanities. There is adequate provision for advanced study in a diversity of upper division classes spanning the field of English literature. Library growth has been and is being developed to fit into the needs of this work as carried on by the English department. Our new plan of graduation, harmonizing with the work of the departments, should make the graduates from and students in this field secure in the soundness and reliability of their information.

The practical elements of English study are emphasized because a scientist must know English in order to express his ideas properly and accurately, a business man must use good English if he would command the respect of his clientele, a teacher of any subject who uses incorrect English is a jest, and above all, the minister or gospel worker must be careful of his words or he will cheapen his high calling and offend the sensibilities of refined people. Often a good and righteous cause is defeated by its unfair presentation either of language or of logic. Potential messengers of truth must not cheat their cause.

For these reasons we try to make our English studies "come home to men's business and bosoms."

MODERN LANGUAGES



ARTHUR M. HANHARDT

B. A., Walla Walla College, 1925; Graduate Student, University of Cologne, Germany, 1927-30; M. A., University of Nebraska, 1931; Instructor of English Neandertal Seminary, 1925-30; Professor of Modern Language, Union College, 1930—

The most intimate contact—next to a personal visit—we can have with the people of a foreign nation is to know their language. For the majority of us this will remain the most direct means of learning to appreciate thoughts, ideals, customs, and cultures differing from our own. A knowledge of French, German, and Spanish permits us to feel quite directly the pulse of important foreign nations.

Speaking, writing, and reading our mother tongue brings us into a closer relationship with our families, our neighborhood, our home-town, and our nation.

These abilities in other modern languages will span the gap between ourselves and innumerable situations which the complexities and ramifications of our modern world offer.

"Study, merely for discipline, is waste," President Chadbourne once said. College students of today want courses not only that discipline and develop the mind but also that have direct values in themselves or in relation to special training. With both practical and cultural aims in mind, the

modern language department of Union College is striving to fulfil present-day demands.

Modern foreign languages once learned in high school or college are not relegated to the realm of forgotten things. Professor M. V. O'Shea, after making a nationwide investigation, reported that 86 per cent of those persons who had studied French for two years in high school considered this time well spent, and substantially the same testimony was given concerning German and Spanish.

Acquiring conversational and writing ability in a foreign language is essential to complete understanding and is, of course, a primary or secondary requirement in a number of occupations. However, reading ability in foreign languages is a vital and practical tool within the reach of every student who gives enthusiastic attention to study.

Even in our native tongue we are continually endeavoring to improve our reading technique. An improved technique in reading foreign languages is a tangible result of modern language study. Alfred I. Roehm points out that the average student can in two years of college language attain a reading speed of practical value, which would mean a speed of about one-half as great as that done in thorough reading in English.

A knowledge of foreign languages extends our outlook on life beyond national boundaries and thus we partake more fully of life's meanings. It makes for a more profound understanding of events otherwise incomprehensible. It widens the scope of national good citizenship and Christian fellowship to include world citizenship and Christian brotherhood.

PHYSICS AND MATHEMATICS



H. K. SCHILLING

B. A., Clinton Theological Seminary, 1920; M. A., University of Nebraska, 1928; Teacher, Champion Academy, 1922-23; Instructor in Physics, University of Nebraska, 1927-28; Graduate assistant, University of Iowa, 1930-31; Professor of Physical Science and Mathematics, Union College, 1929-30, 1932—

There has recently appeared another book by Alfred North Whitehead. It is entitled *Adventures of Ideas*. It has been called "a brilliant history of the human race." Rather suggestive, isn't it? Also startling. Heretofore we have thought of history largely in terms of the sword. Can it be that the story can be told as a great adventure in the realm of thought? The courses offered in the Department of Physics and Mathematics and the methods of teaching with-

in that department are based upon the supposition that the story can thus be told. After all, we live—really live—mostly in our thoughts and dreams. Happy is the man who has something to think and dream about—also, rare is that man. Physics and mathematics will give that something to any one who desires it fervently enough.

Students can choose either physics or mathematics as their major field of interest and study. There is a well-balanced and comprehensive program of study in both fields.

Altogether too often physics and mathematics have been thought of in terms of bread-and-butter practicality, in terms of cogwheels and interest tables. Some schools, though more particularly secondary schools, classify automobile mechanics as physics and bookkeeping as mathematics. What a travesty. As well call piano tuning music and advertising literature. While it is true that music may be helpful in piano tuning, and that the appreciation of literary values may be useful in advertising, while it cannot be denied that physics is indispensable in engineering and that mathematics is no handicap to the accountant, nevertheless music, literature, physics, and mathematics are "of use" mainly in the realm of the spirit. Only on such a basis can physics and mathematics justify their inclusion in the curriculum of our liberal arts college. At Union College they are taught, or intended to be taught, from that viewpoint.

It is being recognized more and more by educators that participation by undergraduates in a program of research is valuable training. It is doubtful that the meaning of truth and of science is ever really understood by any except those who have felt the joys and pains of exploration and discovery in the great unknown regions beyond present knowledge. For that reason a research program in physics has been started as a part of the regular work of this department. Students majoring in physics, therefore, have already and will in the future continue to have the opportunity of engaging in original investigation along with their more formal studies.

COMMERCE DEPARTMENT

A striking development has taken place in recent years in the growth and expansion of the commercial departments in small liberal arts colleges. As a result of this development, many of these colleges have incorporated business courses in the general curriculum. This development is compatible with the aim and purpose of the liberal arts college and stands out as a progressive step.

It is no expectation on the part of the Commercial Department that its graduates will at once be able to assume important administrative positions. It is the belief, however, that a college training of the kind proposed at Union College will shorten the apprenticeship so that at the end of a few year the students will be farther advanced and have a more comprehensive outlook over the whole field of business activity than they



otherwise would. The course is not designed to give students a "short cut" to business positions. It is intended to prepare students to become business executives and at the same time furnish cultural background and sound ethical thinking.

MUSIC

"Open my ears to music; let me thrill with Spring's first flutes and drums."

Music finds an honored place among the many activities of Union College. As an art, music may be practiced alone or in company with others. The pianist, violinist, or singer at Union gets training in preparation for solo or concerted work. That he benefits thereby has been proved in the many public demonstrations given throughout the year.

What are the special advantages to be gained by music study at Union? First, excellent, up-to-date instruction by competent teachers. Second, participation in public and studio recitals and opportunities of performing for the Sabbath School, Missionary Volunteer Society, and such associations. Third, concerted playing or singing in such organizations as the college orchestra, the Sabbath School, or Prof. C. C. Engel's stringed orchestra, the college chorus, the vocal ensemble, glee clubs, or—in smaller groups—double and single quartets.

Every person should have some music experience and a certain amount of music training. Not every one can become a splendid performer but all may, with a little expended effort, become intelligent listeners.

For the performers, abundant opportunity is offered at Union in the various music organizations. For the listeners

—what? At chapel each Monday and Wednesday some miniature musical gem is performed as a prelude to the exercises proper. Throughout the year the Music Department provides a share of interesting and worth-while Saturday evening programs. This past year three programs have been presented by the orchestra, two by the vocal ensemble, one by the chorus, and two solo recitals by students. These programs offered piano concertos, symphonies, overtures, cantatas, splendid *a cappella* and other choral music, arias, and a number of miscellaneous pieces of worth.

Add to all this the fact that classes are held in history of music, harmony, counterpoint, music appreciation, church music, and choir training and at once it will be apparent that Union offers special opportunities for the serious music student or the music lover.

Besides piano, voice, and violin, private instruction is given in all wind instruments in orchestration, in composition, and in piano tuning.

In these days of unrest and uncertainty the buoying influence of music is especially needed. Music is a splendid tonic. It gives courage, ennobles the thoughts, makes the heart joyous, and is welcome everywhere.

"What joy to capture song from sound and send
It throbbing through the hearts of men."



STANLEY LEDINGTON

B. M., Sherwood Music School, Chicago, 1929; Music Instructor, Hutchinson Theological Seminary, 1919-28; Music Instructor, Broadview College, 1928-29; Head of the Department of Music, Union College, 1929—



C. C. ENGEL

B. M., University of Nebraska, 1920; Music Instructor, Clinton Theological Seminary, 1917-19; Student in Conducting, Hollywood, 1932; Professor of Violin, Union College, 1907-17, 1919—



STERLING K. GERNET

Philadelphia Music Academy, 1928; Student, University of Nebraska School of Music, 1932-33; Piano Instructor, Union College, 1930—

ART

Beauty should be expressed in our surroundings so as to become a part of our life and personality. It should not be considered as something to be set apart for only enjoyment but should be sought in everything we do. We no longer find *all* the world's art collected into museums or incorporated in the construction of great works of architecture but it is often found in and around our own homes—a simple, and often a more understandable, art that speaks in simple language to the soul of the artistically untrained, inspiring in him a taste for the beautiful and teaching him to seek for beauty in the commonplace or to make the commonplace beautiful.

Some one has said that good taste in the field of art is the application of the principles of design to the problems in life where appearance as well as utility is a consideration. Art means more than decoration and ornament; it has to do with form and color. There may be decoration and orna-

ment but it should grow out of the structure of the object with naturalness.

We are told that human intelligence is a manifestation of many different tendencies but these may be resolved into three: science, as a development of the understanding, begins in the observation and tends toward knowledge; religion, as a development of the will, begins in the conscience and tends toward conduct; and art, as a development of the emotions, begins in the imagination and tends toward sentiment. These tendencies are independent of each other.

The advantage of art education, especially to the young, is that it cultivates his powers of imagination and observation and thus stimulates in him the desire to create; it cultivates powers while the nature is pliable to influence. The study of art teaches us to see; it teaches discernment, discrimination, and appreciation for the beauty in one's surroundings.

