

Notes - 110

On the 6th May 1828 commenced work
 in ~~the~~ Charles having on that day arrived
 F. Gray with my household furniture &c
 In the course of the summer effected
 a small clearing at Linden Wood. This winter
 was attempted except to clear away some
 thickets in order to obtain a view of the
 land and its situation &c

Early in January 1829 employed John
 & Arch. Johnson of Boone to clear 20 acres
 at Linden Wood as above. This they set about
 immediately and completed early in
 May and the whole of the ground they
 cleared together with a Garden Spot
 was planted in Corn, Potatoes, Pumpkins
 &c and yielded exceedingly fine Crops
 In Aug. commenced Building
 and on the 23rd Dec. moved out to
 Linden Wood. having so far completed

*...
Ft. Osage by T. Morris in all 100
The weather was mild & the stock
got through very well
In the Spring of 1830*

Cover

Imposed on a photograph by Tom Ebenhoh of an outdoor light at the New Fine Arts Building is a loose leaf from the George C. Sibley diary included in the Lindenwood Collection 5-7-1828 at the Missouri Historical Society. Research assistance from archivists librarians at the Society and from Miss Mary E. Ambler, Librarian at the Lindenwood Colleges, and her staff, is gratefully acknowledged.

Extract from Diary of George C. Sibley

Notes

On the 6th May 1828 commenced residence in St. Charles having on that day arrived from Ft. Osage with my Household furniture &

In the course of the summer effected a small clearing at Linden Wood, tho' nothing was attempted except to clear away some thickets in order to obtain a view of the land and its situation &

Early in January 1829 employed [illegible] & Arch. Johnson of Boone to clear 20 Acres at L.W. at \$6 an Acre. This they set about immediately and completed early in May and the whole of the ground they cleared together with a Garden spot was planted in Corn Potatoes Pumpkin & and yielded exceedingly fine crops.

In Aug^r commenced Building and on the 23rd Dec^r moved out to Linden Wood having so far completed the Cabins and Out Houses as to pass the winter comfortably—In Nov. my stock of Horses, Mules, Asses & Cattle was brought down to L.W. from Ft. Osage by T. Morris. in all 100 head.

The Winter was mild & the stock got through very well—

In the Spring of 1830 [illegible]

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The phrase, "From the River to Rome," defines the geographical range apparent in the contents of this issue of the magazine. Initial focus is on St. Charles as the home of The Lindenwood Colleges, the historic city which celebrated this year the 200th anniversary of its founding. A photograph on the inside back cover, showing a January-term class studying art and mythology in Rome, dramatizes Lindenwood's reach from St. Charles to the campus of the world.

Yet in addition to the geographical, the magazine emphasizes another dimension of Lindenwood: that of time. The front cover, combining a modernistic outdoor light at the New Fine Arts Building with a page from the 1828 diary of Lindenwood's co-founder, George C. Sibley, symbolizes the historic past complementing the dynamic present. How Lindenwood has built on tradition to spearhead programs in private education in the Sixties is evident from pages 2 through 48.

Certain articles illuminating the old and the new, the near and the far should be of special interest. "The Possible Dream," beginning on page 7, is the most recent investigation of Lindenwood's history; "The Ghosts of Lindenwood" sheds light on some of the renowned dead in the campus cemetery.

Companion stories, which almost shatter the generation gap, reveal the Now Generation's reaction to a 72-year-old student in the dormitory, while the lady in question proves that a senior citizen, like any other minority, can find happiness on this open campus.

Then there is a photo essay capturing the exuberance that attended the opening of the New Fine Arts building. When the center is named and formally dedicated next year, we'll talk about square feet. Right now, the students' dance of joy is the theme.

Stories on the Lindenwood Common Course, the establishment of a computer center, and last summer's program in the inner city highlight the new, but actually carry on tradition. The goal of Lindenwood co-founders George C. and Mary Easton Sibley, often emphasized in this issue of the magazine, was to provide schooling appropriate to both today and tomorrow. Their successors, on through 1969, have likewise sought to provide what is called today a relevant education.

The compass, a measuring instrument, indicates enclosing confines. To compass, however, means to reach beyond boundaries. The Lindenwood Colleges, with dimensions of the old and the new, the near and the far, transcend any limits.



On the 200th Birthday of St. Charles:
**GREETINGS TO ALUMNAE AND
FRIENDS AROUND THE NATION**

In the year of 1927 it was my good fortune to graduate with the Centennial Class of Lindenwood College. I recall the historical pageant, held on the golf course, in which every student took an active part. Our local merchants had large window displays and the townspeople attended the many events. Local and St. Louis papers contained articles and pictures of Lindenwood's history. There was a unified feeling of celebration which was brought to mind this past summer when St. Charles celebrated its Bicentennial. Again window displays and the pageant told the role that Lindenwood played in the history of our community.

We in St. Charles proudly feel that through the years Lindenwood has been a real asset to our city. I've heard many times, "If you educate a woman, you educate a family." Many of our high school graduates take the opportunity to continue their education here, and many Lindenwood students marry St. Charles men and remain here to contribute their professional knowledge to our city. The imprint of Lindenwood is clearly seen in our community.

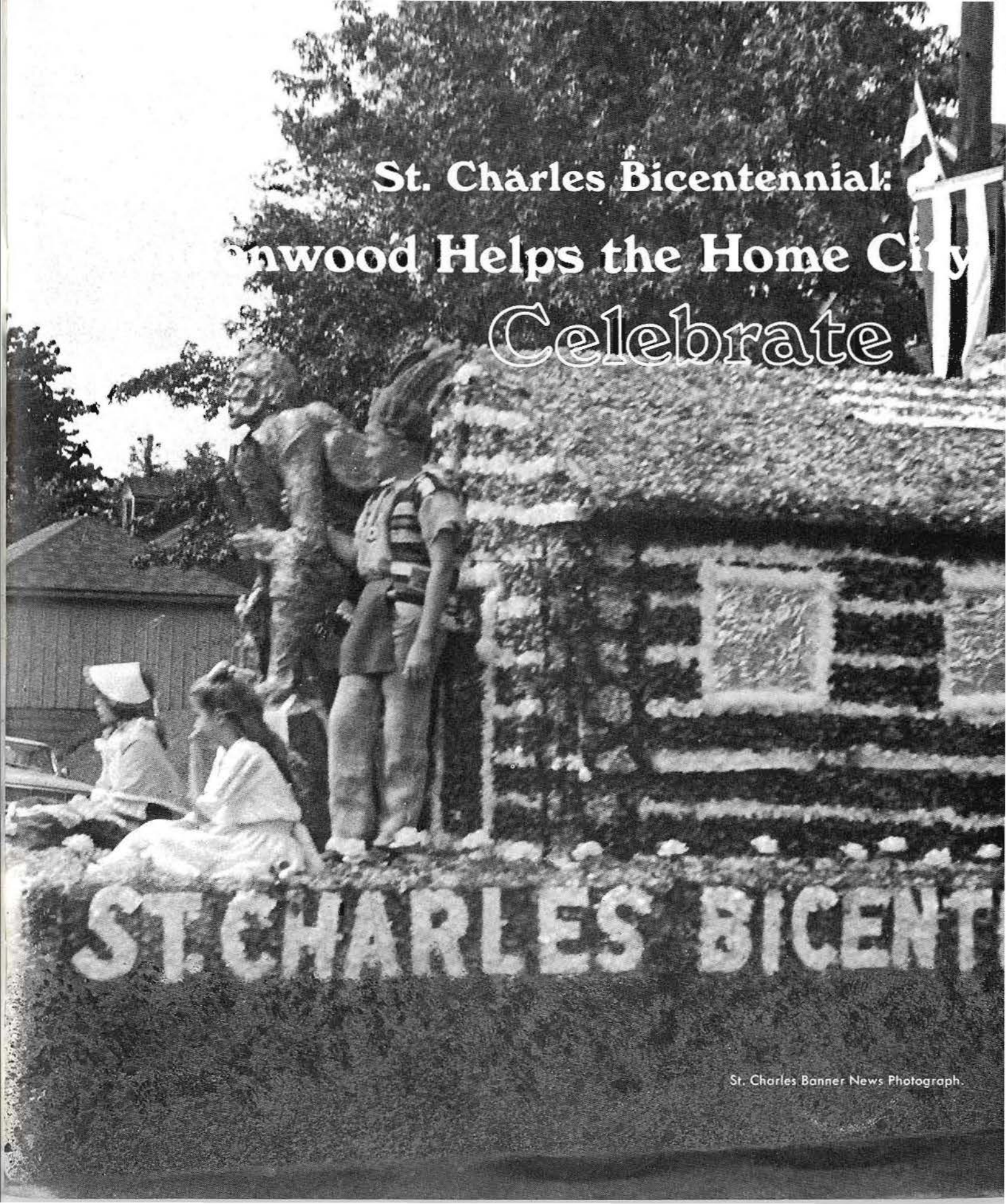
Throughout the years our public schools have benefited by having a teacher-training institution in our midst. Many young women have student-taught under experienced teachers in the local schools. These young women come filled with ideas and methods learned at Lindenwood and bring with them a variety of backgrounds and regional cultures which add interest and broaden the children's viewpoints. Since the St. Charles schools have a "triple A" rating, many graduates choose to remain here as teachers. Again the community and college join hands to enrich the education of both teachers and students.

Another great advantage in having Lindenwood in our midst is the opportunity to hear excellent speakers, musical programs, drama and art shows. The college extends a generous invitation to the community to participate, thus enriching the community culture. With continuing education for adults, many can complete work on their degrees or take courses of particular interest. The pre-school children also benefit from the college's proximity in the excellent nursery school on campus.

As the many years in St. Charles history have rolled by, Lindenwood has stood for excellent education for the community's young women—and now its young men too. I'm proud of my degree from such a fine college which has advanced through the years. I hope it will continue to enjoy success in the years ahead in educational, cultural and social development.

Sincerely,

Marguerite Tainter Ahrens '29
President, ST. CHARLES ALUMNAE CLUB



St. Charles Bicentennial:
Wood Helps the Home City
Celebrate

ST. CHARLES BICENTENNIAL

St. Charles Bicentennial: Lindenwood Helps the Home City Celebrate

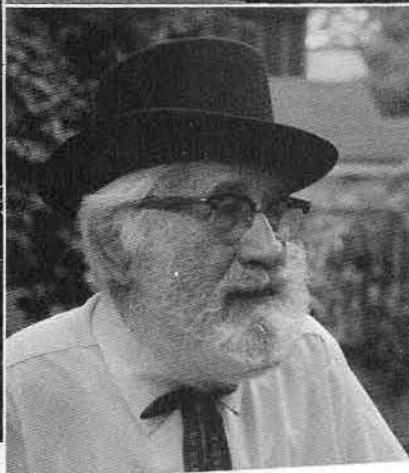


Participants in the St. Charles Bicentennial activities included Lindenwood alumnae, students and members of the faculty and administration. At a "Ladies Day" fashion show during the August 15-23 celebration, a number of alumnae modeled dresses worn in St. Charles during the Victorian era. (Photographs by James A. Rackwitz, courtesy of the St. Louis Post-Dispatch.)

Miss Susan Wilke, left, and Mrs. Michael Esstman stand on the balcony of a house occupied by Don Carlos Tayon, Spanish civil commandant in St. Charles from 1793 to 1801. Mrs. Esstman, who wears a Victorian bridal dress, is the daughter of Helen Culbertson Beste '32, member of the Alumnae Council.



Jean Gross Mudd '49 laces one of the high-top shoes she wore with a black voile, late-Victorian dress belonging to Florence Bloebaum Null '05.



Dr. Homer Clevenger, professor emeritus of Lindenwood and a vice president of the Bicentennial Corporation, grew a three month beard for the celebration and won first prize in the full beard category. Dr. Clevenger, Mayor of St. Charles from 1945 to 1951, was recently named "1969 Man of the Year" by the St. Charles Chamber of Commerce.



Mrs. G. Hall Harsh, left, and Miss Terry Brockgreitens, a junior at Lindenwood, model dresses of the late 1800s at Wepprich Wine Garden in St. Charles.