SPEECH AND EXPRESSION



IVAMAE SMALL-HILTS

B. A., Union College, 1928; Graduate Student, University of Nebraska, 1928-29; Student of Adrian Newens, 1928-30; English Instructor, La Sierra Academy, 1922-24; Head of the Department of Speech and Expression, Union College, 1928—

The Department of Speech aims to give every student in its classes the kind of training that will enable him to make a straightforward, interesting, and worthwhile appearance before an audience—whether that audience be one or a thousand. Such skill can be acquired only through technical instruction, constructive criticism, practice—and more practice.

After a student has made a study of the basic principles of good public speaking, in which equal

attention is given to the cultivation of a pleasing, forceful voice, an attractive, energetic bearing, an intelligent mental interest, and a direct audience contact; after his mannerisms and weaknesses have been pointed out repeatedly, and at least partially corrected; and after he has gone to the platform and performed for his class on the average of once a week for the thirty-six weeks of the school year—the practice followed by every class in the department—much of his timidity and his feeling of inferiority, and many of his inhibitions slip away; and, although he emerges a far-from-perfect public speaker, he has a confidence and an at-homeness before an audience that has been unknown to him before. Thus he is further on his way toward making a success of presenting himself

and his message to his associates, no matter what his profession or calling may finally be.

In addition to this intensive class drill, every speech student is urged to make just as many public appearances during the year as is possible; hence it is not surprising to hear the members of the various speech classes taking part in nearly every program or meeting that offers a fitting opportunity. To the end of providing much practice in public appearance, various recitals and programs are given throughout the year. During the year 1932-33 six full evening programs were given by the department, five of which were in the college chapel and one in the college dining-room. One program and parts of two others were given by the class in repertoire, one by the class in interpretative speech, and the others by the students in expression. In the second semester the repertoire class made four radio broadcasts and the interpretative speech class one. Although choral speaking of poetry is rapidly gaining prominence in colleges in different parts of the country, this type of speaking had not been tried in Union College up until this year; hence the class in public speaking did something unique when they gave in unison the poem "The Leper" as a part of the mission study in a recent Sabbath-school program. Besides these programs there have been numerous individual appearances at different institutions, clubs, and meetings in the vicinity of Lincoln.

Whether enjoyed by the student who possesses it, or by the instructor who observes it, no satisfaction is greater than progress, be that progress ever so little; and no student who has centered his attention and effort during this school year on the problem of self-improvement and better public appearance can be without a certain measure of this satisfaction.

HOME ECONOMICS



MARGIE BURROUGHS

B. A., Union College, 1931; Instructor in Home Economics and Secretarial Training, Union College, 1932—

Home economics is far more than cleaning, cooking, and sewing. It is primarily interested in the relation of individuals to the problems of everyday living. The courses given in this department at Union College teach rational living, the richness and fullness of life, the joy of work and good citizenship. The practical education, as well as the theory, which is offered to all students of home economics is an invaluable asset in life.

The individual courses are planned to meet the specific needs of young women in after life. The degree of emphasis being placed on subjects in this field by the finest schools in the country is a fair indication of the solid hold the subject has on the minds of sane educators. In particular are these things valuable to Union College graduates because of the continued interest shown here in foreign mission work.

Every girl may at some time be a homemaker, whether for herself or for others. Homemaking is now an acknowledged profession and requires a preparation. The business of homemaking can be learned just as the business of running a bank, operating a store or a factory. The man who has studied for his profession will more often succeed than the man who has made no preparation for his life's work. This principle holds true with the homemaker who has studied in the field of home economics.

The study and application of the principles of proportion, balance, emphasis, harmony, and rhythm are an essential part of the work in the Interior Decorating and Furnishing, Arts and Design, Textile and Clothing, and House Management courses.

Students who study nutrition and diet are greatly interested in the work and make application of the knowledge gained in attempting to better their own health through diet. Never, in the history of the world, have people realized the enormous part played by food in the affairs of men as they do now. Modern dietetic principles disseminated along scientific lines by the colleges save the students from being victims of fads and misinformation. Well-grounded knowledge enables them to profit by advancement throughout the field of foods and cookery.

"We may live without friends, we may live without books, But civilized man can not live without cooks."

FACULTY AND STUDENTS WE

Why Come to College

BY PRESIDENT M. L. ANDREASEN

UNION College extends a hearty welcome to students new and old. The school year 1933-34 should be the best we have ever had. Economic conditions are on the upgrade; optimism is in the air; prices are becoming more and more satisfactory; work is somewhat easier to get; and on the whole the financial outlook is encouraging. We have, therefore, every reason to believe that the coming school year will be a good one and that we will have our full quota of students.

Financially the past year has not been so good. Union College has suffered with all the rest of our institutions; and yet in spite of untoward conditions we have been able to pay all our bills and our teachers and have not had to go farther into debt. This is most encouraging under the circumstances. Indeed, it seems almost like a miracle that we have been able to weather the storm and come out with colors flying. If we have been able to do so with a reduced number of students and a reduced income, we have reason to look with courage to the future and not be disappointed.



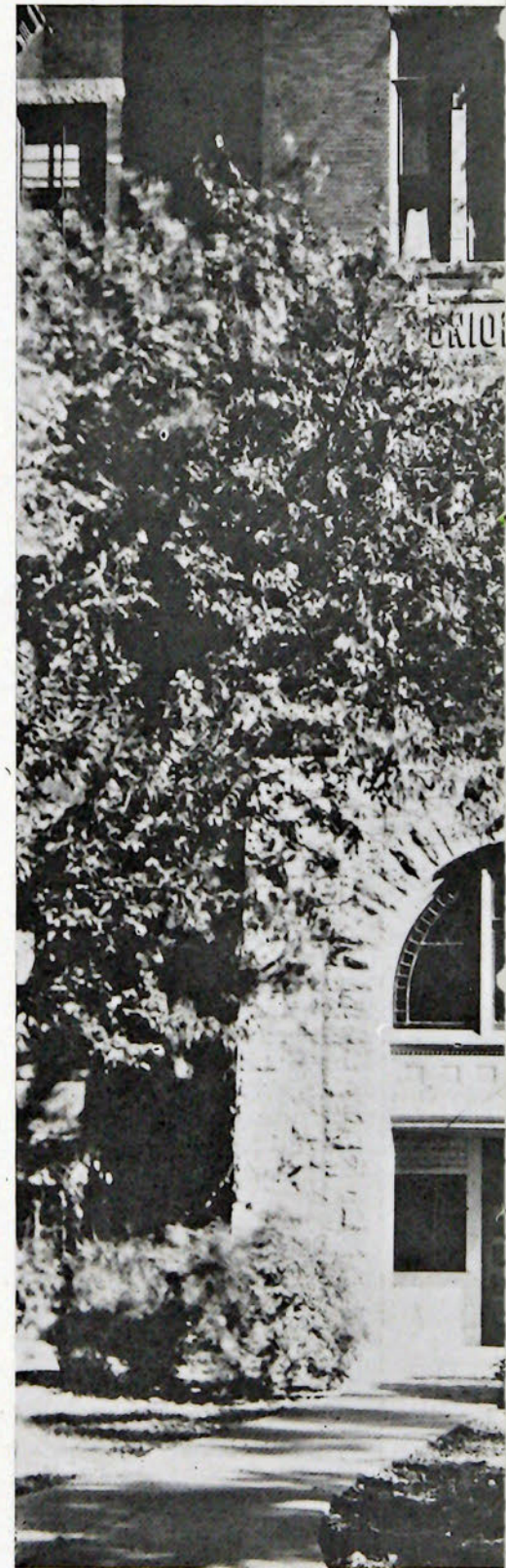
M. L. ANDRIKSEN

B. A., Battle Creek College, 1900; Y. M. C. A., College, 1903-5; President, Greater New York Conference, 1908-10; President, Hutchinson Theological Seminary, 1910-18; M. A., University of Nebraska, 1922; Bible Instructor, Union College, 1918-22; Bible Instructor, Washington Missionary College, 1922-24; President, Minnesota Conference, 1924-31; President, Union College, 1932—

This is the time of all times to prepare for the future. Whether one is planning definitely for work in the denomination or is compelled by necessity to look elsewhere, a thorough preparation is needed to do work acceptably. We have no time to waste; we must not delay. All true Adventists believe that the end of all things is at hand. We shall have periods of depression, and then there will be a little let-up. We must not let these fluctuations thwart or even delay us in our life purpose. For this reason every young man or woman who can possibly do so should lay definite plans to come to Union College this fall. The opening day is September 11. It does not pay to be a day late; come on time prepared to work and to improve every minute. Our whole faculty stands ready to welcome you. Our teachers are better prepared than ever to do their assigned work. They meet the scholastic and spiritual requirements expected by this denomination. We believe that a young man or woman can do no better than to come to Union College this fall ready to do hard, intensive work preparing for a place of service. We welcome all, young and old, and believe that the Lord will abundantly bless us the coming year.

* * *

Man starts out in life with certain endowments and talents as his capital, for the management and improvement of which he is responsible. According to the way in which he uses them, he will be either a "good and faithful" or a "wicked and slothful" servant. It has been said that the worst enemies that man has to meet in the effort to live an energetic and successful life are his own passions and desires. These are apt to suggest enjoyable digressions to him. They are always ready to point out the way that appears more pleasant than the one which he is travel-



ing. At first he yields in some little thing which he thinks will do no harm; but as the result of that yielding, soon the way has opened for the second and third time and presently the man wakes up to find himself in abject slavery. Like a ship without a rudder, his dereliction is impending.

When we lose direction of worthy motives we commence to drift, and then the rocks of disaster are not far ahead. The individual who quits school half through or who ceases putting forth the efforts that

COME YOU TO UNION COLLEGE

How to Come to College

By DEAN A. W. JOHNSON

SUCCESS seldom comes floating past our habitation inviting us to reach out and draw it in without putting forth some effort or exercising some degree of energy on our part. Thus he who would succeed must be willing to put forth energy and even encounter hardships, if need be, in order that he may achieve the desired goal.