Sylvia Link Bruere '58, dressed in the graduation gown of alumna Florence Bloebaum Null plays a tune on the piano in Sibley Hall. The 110-year-old piano, given to the college in 1963 by Mr. and Mrs. E. J. Steger of St. Louis, is the first concert grand to be shipped to the Midwest.

Wearing Victorian dresses, May Bohrer Schnatmeier '35 fans Elizabeth Mudd Rauch '44 who has collapsed on a "fainting couch."



Reaching the grand old age of 200 is cause for jubilation.

And so the City of St. Charles, historic home of The Lindenwood Colleges, held a nine-day gala celebration this August to crown a year-long observance of its bicentennial.

The city, which dates back to a trading post established by the French explorer Louis Blanchette two centuries ago, decked

itself out from August 15 through 23 in a festive array of bunting, flags and streamers to enhance a variety of Bicentennial events. These included parades, fairs, band concerts, historical

tours and exhibits, costume contests, dramatizations of historical scenes, fashion shows and a nightly pageant, "The Way West," portraying with a cast of 300 the history of the city over the last two hundred years.

Blanchette's settlement, at the foot of a small range of hills rising up from the northern bank of the Missouri River, was at first called "Les Petite Cotes," or "The Little Hills." The village later took the name of San Carlos, which was Anglicized to St. Charles around the time the United States purchased Upper Louisiana from France.

The historic city was the meeting place of Captain Meriwether Lewis and Lieutenant William Clark before they departed to explore the Louisiana Territory in 1804. Sixteen years later, St. Charles became the first capital of the State of Missouri. The legislature met in the old capitol building on Main Street until 1826 when the seat of Missouri government was transferred to Jefferson City.

Around that time, two pioneers in education, George C. and Mary Easton Sibley, began their "Boarding School for Young Ladies at Linden Wood." A separate article in this issue of the magazine traces the development of Lindenwood from its establishment by the Sibleys. Throughout history, the school they founded in St. Charles will own the distinction of being the first women's college west of the Mississippi.

It was fitting that Lindenwood and its new, companion college, Lindenwood II, participate in events marking the 200th anniversary of their home city. During the Bicentennial celebration President and Mrs. John Anthony Brown opened their home at a tea honoring the Most Rev. Romeo Blanchette, Bishop of Joliet, Illinois, a collateral descendent of St. Charles founder Louis Blanchette. Another tea, held in the Lindenwood library and hosted by St. Charles alumnae dressed in Bicentennial fashions, was presented in conjunction with a campus open house.

Vice President for Public Affairs B. Richard Berg served as chairman of the committee which produced the spectacular, "The Way West," and was one of the chief narrators. Mrs. John Anthony Brown and Dr. Homer Clevenger, professor emeritus of Lindenwood, were members of the committee which collected data for the spectacle script, and wrote and edited it.

Dr. Clevenger also served as a vice president of the Bicentennial Corporation and gave the featured address, at an outdoor ecumenical service, on the religious heritage of St. Charles. He also contributed to a comprehensive history of St. Charles, published to commemorate the Bicentennial year. Principal author was Mrs. Theodosia Rauch, a sister-in-law of Lindenwood alumna Kathleen Pieper Rauch; Mrs. Edna McElhiney Olsen, St. Charles newspaper woman and archivist who attended Lindenwood, made available her files and historical documents. Mrs. Olsen died at the close of the Bicentennial celebration, but her efforts to inspire a reverence for St. Charles history will long be recognized.

Many other Lindenwood alumnae, and students, faculty and staff gave their time and talents to the success of the Bicentennial celebration. Their involvement, in what has been declared the city's "greatest all-community venture," carries on the Lindenwood tradition of commitment to St. Charles, made first by the Sibleys and continuing through today.

Both The Lindenwood Colleges salute their 200-year-old city in 1969.



At Bicentennial Tea sponsored by the St. Charles Alumnae Club are, from left, Jean Harmon Huesemann '43, assistant professor of mathematics at the College; Florence Bloebaum Null '05; and Aimee Becker '08. Student visitor is from a local high school.



The Possible

by Linda Granger
McCormick

When a newcomer to St. Charles inquires about the prominent ancestors of the area, he often hears the names of George and Mary Sibley spoken in the same breath with Louis Blanchette, Daniel Boone, Jean Baptiste Point du Sable, and Mother Philippine Duchesne. Each made enduring contributions to the town and the nation.

Dream: Lindenwood from the Sibleys through the Sixties

Blanchette is credited with being the first white man to settle in St. Charles. He built his cabin in 1769 at what is now 906 South Main in the St. Charles Historical District. At that time, the settlement was called "Les Petites Cotes," or "The Little Hills." Though a Frenchman, Blanchette served as Spanish commandant of the little settlement until his death in 1793.¹

Daniel Boone arrived in the St. Charles area in 1799, along with about fifty families. He settled on a Spanish land grant near the Femme Osage Creek, and was appointed magistrate of the district in 1800. After his wife's death in 1813, Boone lived with his son Nathan near Defiance, Missouri. He spent his remaining years hunting and trapping through Kentucky and the Missouri territory.² Nathan Boone's home, where the elder Boone died in 1820, remains a highlight of St. Charles County.

Du Sable was a trader who, in 1772, built the first house at what was known by the Indians as Es-chi-ka-gou. The settlement which grew up around the trading post was at the southern end of Lake Michigan. It later became known as "Chicago." In 1800, Du Sable moved to St. Charles, probably because of social discrimination against his black skin. St. Charles was a logical choice for his relocation. It was, at that time, a principal trading center. Since he was a

¹Theodosia Rauch, ed., *St. Charles, Missouri, Historical Program Book*, 1969, p. 18.

²Walter Williams and Floyd Calvin Shoemaker, *Missouri: Mother of the West*. Chicago: The American Historical Society, Inc., 1930, pp. 217-218.