If you would share in the benefits that accrue to the student who has completed his education at Union College and be the recipient of that training which makes the individual a bigger, better, and nobler man or woman and enables him to appreciate more fully the values in life, you will begin today to plan that you may be one of Union's students and thus share in the privileges that she has to offer.

You should begin by planning in a very definite way what you can do this summer that will make your enrolment in Union next September twelve certain. Do not wait and sit idly by just hoping that something will come along and unbeknown to any one sweep you into Union's portals. Begin today to work, plan, and pray. Make use of the summer months by doing every available thing that may help you realize your desired goal, and then be rigidly careful to conserve your resources. This will require careful study, planning, and strict devotion on your part.

Plan your varied lines of endeavor so that you will be able to discontinue them at the close of summer. They may necessitate greater efforts on your part that you may add financial resources to what you already have. As the time draws near, you may have to grasp opportunity by the forelock and even encounter some hardships in order that your aim may be realized. But with such determination, a determination that ripens into self-mastery, when you arrive at Union College you will share in the opportunities that await you as one who has achieved.

You will be moved by an impelling force, a conviction that spurs you on to greater achievements. You will not have entered Union College as one who follows the line of least resistance but as one who recognizes that the values in life are in many respects commensurate to the efforts put forth to realize them.

Education helps us to rouse our latent energies; it helps paint for us a picture of the highest possible self and stimulates our growth and development. Pumping of facts to the brain is not education. True education calls for the best that is in us. It exercises the mental faculties until they become strong enough to grip and to hold. Education is self-discovery. Who makes the most of his life, makes the

most of each passing moment. Application, industry, courage, and persistent energy must compel each day's affairs to contribute to the enlargement and nobility of life.

Union College stands ready to help make it possible for men and women with determination to surmount what may appear to be insurmountable obstacles.



ALVIN W. JOHNSON

B. A., Emmanuel Missionary College, 1920; M. A., University of Michigan, 1923; Resident work for Ph. D. completed, University of Minnesota, 1931; Head of the Department of History, Hutchinson Theological Seminary, 1923-26; Principal, Maplewood Academy, 1926-32; Executive Dean, Union College, 1933—



ll bring him to school and spends his ne aimlessly wandering about openly in- es disastes. Half-hearted strokes will ver tell for much.

It pays to reach the top. No matter how ch toil, hardship, and even suffering it ay cost to climb thither, the effort pays. Edison has told us that genius is made

of one per cent inspiration and ninety- ne per cent perspiration. The individual o adopts this formula as his own is al- st certain to win.



THE GIRLS' HOME

North Hall is more than just a good-sized brick building where certain girls stay during the school session. It is more than a place where they may keep some of their personal belongings, a place to sleep, to study. North Hall is this, but infinitely more.

Without its interesting girls who have come from diverse environments, without their characteristics, this place would not hold the charm that it does. Perhaps some one regards dormitory life as sordid, uninteresting, something to be endured only as a last resort when one must leave home in the distance and seek further education. On the contrary, such experience is recognized as being an important phase of education. The pleasure afforded a girl by associating with others whose ideals and aims in life are on a high level, and whose interests are somewhat in common, is of no small significance. Here is an opportunity to cultivate the art of living contentedly with other people and of learning to work with a group for the best interests of all. There must be a great spirit of cheerful compromise and a laying aside of self-interest throughout life in order for an individual to find true happiness.

One of the most important of all the individuals in this home—for truly it is a home—is the Mother, Dean Pearl Rees, upon whose shoulders rests the responsibility of keep-



PEARL L. REES
Student, Union College 1897-98;
Preceptress, Atlantic Union Col-
lege, 1917-20; Dean of Women,
Union College 1920—

ing everything going smoothly. Under her capable supervision and direction her daughters learn the little touches of refinement which are possessed by women of true culture. Helping girls to see what is really noble and lovely in life—helping them to mould characters “after the similitude of a palace,” teaching them to be “kings’ daughters, all glorious within”—all this and much more comes within the scope of her responsibilities.

Then there are two registered nurses whose services are of utmost importance. Their efficiency makes the misfortune of being ill not a totally dark spot in the picture, for they seem to adhere to the teaching of the wise man who said, “A merry heart doeth good like a medicine.” Their cheery countenances, their ministrations to the soul as well as to the body are deeply appreciated.

There is that which always adds interest in a group—the fact that some of its members come from places other members have never seen. For some, Lincoln is the point farthest east that they have been, and for others it is the extreme western point of their traveling experience. Two of the North Hall girls came from New York, one calls Ohio her home, and still another claims West Virginia as hers.

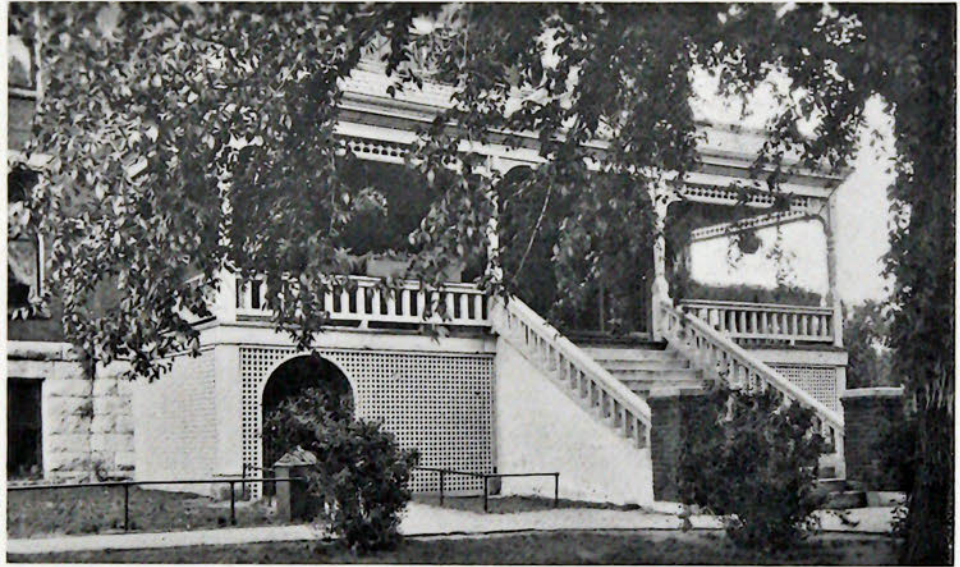
From high schools, from large cities, and from farms, these girls have gathered. From Louisiana, Texas, New Mexico, California, and Michigan, besides the states of the Middle West and those previously mentioned, they have found a home at this central point and enjoyed each other's association and friendship. North Hall with its many opportunities for cultural development, for the broadening of the experience of those who will avail themselves of this opportunity, is by no means of minor importance in the college education of the girls it protects.



THE MEN'S HOME

A SONG OF LIFE

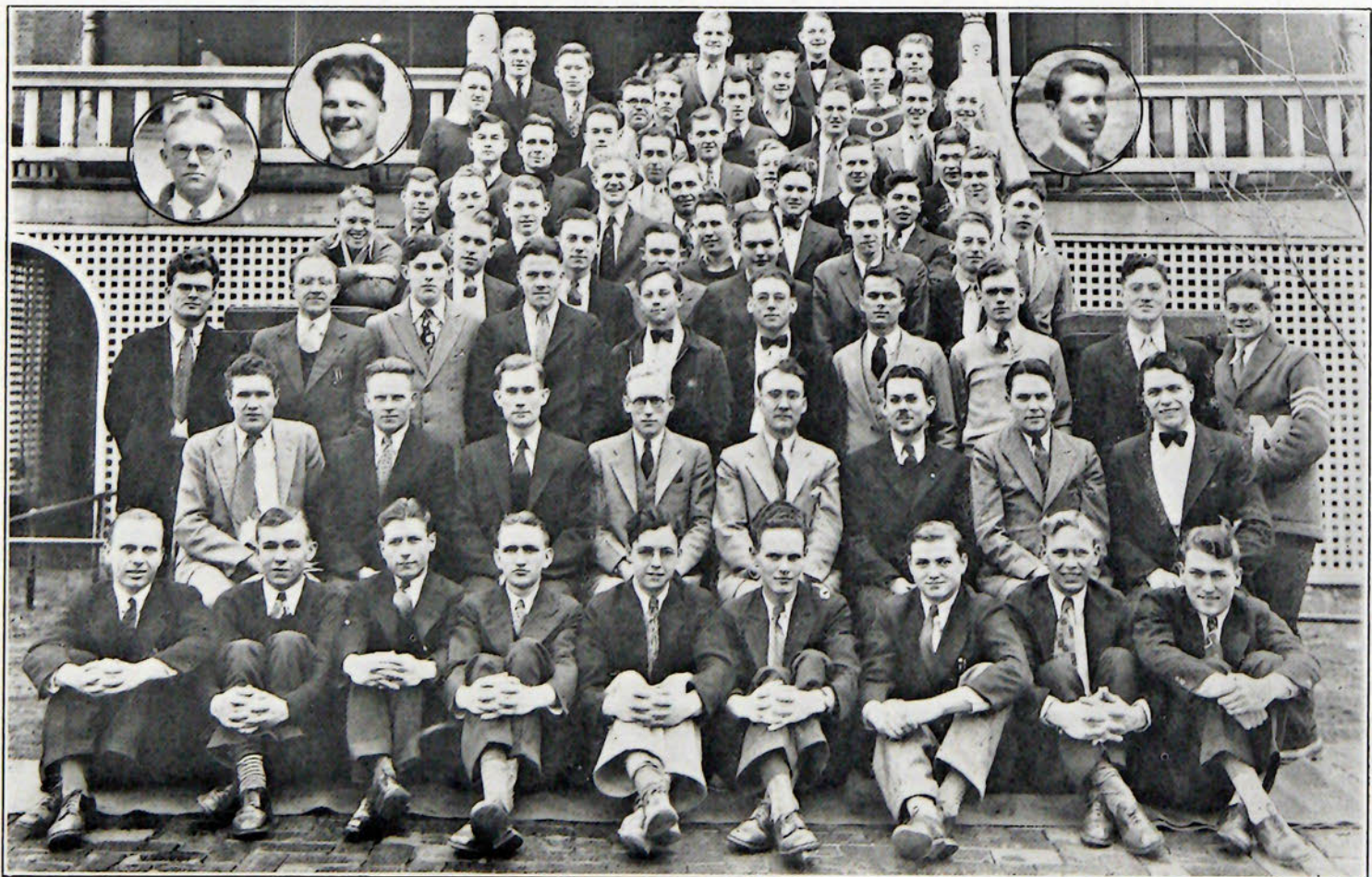
"We're from Old South Hall;
We're from Old South Hall;
There is nothing half so fine.
Were from Old South Hall, dear Old
South Hall.
Round this home my heart strings
twine.
'Tis the time of work and study,
Of programs, campaigns too;
And we learn to love each other
Before the year is through.
Mixing work and play together
With this South Hall crowd of mine
Suiting every kind of weather—
Oh, we love our Old South Hall."



The song is appropriate and the boys sing it with gusto. However, we know that standing on the front row and singing loudly is only a formal thing after all. The residents of South Hall as a group then go about their study, play, and work in such a way as to prove that their singing the song is a sincere exercise. Even the dean claims that it is fun to live in South Hall.

What memories will come thronging back to the men who in 1932-33 have called Old South Hall home. They are men who have come from all directions and from every walk of life, yet who have one purpose: To get a genuine education in a Christian environment. They have lived together, shared their work, their pleasure, and their disappointments, and learned together and from one another.

It's a jolly crew that camps in South Hall, a lively, enthusiastic, loyal crowd. Long to be remembered are the "big league" indoor ball games after supper and at noon, the dandelion digging campaigns (and the swimming pool), the "democratic" parliamentary meetings on "vital" subjects, men's club programs every Thursday night, and all the rest. A year of depression demanded a hard times party after the girls won THE CLOCK TOWER contest. Dean C. W. Kime's leaving brought out the whole house to the station to see him off. And the South Hall annual program, this year the picture "Bring 'Em Back Alive," filled the chapel full for the first time in the year. (South Hall programs always bring a full house.) Ask them and they say, "We're from Old South Hall."



THE ACADEMY

Practically all of the students attending the Union College Academy are from the city of Lincoln. They derive advantages through access to the college science laboratories, the library, and the gymnasium and swimming pool. The academy now has the highest possible rating as a high school with the State of Nebraska, the University of Nebraska, and the North Central Association of Colleges and Secondary Schools, and a similar rating with the General Conference Board of Regents. All of the teachers are state certified.

Graduates of this academy are prepared to enter any college or university in the United States. Additions to the faculty planned for 1933-34 will make it possible for each teacher to confine his work more closely to his



major field, thereby increasing the efficiency of the instruction. The teachers appear in the center of the front row above as follows:

LINNIE KEITH

B. A., Union College, 1922; Instructor, Shelton Academy, 1922-29; Inter-Mountain Academy, 1929-30; Union College Academy, 1930-31; M. A., University of Nebraska, 1930; Instructor in English, Union College, 1931-32; Instructor in English and Spanish, Union College Academy, 1932—

GUY W. HABENICHT

B. A., Union College, 1918; Instructor, Oak Park Academy, 1919-20; Preceptor and Head of the Department of Mathematics, Southwestern Junior College, 1920-22; Instructor in Mathematics and Science, Union College Academy, 1923-32; Graduate Student, University of Nebraska, 1931-32; Principal, Union College Academy, 1932—

ROLLIN A. NESMITH

B. A., Union College, 1924; Instructor, Plainview Academy, 1925-27; Principal, Union College Academy, 1927-32; Bible Instructor, Union College Academy, 1932—

UNION COLLEGE INDUSTRIES

BINDERY

The Union College bindery is a comparatively new industry of the school, having been in operation for the past year only. The work is done in the large basement room of North Hall formerly occupied by the women's treatment rooms.

Most of the business comes from local school libraries, but sample orders for advertising purposes have been received from Kansas, Missouri, Arkansas, Wyoming, South Dakota, and Iowa. One unsolicited order came from Pennsylvania. Many letters of appreciation have come from satisfied customers. The bindery has done a large volume of work for the Lincoln City library, the Nebraska University library, and the Union College library. It has rebound the chapel song books and those for the Lincoln church. Much of the work received consists of magazines to be bound, including many of the *Christian Record* papers for the blind.

CAFETERIA

In planning meals for the students' cafeteria, two important factors are involved, namely, the balanced diet and the balanced budget. It is essential that the school help to maintain the health of the student, and this is largely con-

trolled through the serving of proper food. One needs a sufficiently balanced ration in order to supply properly his bodily needs. Without it one's scholastic ability is impaired, for a sound body means a sound mind. The person who considers his health is the person who succeeds in life. Aristotle said, "He who has health has hope, and he who has hope has everything."

The cafeteria endeavors to operate on a sound economical basis that has in mind the financial problems of the student. That the cafeteria is one of the most interesting departments of the school is evident when the nearly two hundred dormitory students are having their meals.

The Union College Dairy is one asset to the cafeteria. The best of milk, cream, eggs, and ice cream come to us from this department. We also have fine bakery goods made by students in the college bakery.

The cafeteria gives employment to about thirty North Hall girls who work from two to seven hours a day. It not only serves as a means of a student's earning part of her way through school but also furnishes practical educational value. Many of the girls learn how to prepare wholesome food in an attractive manner; they learn to be systematic in their work; and they learn to be orderly and punctual.

THE PRESS

The print shop appears first just as a mixture of noises. A roaring sound comes from one corner and a grinding noise from another. The puffing and rattling of the radiator joins the symphony and perplexed sighs are heard here and there over the room.

A gray-haired man sits in the office looking business-like and impressive. One hand is on the arm of his chair and the other runs feverishly through his sparse hair as he tries to figure out just what the customer had in mind and if not why not. He looks complicated.

Eighteen students work an average of over 300 hours a week. The work done is chiefly commercial printing from Lincoln and its quality compares well with that done by the leading printers in the city.

The College Press is a productive department. Specifically its business totals about \$15,000 in a year, including eight periodicals. The annual payroll is approximately \$6,000. Some of those boys must work!

POWER HOUSE

The Power House is one of the leading industries on the campus. In furnishing heat and electricity to the college plant and in keeping up routine repairs in the various buildings, some seven boys work a good share of their school expenses. Aside from two large boilers in regular use and two auxiliary ones there is a well-equipped tool room.

The firemen, working in six-hour shifts, use about thirty car loads of coal in a year keeping the school warm.

PLANING MILL

The College Planing Mill, situated in the basement of the College Press building, is one of the interesting Union College industries. It has the capacity of about seven workers in the shop and a few others to sell the things manufactured.

Lumber, mostly white and yellow pine and some oak, is received in carload lots. Then it goes through various processes, depending on what it is to be used for.

The mill is furnished with necessary equipment. A jointer levels the edges of the boards so they may be glued together for ironing-board tops. A shaper rounds edges; a planer smooths the surfaces. Various kinds of saws and



THE PRINT SHOP CREW

borers are used. One saw, similar to a jig-saw, cuts the wood in shapes for such uses as the arms of lawn chairs.

In the assembly room different sizes and shapes of wood are in some mysterious manner converted into garden trellises, arbors, pergolas, bird houses, ironing boards, quilting frames, window screens, children's furniture, lawn chairs, and other articles of a like nature. Besides this there is the painting room, where manufactured articles are finished and made ready for sale.

LAUNDRY

The Union College Laundry employs twelve girls and two young men who average about 320 hours a week. Besides doing the student laundering the plant carries on a commercial program in College View and Lincoln. Vernon S. Dunn, manager, endeavors to produce the highest quality of laundry work possible.

DAIRY

To have the best dairy products on the market is the aim of Union College dairy. For this reason there is a ready sale for all the products. Not a few people come out from Lincoln in order to get the whole, raw Guernsey milk, the purest in the state. This milk is produced by fifty-two cows, the approximate number milked the year around. Each of these cows is a heavy milker and a high tester. They are all cared for by six or seven real dairy boys who "know their cows." These boys are earning a big share of their school expenses in this way.

Other products sold in the dairy room are cream, cottage cheese, ice cream, butter, and eggs. The ice-cream plant takes care of the surplus milk in the summer months. The freezer has a capacity of fifty gallons daily, and on the hot summer days it runs at full blast. The fact that Union College students have that plump, well-fed appearance proves significant things about the efficiency of the dairy.

Every morning and evening the dairy room is open for business for several hours and the attendants are kept busy. Eugene Stout, the head of the department, greets customers with a cheery word. Others who work in this department are Hazel Hutchison, Elsa Paeper, and David Olsen.



STUDENT DIVERSIONS



THE GYMNASIUM

Union College makes ample provision for needful recreation in spite of misconceptions to the contrary. Her attitude is a sensible one in that her ideal of attainment to a more perfect balance of the physical, mental, and spiritual phases of life is stressed with greater emphasis than is usual in colleges and universities. Overbalance on the side of sports is avoided through careful supervision.

Approaching the subject from the side of directed recreation, one finds such sports as swimming, basketball, baseball, volley ball, hiking, marching, miscellaneous games played in the gymnasium and on the lawn. It has also been suggested that in relieving brain fatigue beneficial results have been obtained from working out "domestic time" at tasks around the power house or even at some other places around the institution, although it is to be seriously doubted that these activities could be classed strictly as sports.