Mary Easton Sibley
1800-1878



Haitian Negro, Du Sable probably also enjoyed the association with others of French origin. Upon his death in 1818, Du Sable was buried in the old Borromeo Cemetery. His body was later moved to the present Borromeo Cemetery where, in 1968, a granite marker was placed by the Illinois Sesquicentennial Commission.³

Mother Philippine Duchesne came to St. Charles in 1818 and began the first of the Sacred Heart schools in America. The Academy of the Sacred Heart, located at 619 North Second, was opened by the religious of the Society of the Sacred Heart. It was a boarding school for the daughters of Missouri pioneers, and, at the same time, was the first free school west of the Mississippi.⁴

The Sibleys had something in common with all these people. Like Blanchette, they explored new territory, established new settlements. The town of Sibley, Missouri, some 20 miles from Kansas City, is named for George Sibley. Sibley served as factor, or trader, at Fort Osage from 1808 to 1822. Part of the Fort has been restored at its original site, just outside the town of Sibley.

The Sibley home near the fort, called "Fountain Cottage," became known as a center of hospitality for persons of note traveling farther to the West.

Among those welcomed by the Sibleys were Daniel Boone, Henry Brackenridge, John J. Audubon, John Bradbury, and Prince Maximilian.

Like Du Sable, the Sibleys settled in St. Charles to live out their lives. With Mother Duchesne, they shared an interest in education. Their specific concern was for women's education.

When the Sibleys first settled in St. Charles, their estate, "Linden Wood," was about one mile west of the town. It was considered secluded from noise and dust, a healthful place for a school.⁵ Mrs. Sibley's first students, probably unsolicited, were her younger sisters and the children of friends who requested her tutelage.

³"Forgotten Founder of Chicago Lies in Borromeo Cemetery," *St. Louis Globe-Democrat*, August 15, 1969, p. 6X.

⁴Rauch, pp. 44-45.

⁵Prospectus for "Boarding School for Young Ladies at Linden Wood, Mo.," 7-5-1839. In the Lindenwood Collection at the Missouri Historical Society, St. Louis, Missouri.

The school remained small during the 1830s and 40s, probably with fewer than a dozen students. Those who boarded lived in the low, rambling Sibley home which also included the schoolrooms. There they were taught every kind of employment necessary to be done in a neat, well-kept house. Besides general "book-learning," they also studied music and the Bible.⁶

Both Sibleys were active members of the Presbyterian church. It was, therefore, not surprising to their friends when, in 1853, they deeded their property at Linden Wood to the Presbyterian church and put the school under the care of the St. Louis Presbytery. At that time, the "Linden Wood Boarding School for Young Ladies" became "Lindenwood Female College," with Samuel Watson as president of the original Board of Directors.⁷

The first major building, known today as Sibley Hall, was completed in July, 1857. It served as President's home, administration building, dining room, and dormitory for about forty boarders. The Reverend A. V. C. Schenck was secured as president and the college opened on September 6, 1857.⁸

The college has operated continuously since that time with the exception of a short period during the Civil War. At that time, people called their daughters home, and new students were difficult to obtain.

After the close of the war, Professor French Strother took over the task of rebuilding the college. He remained until 1870 when a compromise took place within the Presbyterian Church in Missouri. Responsibility for Lindenwood was transferred to the Synod of Missouri of the Presbyterian Church in the U.S.A. while the St. Charles Presbyterian Church fell under the control of the Southern branch. Being an ardent Southerner, Professor Strother and his wife left Lindenwood to begin the short-lived Strother Institute in St. Charles.⁹

⁶*Ibid.*

⁷*Statement Concerning Lindenwood Female College by the Presbytery of St. Louis, 1859.* In the Lindenwood Collection, Missouri Historical Society.

⁸*Ibid.*

⁹Mrs. Alberta Strother Warden to Miss Lucinda Templin, 8-18-1919. In the Lindenwood College Library vault.

George Champlin Sibley
1782-1863



For a period of about four years, Lindenwood was administered by its only woman president, Miss Mary E. Jewell. She had served as a teacher and Lady Principal under Dr. John Nixon from 1870 to 1876. Some historians believe her to have been the first woman college president in the country.

The campus saw small progress with the addition of the south wing to Sibley Hall in 1881 and the north wing with the Chapel five years later. In 1909, Jubilee Hall (later named Ayres Hall) became the new administration building and dormitory. But it was not until 1914 that the first major expansion began. In that year, Dr. John L. Roemer assumed the office of president. With the financial and moral support of Colonel James Gay Butler, Dr. Roemer launched a building program which included the erection of three dormitories (Butler Hall, 1915; Niccolls Hall, 1917; and Irwin Hall, 1924), the administration building (Roemer Hall, 1922), the Margaret Leggat Butler Memorial Library (1929), and the Lillie P. Roemer Memorial Arts Building (1939). Also during Dr. Roemer's term of office (1918), Lindenwood became a four-year college awarding baccalaureate degrees.

The college entered another period of growth under the administration of Dr. Franc L. McCluer. Three more

Linda Granger McCormick '69, left, author of accompanying article, discusses case display of George Sibley items at St. Charles Historical Museum with its former curator, Dr. Jeanette Foster.



dormitories, Cobbs Hall (1949), McCluer Hall (dedicated in 1961 and named for Dr. and Mrs. McCluer), and Parker Hall (1966), were added, along with a major classroom and laboratory building, the Howard I. Young Hall of Science (1966).

The physical size of the college has continued to increase in recent years with the renovation and expansion of the library, the addition of FM broadcasting facilities, and the completion of a center for the fine arts in 1969. To make the best use of the excellent facilities, a distinctive educational program has been developed. It deals with ideas and concepts, values and goals, as well as facts and information. The year is divided into two fourteen-week terms during which the student explores four courses each term, and a four-week interim term in which one subject is studied in depth. No classes are held on Wednesday, to give the student time for independent study, for field trips, for student organizations, and for special events.

On February 11, 1969, President John Anthony Brown announced the establishment of a new coordinate college, Lindenwood II. The announcement reflected a decision reached after intensive study by alumnae, faculty, students, and administration. Enrollment in the new college in September, 1969, was 118 men, more than twice the anticipated number.

During these early years, the two colleges will share faculties and facilities. Bachelor of Arts and Bachelor of Science degrees will be awarded to graduates of both colleges by the faculty of Lindenwood College. The institutions will, nonetheless, have two separate and distinct identities. These identities were explained by President Brown in this way:

Lindenwood College. . . will continue down the road of concern for the future of women, for their role in our society, for special kinds of education that will help prepare them for that role. Lindenwood College II. . . can find new and innovative approaches to higher education. Lindenwood College II, confining its enrollment to males for some years, can bring a new dimension into a very well-established and stable women's college without destroying in any way the traditions and strengths of that institution.¹⁰

The Lindenwood Colleges of today are a far cry from the "Linden Wood Boarding School for Young Ladies" of 1839. Yet the basic goal, first set by the Sibleys, remains unchanged—to provide an education appropriate to the society of both today and tomorrow.

¹⁰Alumnae Day, May 3, 1969. Reprinted in *Lindenwood College Bulletin*, CXXXII (August, 1969), p. 2.





A dormitory room in 1898 . . . the "scene" in 1968.



Singing in the parlor after dinner—now and then—in Sibley Hall, named after Lindenwood co-founders Mary E. and George C. Sibley.



The Then



In the old library and the new.



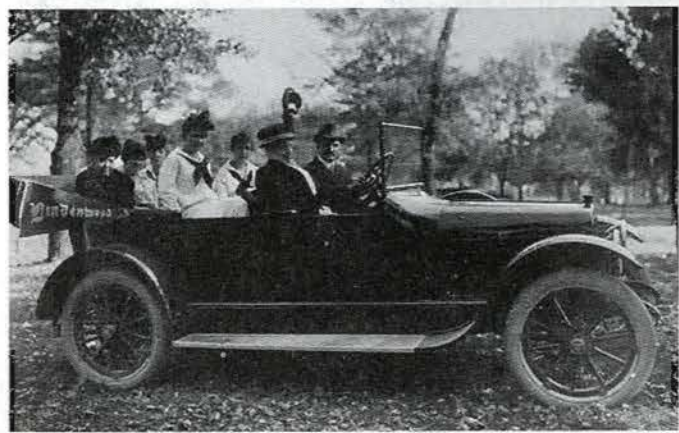


To mod from middy.



Then, tea on the porch in the afternoon; today, cokes and chat in the "Tea Hole."

and Now Scene



A ride for young ladies in the good old days, a parade in 1968 to promote election of a woman as U. S. President.



LOCAL SCHOLARS NOT



UPPER LEFT—The Day Students won the President's Scholarship Trophy in 1969 for outstanding academic achievement. Accepting the trophy last May from President John Anthony Brown is St. Charles resident Ann Lohrmann '69, Day Student president for 1968-69. This year's president is Marsha Hollander. **UPPER CENTER**—Patricia A. Penkoske, right, a *magna cum laude* graduate, was one of 1106 seniors, selected from 11,704 candidates from the U.S. and Canada, to win a Woodrow Wilson National Fellowship. With her is Kathy Leonard, another Day Student from St. Charles. **UPPER RIGHT**—St. Charles resident Rebecca Achelpohl, left, completed studies at Lindenwood in three years before graduating *cum laude* in 1969, was one of five local honor graduates out of a total of eight in the class. Next to her are Ann Schaberg and Cheryl Buse, currently enrolled seniors from St. Charles. **LOWER LEFT**—Honor graduate Anne Doherty, left, studying medieval art in Europe during the 1969 January term, points out details of a sarcophagus in Florence, Italy to former Day Student Linda White Coldwell. **LOWER CENTER**—Mrs. Gail Gross Neumann, one of two *magna cum laude* graduates from St. Charles. **LOWER RIGHT**—Claire Anne Tiffany, the only *summa cum laude* graduate in the class of 1969.

While the City of St. Charles had cause to celebrate in 1969, so had the Day Students at The Lindenwood Colleges.

These non-resident students, the largest number of whom come from the St. Charles area, garnered this year some of the highest scholastic honors on campus.

As a group they won in the 1969 President's Scholarship Trophy, an engraved silver bowl awarded each May to the dormitory or other student organization whose members achieve the highest academic average during the previous fall and spring semesters. The Day Students' cumulative grade point average was 3.01 out of a possible 4.00. They have won the Scholarship Trophy three times during the past five years and captured the No. 2 spot twice.

Their second achievement this year was through individual members. Five of the eight honor graduates of the class of 1969, largest in the history of Lindenwood College, were day students residing in St. Charles. Virginia Claire Tiffany was the only *summa cum laude* graduate in the class of more than 150 students. Graduating with second highest honors, *magna cum laude*, were Gail Gross Neumann and Patricia A. Penkoske. Two other St. Charles residents, Rebecca Achelpohl and Anne Claire Doherty, graduated with third highest honors, *cum laude*.

The Day Students journey to campus from surrounding areas by foot or by car. Their number has tripled over

the past ten years, and current enrollees range from mini-skirted freshmen to military veterans. With their classmates and colleagues, the resident students, they participate in the mainstream activities on campus. Like resident students, they have mail box facilities at the post office on the terrace level of Roemer Hall.

Nearby, in the specially designated "Day Students Room" they, as one sophomore put it, "coagulate"! This tastefully furnished lounge provides study space, bulletin boards, television, a piano, and even cooking facilities.

Here the group meet not only informally but to transact business. As an organization they elect officers, select a faculty sponsor, choose representatives to campus governing bodies and participate with dormitories in all-college activities. Their annual banquet brings together students, parents, faculty and administration.

As programs at The Lindenwood Colleges expand, as evening school, summer session and continuing education ventures grow to attract increasingly large numbers of metropolitan area men and women, the term "Day Student" may give way to the more accurate "Non-Resident Student."

By whatever name, these commuting students will continue to enrich the quality of campus life. If recent accomplishments, particularly those of 1969, are any indication, they may continue to carry off the academic garlands long after the Bicentennial glow has dimmed.



WITHOUT HONOR



A black and white photograph of a cemetery. In the foreground, there is a grassy area. A dark, ornate metal fence runs across the middle ground, separating the foreground from the graves. Behind the fence, several tall, thin trees with bare branches stand against a light sky. The overall atmosphere is somber and quiet.