Facilities for swimming at Union College place it among the best in the vicinity of Nebraska's capital. The pool is twenty feet wide and sixty feet in length and has a maximum depth of over three yards. A diving board is located at the deep end. Adequate showers, lockers, and dressing rooms are also in evidence. In the physical education classes swimming is taught, including a course in life-saving.

The physical education classes conducted on the gymnasium floor above the pool are well filled. The requirement of attendance is justified, for every one should never become so busy that he does not have time to cultivate habits of healthful, regular exercise. Instruction in marching, calisthenics, and mat, horse, and bar work is specifically given. Facilities for such other miscellaneous games as basketball, volley ball, and handball are provided; occasionally class instruction is given for these games. Teams are chosen by the physical directors for a systematic coordination of plans.

Then there is the directed recreation of school hikes, and picnics or an evening of games and marching. Annually there is a Hollowe'en hike and a school picnic in the spring. The entire school takes part in these gala events. The evenings of

games and marches have always proved entertaining and recreational. Even the most reserved personalities have been observed to crack their glacial physiognomies at some of the antics of the participants.

Provision for undirected recreation is also made by the school. A plot of ground used for tennis courts during the warmer months is flooded in winter for ice skating. Baseball, a modified form of football, and some of the other sports mentioned heretofore are often spontaneous. However, there is a force that operates to secure an appropriate balance between these impromptu games and recreation with a shovel handle or a similar useful implement.

Mention must be made of the many miscellaneous programs and affairs given during the year. These programs are refreshingly recreational and possess definite educational values. Exceptional wholesome moving pictures are also shown. Five more affairs which apparently have now become a tradition with the college are the evenings when the faculty and residents of the school homes are hosts and hostesses in turn.

By the time all the diversion is summed up, one can scarcely fail to agree that the aggregate is sufficient but not overdone.



WILLIAM KIRSTEIN

Student, Emmanuel Missionary College, 1906-9; Superintendent, Buenos Aires Publishing House, Argentina, 1912-22; Manager, Union College Press, 1930—



EUGENE STOUT

Student, Union College, 1911, 14, 18; Farm and Dairy Manager, Union College, 1924—



VERNON DUNN

Manager College Laundry, 1926—



FRED SOFSKY

Union College Engineer, 1928—

STUDENT ACTIVITIES

SABBATH SCHOOL

The Union College Sabbath School is one of the important phases in the spiritual life of the college. The programs afford a threefold opportunity in that they prove educational in every sense, they add definitely to the religious life, and they afford special opportunities in training for teachers and Sabbath school officers. A weekly feature of the school is a prelude given by the college orchestra under the direction of Prof. C. C. Engel. The program is always refreshingly varied, containing such numbers as mission talks given in person by those having experience in the foreign fields, dialogues, mission scenes reënacted, and musical numbers.

The officers the first semester of this school year were: Ruth Gardner, superintendent; Cree Sandefur, assistant superintendent; Ralph Yost, secretary; Gladys Flatten, assistant secretary; Arthur Bietz, chorister; Sterling K. Gernet, pianist. Those selected for the second semester were: Marshall Rockwell, superintendent; Gladys Munn, assistant superintendent; Margaret Farnsworth, secretary; Earl Gable, assistant secretary; Calvin Gordon, chorister.

MISSIONARY VOLUNTEER SOCIETY

The Missionary Volunteer Society of the college affords an organization through which students may receive training in leadership, public speaking, music conducting, various other forms of public appearance, arranging and planning programs, and enthusiastic missionary work.

Exceptional programs have been given during the year under the direction of Elmer Hagen and Ada Townsend in the first semester and Elmer Robertson and Alma Sparrow in the second semester. They obtained the help of the Gospel Workers' Seminar, the Sunshine Band, and the Mission Band in presenting the programs. There have been evenings devoted to the study of hymns, the story of the Christian in song, instrumental music, temperance, an investiture service, and true education.

MISSIONARY ENDEAVOR

Among the activities sponsored by the Missionary Volunteers is the Sunshine Band, whose society is not limited to a standing membership but includes any one who is happy in helping others. As a means to proper Sabbath observance it is unsurpassed. Instead of reading, sleeping, conversing, or studying, the students are provided with an opportunity for serving. Through songs, stories, and personal visits they bring gladness into the lives of the aged and sick. These activities extend to the orphanages, hospitals, and old people's homes of the city. The missionary zeal of the students is kept burning as they participate in the work of this band.

The Mission Band was organized for the purpose of studying the problems of the mission field by those especially interested in preparing themselves for future foreign work. Under the leadership of Joe Tucker during the past year the band has spent much time in careful study of the conditions and needs of different countries. From time to time, missionaries have talked, discussing the problems of the work from their own experiences. Among these visitors were Pastor W. H. Branson, vice-president of the General Conference, who gave a definite outline of the qualifications needed by those who plan to do foreign mission work; Pastor J. S. Schilling, who spoke on Iceland; R. G. Wakeham, who spoke on Egypt; and Mrs. William Kirstein, who told of her experiences in South America.

DEPARTMENTAL CLUBS

On alternate Wednesdays chapel time has been devoted to the various club meetings. An active interest has been taken by most of the departments in spite of the fact that a few people seemed to have circulating memberships and a few clubs died natural deaths.

Lively debates on such subjects as "Advertising, a Menace to Society" and "Should Women Have a Career?" were carried on in the Platform Guild. In addition to local talent, people from the surrounding schools in Lincoln have helped make the club programs interesting and worth while. Three students of the Department of Speech at Wesleyan University read for the Platform Guild; Dr. T. T. Smith, Professor of Physics at the Nebraska University, gave an illustrated lecture on crystals, snowflakes in particular, at a joint meeting of the Physastromath and Catalyzers. At another such combined club meeting Dr. H. G. Deming, Professor of Chemistry at the University of Nebraska, lectured on color.

Moments Musical, organized to develop more interest in music has studied folk, operatic, and seasonal music. Programs illustrating topics under discussion were given by the members, no outside talent being used.

Quidnunc has considered vital current happenings. "The United States Should Cancel the War Debt" was debated; also the attitude of Christian youth toward a future war and the question of bearing arms were considered.

Deutscher Verein was organized to help the students in German obtain a truer conception of German life and customs. The programs are conducted by the students. German anagrams has been one of the popular diversions of this club. Songs, short plays, and poems in German have helped the members to an easier familiarity with the culture of this important language.

The Catalyzer Club is attended by those students whose interests are in Chemical and Biological Science. The programs are presented by demonstration, motion pictures, student speeches, and lectures by prominent scientists.

The Sanhedrin has carried on mainly as a discussion club. As such it has been of much worth to its members. Topics which have been discussed from a Biblical standpoint included: "The attitude we should take toward military service in times of war"; "The failure of modern Christianity to solve present-day problems"; and other vital topics.

HOME CLUBS

Each girl of North Hall is a member of Kappa Theta, the young women's club which meets every Wednesday night during worship time. It is the aim of the club that each girl in the school home have at least one opportunity to take part in the program during the school year.

Self-improvement is sought by the men of South Hall. One avenue through which such improvement can be attained is in club activities. The young men's club, Sigma Iota Kappa, an organization of which every South Hall resident is a member, holds meetings each Thursday evening. Programs during the past have been of varied nature. Speakers are frequently invited from different city and state institutions. It is broadening to the student's vision and experience to know what these men think of life in its different phases. At times the ordinary program is varied by a hike or game of ball. The young men are supporters and boosters of their club, which is a vital part of South Hall life.

UNION COLLEGE WEEK

Shortly after the college board met in February rumors began to be circulated concerning an unusual event which was planned. Academy seniors and prospective college students from all over the Central Union Conference were to be invited to visit Old Union and become acquainted with the school which so many of their parents and teachers had attended. When the plans were more fully developed President M. L. Andreasen announced them in chapel. The rumors were true. Seniors from all the academies, as well as high-school graduates, would be urged to come to Union on a Friday and spend the week-end as guests of the college. As many of their teachers as could come would be welcome. April 14 was set as the date for Union's open house, and the prospective hosts became happy.

The students of Union were enthusiastically in favor of the plans. How could the advantages of their college be better demonstrated? Long had Union been preached to graduating classes at the academies; now it was to be shown to them in person.

Weeks of preparation followed. A general committee of which Prof. Guy W. Habenicht was chairman had charge of the plans. Student committees were appointed to work on various phases of the program. Problems of housing and feeding were tackled and conquered. In the meantime President Andreasen was visiting the academies and extending invitations to their students. The responses which he received were encouraging, so he said on his return. Everywhere the idea was being gladly accepted.

Eventually the day came for the visitors to arrive, and as though endeavoring to cooperate, the sun shone beautifully. First to reach the campus was a group from South Dakota. That was late Thursday afternoon. Late that night the group from Campion Academy, Loveland, Colorado, arrived. Early Friday afternoon a truck from Shelton Academy, Shelton, Nebraska, carrying the seniors from that school, reached Union. Before the afternoon was over most of the guests had reached the college, and red badges of visitors were to be seen everywhere.

With the arrival of the guests the reception and location committees had gone into action. There was never a busier place than the two dormitories on that afternoon, unless it was in the kitchen. While Deans Pearl Rees and Lowell Welch did their best to provide satisfactory resting places for the visitors, Miss Miriam Westcott directed a corps of workers in the kitchen and dining room. And be it known that at supper time every one was fed, and that before night every one had a place to sleep, though it was discovered that sleeping three in a bed is democratic. Every one is on the same level (unless some one is unfortunate enough to roll out) and luxury is rather evenly distributed.

The vespers service Friday evening was conducted by President Andreasen in his usual dignified and inspirational style. A departure was made from the regular program Sabbath morning when the Sabbath-school classes met by state groups. Each person, whether Unionite or visitor, met with the group from his state. After Sabbath school the group of five hundred students and visitors went to the church, where Pastor Frank H. Yost preached the morning sermon. In the afternoon the value of a Christian education was especially stressed by the students who spoke in the Missionary Volunteer meeting held in the chapel. Saturday evening the Union College orchestra gave a concert which was a credit to the organization and its director, Prof. C. C. Engel.

Soon after breakfast Sunday morning the tour of inspection began. For this the visitors were again divided into state groups, and a complete circuit of the campus was made. Each group was shown through the classrooms, offices, laboratories, and library in the administration building; then to other places of industry on the grounds. The press, laundry, shops, gymnasium, and dairy room were visited and their points of interest shown. At the laundry each visitor received a miniature clothespin with a ribbon attached as a souvenir.

Sunday dinner was the climax of the occasion, as far as Miss Westcott and her helpers were concerned. Over



five hundred people were served and satisfied in the short space of—well, not much over an hour or two. Tremendous amounts of food passed over the deck in that time, and much credit is due to those who so efficiently administered this all-important part of the program.

After dinner and picture taking, the guests were escorted to the Nebraska state capitol building. This magnificent building, which was ten years in construction, is the pride of the state and especially of Lincoln. Capitol guides were on hand to conduct the large crowd of visitors through the building and to show it off to advantage.

When the group returned from the capitol the soft-ball game was revived. Only one ball game was played during the entire week-end—the one which began early Friday and continued, with an intermission over Sabbath, until late Sunday evening. The men of South Hall had provided enough balls to last that long.

Sunday evening the Expression Department provided entertainment. The recital consisted of readings, some humorous, others more impressively solemn, and all well given.

Monday morning saw preparations for departure. The groups from the farthest schools left the campus early; those who were able remained for the chapel exercises. By evening the campus and dormitories were lonesome. The Unionites in the dining room at supper time seemed pitifully few in number, but the comments they made were all alike—"Don't you wish we had that many students all the time?"

A partial list of the guests follows: From Campion Academy and other places in Colorado, Iva Whitacre, Barbara Honnecke, Martha Kjellander, Leona Erwin, Virginia Wyrick, Hazel McKinstry, Orpha Johnson, Lou Eva Martin, Loretta Carman, Bessie Jacobs, Velma Mathiesen, Ruth Roper, Alice Davis, Leonard Jones, Edward Specht, Prof. F. A. Page, Prof. E. F. Heim, G. L. Spaulding, Ralph Johnson, Earl Dixon, Willard Matheisen, Clifford Sucka, Henry Specht, Carlos Turner, Vernon P. Mohr.

From Oak Park Academy and Iowa towns, LaMerne Walker, Valeta Anderson, Katie Davis, Helen Anderson, Fae Cowin, Ellen McBride, Dolly Robertson, Irene Robertson, Elizabeth Raynie, Myrtle Thompson, Ruthita Shidler, Bernice White, Verna Scotland, Eleanor Raynie, Lucille Roderick, Prof. Paul Ford, Morton Davis, Prof. Adolph Parker, Deo Root, La Verne Lemonds, Doyle Raynie, W. H. Johnson, Herschel Starr, Forest Tunnibill, Geo. Shidler, Clarence Wiltse, E. R. Nelson, W. F. Stevens, A. L. Shidler, Jr., A. L. Shidler.

From Enterprise Academy and Kansas towns, Virgil Mohr, Warren Flier, Prof. E. D. Kirk, Prof. A. D. Holms, F. Harder, Avery Dick, Ernest A. Morrill, Junior Mohr, Fred Andrews, Frank Davis, Jr., Donald Dixon, Clark Steele, Marjorie H. Minear, Clara Foster, Hellen Wren, Eileen Rose, Mildred Mohr, Esther Wheeler, Letha Trout, Luceil Grinstead, Margaret Grinstead, Margaret Seitz, Evelyn Everett, Mary Clark, Mrs. T. C. Nethery, Mrs. J. C. Harder, J. C. Harder, Olivia Harder.

From Missouri, Eugene Terry, Vernon C. Reed, Jim Wilhite, Marcella Terry, Evelyn Piepmeier.

From Shelton Academy and Nebraska towns, Irene Johnson, Mildred Christensen, Adelain Costley, Irene Kranz, G. E. Hutches, Ione Johnson, Vera Layman, Nellie Martin, Evelyn Baer, Thelma Peters, Ruby McLean, Ruth Nelson, Grace Chapman, Sylvia Nielsen, Hazel Baughman, Mr. and Mrs. B. G. Butherus, G. B. Butherus, Arlene Schriener, Esther Eckley, Charlotte Lewis, Hazel Brebner, Harold Miner, Helmut Wakeham, Ernest Ritter, Wilton Black, Francis Witthaus, Ross McClendon, John Feather, Chester Eckley, Dale Murphy, John Henderson, Bert Feather, Ivan Teel, Earl Rollins, Charles Teel, Marion Denman.

From Maplewood Academy, Minneapolis, and other Minnesota points, Augusta Hiatt, Willara Shasky, Leona Sparrow, Lu Zetta Krassin, Dorothy Aultfather, Katherine Evenson, Margaret Hanson, Nina Mae Nelson, Clarice Rust, Nina Dahl, Doris Peterson, Alice Croak, Winnefred Wolf, Victoria Shaeffer, Florence Longwell, Vera Martin, Ruth Reisinger, Norma Hebbel, Minerva Thayer, Eleanore Andrews, Nana Holm, Ermina Powell, Ruth Nelson, Cecil Jackman, Mrs. Mabel Olsen, Salisbury Zytoskee, Robert Whitnack, Paul Rust, Ernest Peterson, L. H. Netteburge, Merton Searle, Arthur Martinson, Henry Hansen, Laurence Green, Anders Haugen, Orvel Hanson, Kimber Johnson, Floy Nelson, Shelby Garner, Rolland Dockham, Myron Schornstein, Howard Gammon, Edward Gammon, Clare Harris, Henry Moyer, F. Buchanan, Leland Buchanan, Mr. and Mrs. R. H. Zima, Bethel Jeffrey, Isabelle Anderson, Jeanette Anderson, Lorraine Thayer, Lucille Pingenot, Gladys Trestrail, Margaret Smith, Mrs. F. Buchanan, Janet Buchanan.

From Plainview Academy and South Dakota towns, Clifford Sanford, James Webber, Walter Jordan, Arthur Rifenbark, A. Dean Hickok, Nathan A. Eder, Clarence Rensikler, Dan Mertz, Robert Brown, Vernon Betts, Robert Wagner, Edgar Mertz, Willis Mohr, A. R. Binder, Julius E. Binder, H. C. Hartman, Mrs. H. C. Hartman, Dorothy Schmunk, Esther Egger, Florence Hash, Grace Reid, Lela Thompson, Lydia Perman, Leah Koenig, Erma Hein, Bonita Long, Elizabeth Watt.



UNION'S GLORY GALLERY

BY JEANETTE MCKIBBEN

Over one thousand men and women are gathered in THE CLOCK TOWER office of Union College. The company is made up of professors from various state universities, doctors, missionaries, ministers, conference secretaries, writers, teachers in high schools, musicians, business men, mothers, and fathers. Most of them are graduates of Union College, all of them former students from 1908-1927. Why are they here? Some are sitting around tables; others are in various groups. A reunion? But they do not visit. A convention? They stay there night and day. Is it because they are interested in THE CLOCK TOWER and the staff who spend so many hours in there?

Thirteen Ph. D's present! That means something is calling for "deep speech." Thirty-three M. A.'s appear to aid them. A weighty problem is surely calling for the thinking of these minds. W. I. Smith, educational secretary of the General Conference, is present. Perhaps he called the meeting which evidently concerns Union College, Professor Smith, himself, having been graduated from here in 1911. He seems to have called together past faculties of the college. There is Leo Thiel, graduate in 1911, and president of the college in 1925-28. He is now head of the English Department at Washington Missionary College. Another of Union's past presidents, Otto M. John, is one of this large company, being a graduate in 1908. He is now president of Atlantic Union College. Others than former presidents are among the crowd of alumni. One may see representatives of the faculties of numerous years of Union's history: Emily A. Johnson, Rochelle Philmon-Kilgore, Homer F. Saxton, Benton Wilcox, Lulu Blanche Hiatt, Guy Habenicht, Ruby Dell McGee, David Glenn Hilts, Iva Mae Small-Hilts, Linnie Leota Keith, Irene Couch, Opal Wheeler-Dick, Mabel Van Gorder-Hamilton, Blanche Wood-Oss, Martha Doris MacElvaine, Margaret Miller-Christiansen, Marie Olson, Esther Sonnenberg, Rollin Nesmith, James Oss, Marvin Knoll, A. Meiklejohn, Rufus J. Roy, and Everett N. Dick.