THE
GHOSTS
OF
LINDENWOOD

New students are usually at Lindenwood less than six weeks when they hear the legend of Mrs. Sibley's ghost. Long tradition has it that each Halloween, the ghost of Mary Easton Sibley arises from her grave in the quiet cemetery on the College grounds, wraps itself in a sheet, and proceeds up the hill to the Chapel in Sibley Hall. There it plays the pipe organ, much like Mrs. Sibley herself used to enjoy doing. It has become customary for students to gather near the cemetery on Halloween night and attempt to catch a glimpse of the College's co-founder.

An investigation of that same cemetery by daylight reveals not only the burial place of Mrs. Sibley and her husband, George, but also twenty other markers. All but three are dated before 1880. Most of the names are unknown to those unfamiliar with the history of



Lindenwood. Many are unfamiliar even to those acquainted with Lindenwood history. The questions arise: Who were these people? And why were they buried here?

The cemetery itself does not legally belong to the College. One and one-half acres of land, of which the cemetery is a part, were given by the Sibleys in 1853 to the First Presbyterian Church of St. Charles. In 1855, George Sibley

drew up a plan for enclosing 1500 square yards of the land as a "Burying Place."¹ The plan included walks and family plots. Sibley's concept, however, was never fully realized. Only the central "Sibley-Easton" plot, the Watson obelisk, and the grave of Lucy Harrington are the same as planned by Sibley.

Since the cemetery is set apart from the main campus, it is a peaceful, quiet place, lending itself to thought and wondering. The graves of the Sibleys are near the center of the cemetery, in the larger of two fenced areas. The plain headstones reveal little about the founders, two people with dynamic personalities and tremendous foresight.

George Champlin Sibley was born on April 1, 1872, in Great Barrington, Massachusetts. He was the grandson of the famous New England preacher Dr. Samuel Hopkins. After growing up in Maryland, North Carolina, and Massachusetts, Sibley came to St. Louis in 1805 under an appointment in the Indian department from President Jefferson.²

Upon the return of Lewis and Clark from their two year exploration of the Louisiana Purchase, government interest in Indian affairs increased. In 1808, Sibley was commissioned to help build and set up Fort Osage on the Missouri River (a site about twenty miles from modern-day Kansas City). He was to act as United States factor, or trader.³ It was here in 1815, some 300 miles from the nearest white settlement, that he brought his fifteen-year-old bride, Mary Easton.

Mary Easton grew up as one of the "belles of St. Louis." Her family first came to St. Louis in 1805 when her father was appointed by President Jefferson a judge of the Territory of Louisiana and postmaster of St. Louis.⁴ She was educated at the only seminary for women in the West at that time, Mrs. Tevis' Boarding School for Young Ladies, at Shelbyville, Kentucky.⁵

¹Plot of burying ground, First Presbyterian Church, St. Charles, 12-1855. This map is a part of the Lindenwood Collection at the Missouri Historical Society, St. Louis, Missouri. Since most of the papers used in the preparation of this article are a part of that collection, it will hereafter be referred to as LC, MHS.

²George Sibley, *Family Genealogy*, 1851, LC, MHS.

³Fort Osage Historical Pamphlet.

⁴William Starr Easton, *Descendants of Joseph Easton*, St. Paul, Minnesota, 1899. No. 65.

⁵Lucinda Leftwich Templin, "Two Illustrious Pioneers in the Education of Women in Missouri," *Missouri Historical Review*, XXI (April, 1927), p. 426.

by
Linda Granger
McCormick
B.A., Lindenwood
College, 1969

When Mary Easton married George Sibley and agreed to go with him, she became the first bride in what is now Jackson County, Missouri. Her wedding journey to the fort took about a month, traveling up the river by keel boat. Besides her saddle horse and library, the boat carried furniture for their home, including a piano believed to be first one west of the Missouri River.⁶

The Fort Osage factory was closed in 1822, along with all other existing government trading posts.⁷ Sibley remained as postmaster at Fort Osage until April, 1825, when he was appointed by the President as one of three men to mark out a road from western Missouri to New Mexico, later to be known as the "Santa Fe Trail."⁸

The survey took two years, and it was in St. Charles in October, 1827, that he completed his report to the government.⁹ It was December of 1829, however, before land could be cleared and a home built for the Sibleys at "Linden Wood."¹⁰

There is no doubt that

by at least 1831, the Sibleys were boarding students in their home to be taught the "habits of industry and care" of both themselves and their homes.¹¹ The Sibleys continued the operation of the school alone until 1853 when, convinced of the need for women's education and of the importance of religious education, they organized "Lindenwood Female College" under the auspices of the Presbytery of St. Louis.

Mary Sibley was the oldest of eleven children born to Rufus and Abial Alby Easton, both of whom are buried here. As previously mentioned, Easton brought his family to St. Louis in 1805 when he was appointed a territorial judge and the first postmaster of the growing city. In 1814, Judge Easton was elected to a four year term as territorial delegate to Congress from Missouri, and, upon the organization of the State government in 1821, he was appointed Attorney General of the State. It was probably during that time that he moved his family to property he owned in St. Charles. Judge Easton also owned property on the Illinois side of the river where he laid out the town of Alton, Illinois. The town is named for his oldest son and the streets for his other children.¹²

Very little is known of Mrs. Rufus

⁶Emma S. White, "Life at the Fort in Early Days," *State Centennial Souvenir Number and Program: 1821-1921*, 1 (October 3, 1921) for Missouri Centennial, p. 79.

⁷Fort Osage Historical Pamphlet.

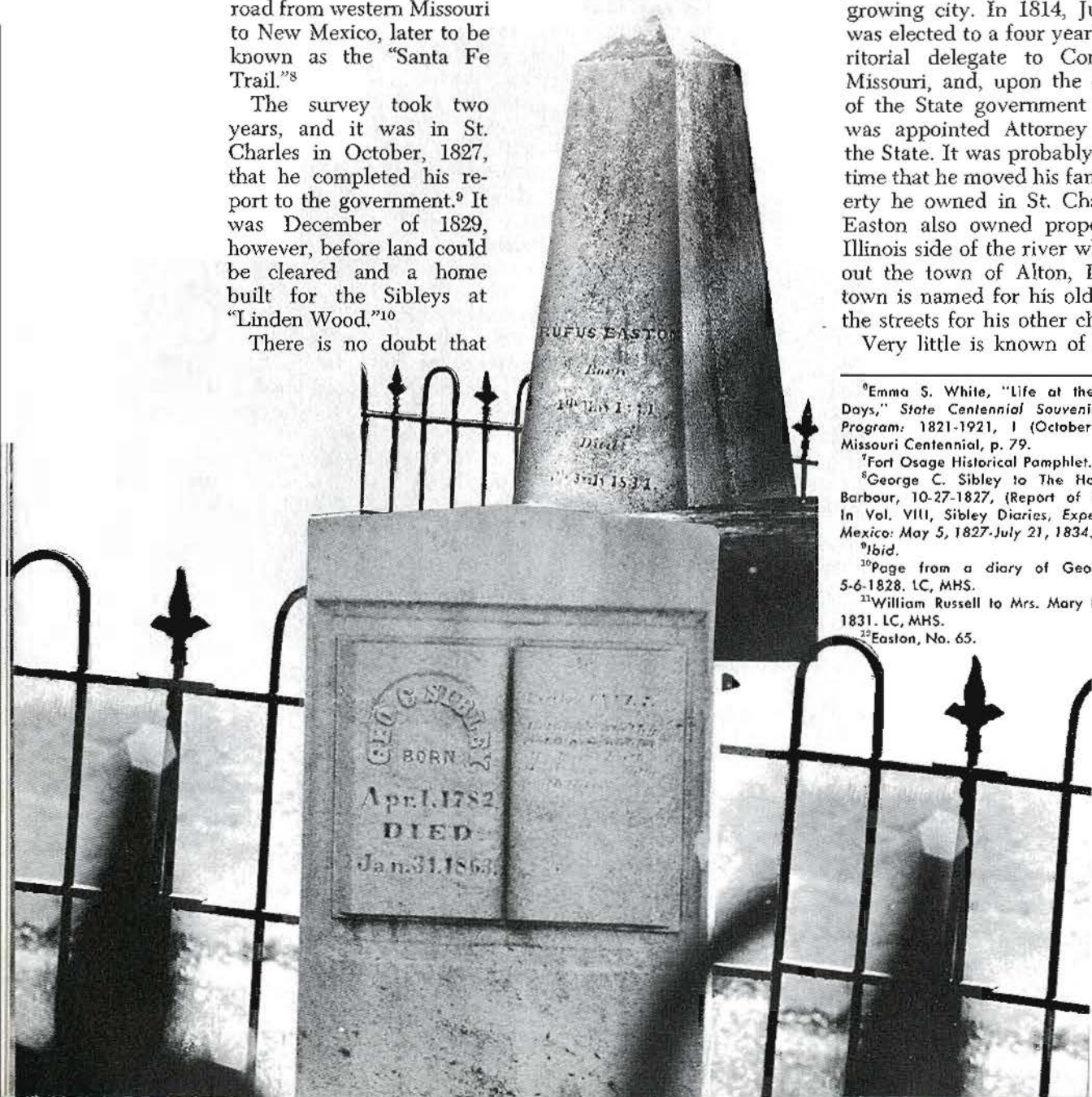
⁸George C. Sibley to The Honorable James Barbour, 10-27-1827, (Report of Commissioners). In Vol. VIII, *Sibley Diaries, Expedition to New Mexico: May 5, 1827-July 21, 1834*. LC, MHS.

⁹*Ibid.*

¹⁰Page from a diary of George C. Sibley, 5-6-1828. LC, MHS.

¹¹William Russell to Mrs. Mary E. Sibley, 7-10-1831. LC, MHS.

¹²Easton, No. 65.



Easton. The only real notice taken of Mary Sibley's mother in the writings of either of the Sibleys is found in Mary Sibley's Journal dated 1832-1847. The Journal begins on March 23, 1832, the day Mary Sibley presented herself for confirmation into the Presbyterian Church. On March 24, she wrote of her mother:

My mother who has been for a long time most violently & unaccountably opposed to all sects of religionist, has a yet stronger and more peculiar aversion to the Presbyterian Church. . . She expressed herself to a friend that she would rather have followed her children to the grave than see them become presbyterians.¹⁸

Mrs. Easton, however, did not confine her expressions of opposition only to her friends. On Sunday, March 25, Mary Sibley continues her narrative.

When I arrived in Town & stopped at my Father's house, I found all the family except my mother had gone to church. She was alone, I immediately went to her and begged her pardon if I had offended her—but before I had said a dozen words she broke out in a violent passion and drove me from her & when I persisted in assuring her with tears, that I had no intention of offending her & that I had always had a devoted attachment to her, she rushed out of the room and left me in the midst of my protestations. She returned again in a few minutes and vented her feelings in a torrent of abuse upon the Presbyterian Church and its agents—said that by joining them I had abandoned her, and she gave me up & would have nothing more to do with me.¹⁹

Later writings do not give any evidence of mother and daughter ever again being on more than cordial, speaking terms, though Mrs. Sibley often mentioned her continuous prayers for her mother's soul.

Buried near the elder Eastons is another daughter (Russella E. Anderson), a daughter-in-law (Mary B. Easton, wife of Henry Caly Easton), and three grandchildren (Thomas L. Anderson, Louisa Gamble Easton, and Rufus Easton). Two entries in one of George Sibley's diaries describe the atmosphere surrounding the death of Mrs. Anderson.

Tuesday, Dec. 1, 1840: A Very Cold day—Mer: at abt 30 all day—Mrs. Russella E. Anderson died to day at Linden Wood at 3 p.m. of Pulmonary Consumption—

Friday, Dec. 4, 1840: At 11 O'clk = The mortal remains of Mus. Anderson were committed to the Earth in the Linden Wood burying place. . . Mus. Anderson was the 4th daughter of the late Rufus Easton. . . She left 3 little Sons and her husband

Thos. L. Anderson to mourn her death. Her friends and Kindred who were present when her spirit took its flight are in the belief that she died a *Christian*. Certain it is that she died without any pain, in the use of her reason and avowedly willing & more than willing to depart—There is therefore no real cause of sorrow on the part of her surviving family, relations & friends.²⁰

Also near the graves of Rufus Easton and his wife is a marker which reads as follows:

In memory of
ELIZABETH L.