Not being satisfied with these, some one seems to have called in Union's graduates who are teaching in other colleges: Gordon G. Andrews, associate professor of history in the University of Iowa; Paul Gibbs, head of the English Department at Walla Walla College; William G. Wirth, professor of Biblical exegesis in the White Memorial School of Medicine; A. W. Werline, head of the History Department at Washington Missionary College; Harold O. McCumber, sometime professor of history at Walla Walla College, now studying at the University of California; Lester Lonergan, instructor in pharmacology in the College of Medical Evangelists; Lincoln Damsgard, teacher of science in the Pasadena Junior College; George Bowers, head of the Chemistry Department at Walla Walla College, now in Lincoln studying at the University of Nebraska; Joseph Tucker, sometime president of Oakwood Junior College; I. V. Counsell, teacher of Bible at Oakwood Junior College; George Kretschmar, head of the Physics Department at Walla Walla College; Wilton L. Halverson, assistant professor of public health in the College of Medical Evangelists; Elmer C. Blue, professor of chemistry and biology at Washington Missionary College; W. Homer Teesdale, professor of history at Pacific Union College; Florence Leo Taylor of William and Mary College, Virginia; Gladys Robinson-Stearns, assistant in elementary education at Pacific Union

College; Harry L. Pearson, sometime teacher of expression at Emmanuel Missionary College; R. E. Hoen, professor of science and mathematics at Emmanuel Missionary College; Leon W. Cobb, vice-president of the college association at Pacific Union College; Katherine Lutz, home economics teacher at Washington Missionary College; Dorothy Foreman, dean of women at Walla Walla College; Lessie Culpepper, dean of women at Atlantic Union College; Ella Johnson, librarian at Southwestern Junior College; Rosetta Y. Musselman, normal director in Oakwood Junior College; Malcolm Hause, professor of history at Atlantic Union College; Letha Taylor, instructor of English in Southwestern Junior College; Ed. F. Degering, assistant professor of chemistry in Purdue University, Lafayette, Indiana; William D. Leech, of the Pasadena Junior College; Oran I. Cutler, associate professor of pathology in the College of Medical Evangelists; Walter H. Nash, Southern California Junior College; Blanch Gilbert, Spanish teacher at Southwestern Junior College; Clara Erickson-Hickman, sometime teacher of piano at Walla Walla College; Arthur Smith, business manager of Southern California Junior College; Otis B. Edwards, instructor of music at Oakwood Junior College.

As though these were not sufficiently capable of solving the great problem, twelve academy principals (all graduates of Union College) are assembled: George E. Hutches, Shelton Academy; Walter C. Flaiz, Loma Linda Academy; Walter J. McComb, Maplewood Academy; Vernon P. Lovell, Indiana Academy; Lee Marsh, Glendale Academy; Everett D. Kirk, Enterprise Academy; Harvey C. Hartman, Plainview Academy; Ernest F. Heim, Champion Academy; William Nelson, Cedar Lake Academy; Guy Habenicht, Union College Academy; and Robert R. Newman, Sheyenne River Academy.

One hundred seven other teachers are here. Some come from academies, others from high schools, still others from public grade schools, and a number from church schools.

Suddenly one realizes that there are doctors present—sixty-three of them. Nurses are not as prevalent, there being apparently only nine. These, too, are all graduates of Union and most of them have received their medical training from the College of Medical Evangelists at Loma Linda. Among the nurses are Annah Vaughn, Merced County Hospital, Merced, California; Ellen Vogel, Faye Felter, and Beulah Stringer of White Memorial Hospital; Louis Hansen, technician at the Boulder Sanitarium; and Winifred McCormack, nursing instructor at Broadview College. Two College View dentists may be seen at the gathering—Cecil R. Lovell and Frank Lopp. There is also present Mrs. Laura Smith-Adson, wife of Dr. Alfred Adson, brain specialist of the Mayo Clinic, Rochester, Minnesota.

The doctor's personnel from California consists of Burt Wade, Naval Hospital, San Diego; Walter Palmer, Long Beach; Tesla C. Nicola and L. J. P. Peterson, Loma Linda; Royal G. Tucker, Los Angeles; Arthur E. Serns, Santa Barbara; Robert A. Hare, Santa Barbara; Arthur C. Christensen of the Harrower Laboratories, Glendale; Leslie Smart, Huntington Park; Clarence Kilcher, Los Angeles General Hospital; Dan Beltz, Loma Linda; Arthur N. Nelson Hollywood; William Arden Fate, Los Angeles; D. D. Rees, Monterey Park; Myrtle A. Cummings, Children's Hospital, San Francisco; and Blanche Noble-Nicola, Independence.

From other states come the following doctors: Samuel Leiske, Resthaven Sanitarium, British Columbia; Ralph R. Reed, Peru, South America; James N. Christiansen, Cincinnati, Ohio; Byrne E. Taylor, Orlando, Florida; M. E. Mullinex, Yakima, Washington; Guy Fredrickson and Alice Crooks-Fredrickson, Lake William, Minnesota; Charles E. Plumb, Roslyn, Washington; Harold F. Rosenthal and Nana Rosenthal, Austin, Minnesota.

The problem is not altogether a scientific or educational one, for thirty-three ministers and fifty-five foreign missionaries have joined this solemn crowd. The class of 1922 presents Prof. Milton Robison, educational secretary of the South African Mission; Charles Larsen of Shanghai, China; Aurora Wearner-Randolph, Josie Kiser-Willmot, and Melvin Oss from India; and Grace Schneider-Baker of Peru, South America. Lorenzo D. Minner, graduate of 1926, is from Lima, Peru, and Eugene I. Mohr, graduate of the same year, is a teacher in the River Platte Junior College, Argentina. From the class of 1920 are Joseph and Marian Phillips of

Burma. Roy Cossentine comes from Shantung, China. Others from China are Cush Sparks, Iva Hamel-Hartwell, Zella Schmaltz-Dixon, H. R. Dixon, Harry Cooper, O. J. Grundset, Cecil Nichols, Bertha Astleford-Fossey, Alfred Fossey, and Ida Thompson.

India is represented also—I. F. Blue, Lillie George-Blue, "Ted" Council, Prof. Arthur E. Nelson, Alfred Youngberg, Ruth Youngberg, Elva Babcock-Gardner, Cecil A. Randolph, Everett Willmot, Nettie J. Knister, E. M. Meleen, and A. E. Rawson. India thus joins the other countries of the globe in our consciousness.

Others from the far ends of the golden cords are: Alfonso N. Anderson and Ellen Stacey-Olson, Japan; Dr. H. E. Scoles, Blanche Walker-Scoles, and H. G. Patchett, Africa; Walter Hahn, Maybelle Miller-Hahn, George Chapman, and Norman Dunn, Costa Rica; Charles H. Baker, Peru; "Gus" Youngberg, Burma; Sam Loomis, Winifred Silloway-Loomis, Bernard Graybill, Carl Specht, Mr. and Mrs. H. B. Christianson, and Ruth Youngberg-Oswald, South America; J. J. Strahlie, Northern European Division, Isaac C. Schmidt, Java, East Indies; Robert Altman and J. L. Bunch, Singapore; Florence Pfeiffer and Ellen Wilson, Hawaii; Merrill Smith and Elsie Mohr-Smith, Trinidad; Martin E. Anderson, Jamaica; and Mrs. B. B. Davis, Phillipine Islands. Ernest Dick, brother of Dr. E. N. Dick and secretary of the Northern European Division, is also present.

In THE CLOCK TOWER office the preachers do not preach. Like the doctors and professors, they only "keep watch." John C. Stotz and George W. Tucker of the class of 1923 have a part in this vigilance meeting. Accompanying these are Frank Isaac, educational secretary of the Lake Union; Verner Anderson, home missionary secretary of the Southern Union; Elmer Pingnot, Sabbath-school and home missionary secretary of the Colorado Conference; Jack Christenson, missionary secretary of the Iowa Conference; Verner J. Johns, pastor of the Minneapolis Seventh-day Adventist church; W. E. Barr, chaplain of the Washington Sanitarium; John Thompson, associate Sabbath-school secretary of the General Conference; Emil H. Oswald, president of the North Dakota Conference; E. H. Meyers, field secretary of the Kansas Conference; Alger H. Johns, Wray, Colorado; Oscar Snipes, Connecticut; Walter H. Schacht, pastor

in Los Angeles; H. J. Sheldon, Missionary Volunteer secretary of the Lake Union; and Walter Howe, Jr., of the Iowa Conference.

Business managers of diverse sorts have mingled themselves with those who linger in the office of THE CLOCK TOWER. Felix Lorenz, contractor of College View, seems loath to leave; Lulu Mae Plumb, assistant postmistress of Lincoln, may be seen here as often as in the post office. From other places come the following business managers, treasurers, and accountants: Jacob H. Nies, Iowa Sanitarium and Hospital; Henry Johnson, Campion Academy; James Oss, Oakwood Junior College; Earl Beaty, Emmanuel Missionary College; G. H. Curtis, Los Angeles division of the School of Medicine; Herman L. Keene, Union College. The Ortners are still in business with I. G. as treasurer in South Lancaster, Christian G. auditor in the Southern Union conference, and S. E. treasurer of the North Dakota Conference.

Of special interest is Lora E. Clement, graduate of 1908, now editor of *The Youth's Instructor*. In the same

class was Florence Aul-Terry, mother of our Florence Lucille of 1933. Clara M. Ogden-Degering, 1913, is a teacher in the Lincoln schools as is also Anna Hullett Bergman, graduate of 1911. The class of 1914 gave us Mary Welch, librarian of the College View branch of the Lincoln Public Library.

Nor did Union fail to produce poets—Eugene Rowell of the class of 1908 has proved that. Proofreaders, too, seem to feel at home in the office where journalism students struggle with copy-editing or writing of heads. Mary H. Moore, proofreader of the Southern Publishing Association, calmly watches and offers no aid. Neither does Eunice Andraesen-Phillips, proofreader at the Washington College Press, feel any urge to help these sweating young editors.

The editors think and write, write and count, think again, and count the units of the head again. Heads, heads! The editor looks up and only heads face him—everywhere! They hang on either wall, thousands of them, but those heads belonging to former CLOCK TOWER staffs offer no suggestion for the heading of the big story of the week.

With all their Ph. D.'s, M. A.'s, M. S.'s, B. A.'s B. S.'s M. D.'s R. N.'s, and D. D. S.'s they do not speak one word of wisdom to the students who work in THE CLOCK TOWER office and who search those many faces for new ideas, or a fresh supply of encouragement.

* * *

A facetiously inclined wit stepped in one day and queried us as to why we have decorated the walls of our sanctum with all of these old pictures of former classes and CLOCK TOWER staffs, suggesting that they should be put down in the museum with the other fossils. We hastened to look serious and informed our callous friend that "this is the Glory Gallery." Literally forty generations look down on our efforts day by day. At times of greatest need we are buoyed up by the inspiration of so many who have labored unsung (as we do) and have achieved notable things in the cause of truth. It is lamentable that *all* of Union's graduating classes are not represented in this Glory Gallery. The compiler of the data in this article craves forgiveness for any error in fact or omission of fact. The difficulties are legion, for reasons apparent enough; we both need and expect the charity of all generous souls.



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WHAT PRICE SOUL?

"Had I two loaves of bread, aye, aye
One would I sell and hyacinths buy
To feed my soul,—or let me die."

—Theodore Harding Rand.

"Two loaves of bread"—not much food for a person. If he had nothing else to eat he should probably enjoy the bread no longer than three days. "One would I sell and hyacinths buy"—one day less of bread; two days of bread and a week of hyacinths—rather slim living, smelling hyacinths. "To feed my soul"—wasting time and money on one's soul when one's body is starving? Ridiculous. How can one save other souls if one kills oneself being sentimental?

The world is mad. It is a world of people with starved souls, who, never having had their souls fed, do not know they are starved; who, having had a chance to feed their souls, choose rather to eat the second loaf; who, having denied their souls, bitterly lament the emaciated condition of their souls while their bodies yet live. Better only a day of life with a healthy, whole soul than two or three days of life with a twisted soul or no soul.

Edwin Markham's famous poem "The Man With the Hoe" aptly describes an extreme type of starved soul—the man "dead to rapture and despair, a thing that grieves not and that never hopes."

"Is this the Thing the Lord God made and gave
To have dominion over sea and land;
To trace the stars and search the heavens for power;
To feel the passion of Eternity?"

asks the poet. Here, in truth, is "Time's tragedy," a man whose heritage does not admit of the ability to love the esthetic values symbolized by hyacinths. What to him are "the swing of Pleiades . . . the long reaches of the peaks of song, the rift of dawn, the reddening of the roses?"

Our present concern, however, is not so much with this type of man as with the man who, having had a chance to feed his soul, chooses rather to eat the second loaf—the man and woman who drudge through life tied to responsibilities and fearing to pause to offer a cup of cold water or to buy hyacinths; the student who wades desperately through college, bent on finishing on time, neglecting the cultural benefits and voluntary research, and wearing out his vigor and joy. This type of person is more tragic than the stupid plodder, for to hunger for hyacinths and deny oneself is sadder than never having hungered for hyacinths.

That man cannot live by bread alone and that life needs hyacinths as well as bread are evident: for his own happiness man must relax and love something beautiful; in a world in which selfishness is rampant there is no upward striving unless some few possess idealism; God created man intending that his first business be to feed his soul.

Once there was a man and his wife who were always too tired to walk with their children on pleasant Sabbaths. They told the children to run along and walk by themselves. When the man and woman were old and had nothing to do they were sad, for they had not even the joy of remembering fragrant hyacinths—hours spent with their little boys and girls. They had been too busy.

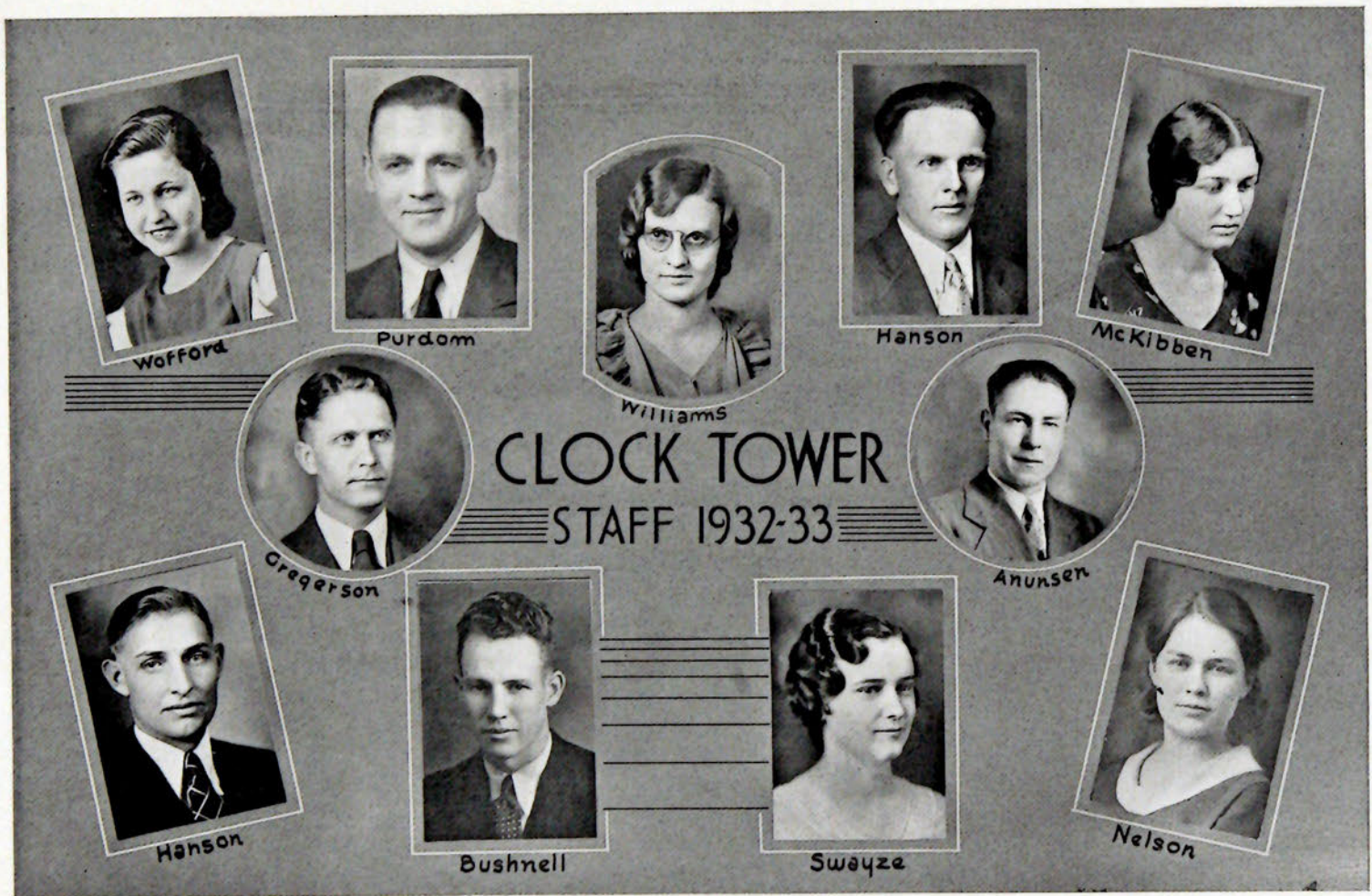
There have been countless people who have lived near the mountains and have never explored the wonders of a mountain stream; who have lived by the sea and have never lain awake at night listening to the roar or sat on a rock during a calm morning to watch the lazy sea-gulls and stare into the purple blue.

There are those who have never inconvenienced themselves in order to experience the fun of seeing faded eyes smile and tired faces brighten when Youth is thoughtful of Old Age. There are homes that might have rung with the guileless nothings of neighbor children but have stood somber while the joy that might have entered went elsewhere. Hearts have frozen and grown insensible that might have overflowed with Christian love and patience and hope.

All of these hyacinths—Sabbath walks, taking time to love the beauty at hand, running across the street to visit an old lady, accepting Christ's life and studying it—are free. They do not require the selling of the second loaf. How sad that much of life omits their fragrance.

In the field of learning there is also a deplorable state of callousness. Noisy youngsters dive into college intent on getting by and getting out with the least pain and the most speed possible. In comparatively few colleges does there prevail a profound respect or even an understanding of scholarly learning. Once it was the pride of scholars to be scholars—to develop thought powers and to be not only masters in one line but well informed in many cultural lines. The present college dash consists of grabbing off an abortive efficiency for the race through life. Educators are coming to believe that relaxing the grip on the past and teaching courses of only contemporary value has been a mistake. The restlessness of the age has robbed scholars of the hours that should be spent in searching wisdom for themselves. Consequently there is lacking the spirit of willingness to sell the second loaf in order to buy hyacinths.

It is unfortunate in these serious times that instead of denying our bodies to be sure that our souls are whole we are frantically hoarding the second loaf. Now, of all times, no man can afford to starve his soul. If it were possible to summon Aladdin's genie, we would that he should put in the hearts of men a friendliness that goes the extra mile, a love of beauty that pauses to meditate, and a self-denial that sells the second loaf rather than starve the soul.



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Most of the firms listed on these pages have solicited business through the advertising columns of THE CLOCK TOWER this year. Others are by this means making known their courteous interest in Union College and its students. They are all reliable merchandisers and loyal friends—a priceless combination in those with whom we do business. We commend them heartily not only to the current students and friends of the college but also to that numerous host which will make up our student body next year and in after years. It is no distortion to say that these pages are profitable investments for the firms, because our students both read the ads and are responsive to friendly gestures.

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For Your Attention--Union College

This special number of The Clock Tower intends to convey an accurate picture of things at Union College—students, faculty, activities, intellectual and spiritual interests, opportunities, traditions, and general atmosphere. The editors hope that they have been accurate and fair to the school which, for what seems to them like abundant reasons, has so firm a grip on their affections. It is hoped that the reader will be charitable with the shortcomings and that he will be profited by reading everything, including the courtesy ads. This special number represents community effort, for it is possible only by co-operation of the whole school. The various classes and organizations have provided their own cuts and have been helpful in other ways. These students are hereby thanked for their generous spirit. The College Press employees have likewise done extra work and have shown their interest in other ways.



*Plan to be on the Campus when
School Opens September 12*

**For Calendar and Information Address the Registrar
Union College, College View Station, Lincoln, Nebraska**