Wife of

LANGDON C. EASTON

Who died at Santa Fe, N. M.

July 23, 1850

Aged 23 Yr, 4 Mo, 21 da.

Langdon Easton was a brother of Mary Sibley. As a career officer in the Army, he was stationed in Santa Fe, New Mexico. After his young wife died at the birth of their second daughter, General Easton brought the motherless daughters, two year old Medora and the infant Elizabeth, to St. Charles and placed them in the care of his sister Mary.¹⁶

Just outside the Sibley-Easton plot stands a nearly illegible stone. It appears to mark the grave of a "Lucy Harrington, daughter of the Rev. David Brigham, Sr., Bridgewater, Mass." According to the stone, she was born on July 28, 1827, and "Departed this life August 17, 1853." The presence and death of such a person in St. Charles at that time is confirmed in the diary of John Jay Johns. Mr. Johns was involved in the incorporation of the College and, for a time, served as President of the Board of Directors. He recorded this information:

¹⁸LC, MHS.

¹⁹*Ibid.*

²⁰Sibley Diary (X), 1812-1843. LC, MHS.

¹⁶This information was found in a letter taped inside the only Journal of Mary Easton Sibley in the possession of the College. It was dated October 28, 1958, and was written by Jane Roe Morton, wife of Emmet Crawford Morton. In part, it read as follows:

His [Emmet Crawford Morton] grandfather was Gen. Langdon Easton, a brother of Mary Sibley. His mother was Elizabeth Easton, daughter of Gen. Langdon Easton.

Elizabeth Easton married Charles Morton. . . Their second son Emmet Crawford Morton. . . found this diary in 1953 in one of his father's two chests which had been in storage at Jefferson Barracks many years. . . .

The Journal is presently kept with the Lindenwood Collection, MHS.



In the spring of 1852 Mrs. Durfee [Johns' mother-in-law] went on a visit to Fall River, Mass. and returned in the fall with Lucy Brigham a cousin of my wife's—she came out to teach—her father is a Congregational minister. In September 1853 she died of dropsy of the chest & is buried at Linden Wood.¹⁵

Directly opposite the grave of Lucy Harrington is a six-foot obelisk inscribed with the names and dates of Archibald and Martha Watson and their son John. The memorial was contributed by William and Samuel S. Watson, two other sons. Judge Samuel Watson was a generous patron of the College from its beginning and was selected as the first President of the Board of Directors.¹⁷ His parents were also among the earliest members of the Presbyterian Church in St. Charles.

Six other graves are enclosed in a fence similar to that around the Sibley-Easton plot. Research discloses that these were the children, grandchildren, and great-grandchildren of Frederick and Nancy Bates. Bates succeeded Alexander McNair as the second governor of the state of Missouri. The capitol at that time was in St. Charles. The Bates made their home at "Thornhill," an estate in Bonhomme Township near the modern town of Chesterfield.¹⁸

Their eldest child, Emily Caroline (born in 1820), married Robert A. Walton and became the mother of eight children. Two of those children, "Little Everett" and Nannie Fleming, died as children and are buried at Lindenwood near their father. Another of their children, Frederick Bates Walton, grew to adulthood, married Louise Conway, and in 1863, buried a son ("Little Elmer") next to Robert Walton.¹⁹ Buried in the same plot is Woodville Bates, the third child of Frederick

and Nancy Bates. He died at the age of seventeen. His early death was typical of the times.

One gravestone simply reads "Willie." It was placed there in 1858 by the Rev. Addison V. C. Schenck, first President of Lindenwood. Willie was his son who died of typhoid fever at the College.²⁰

The only graves added since 1880 are marked by three small, flat stones, set apart from the others. They commemorate three dogs of Dr. and Mrs. John L. Roemer—Lin, Kurt, and Bobbie. During the Roemer administration, the dogs were a common sight around campus.

Two graves remain a mystery. One headstone reads, "Josiah Cary; Born April 7, 1783; Died March 8, 1861." The other is equally as simple. It reads, "James S. Walker; Died May 7, 1868; Aged 44 Yrs, 4 Mo, 14 ds." Research to this point has turned up only dead ends and blank walls concerning these two men.

The ghosts of Lindenwood are almost as varied in background and interest as the students of today. Their bequest to today's student was in the form of an educational institution. Perhaps the next time a student or alumna wanders down to the old cemetery, she will think of the legacy of the past as she looks to the promise of the future.

¹⁵Statement Concerning Lindenwood Female College by the Presbytery of St. Louis, 1859. LC, MHS.

¹⁸Thomas Maitland Marshall, ed. *The Life and Papers of Frederick Bates*. St. Louis: Missouri Historical Society, 1926, pp. 36-38.

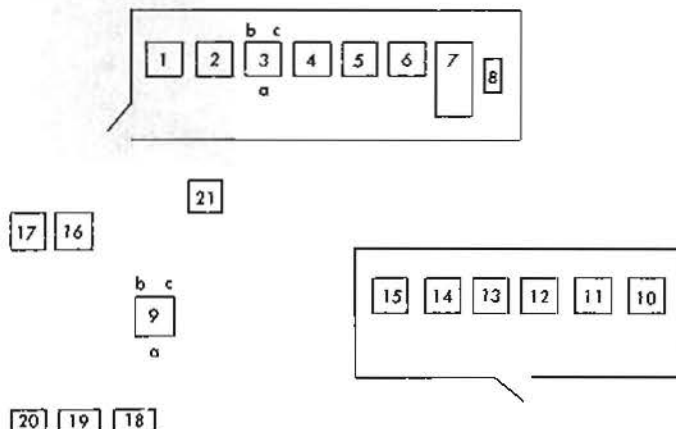
¹⁹Onward Bates. *Bates, et al of Virginia and Missouri*. Printed for private distribution. Chicago: Press of P. F. Pettibone & Co., 1914, p. 75. Photocopy at MHS.

²⁰Miss Delia Gibbs to Mrs. Mary Irwin McDearmon, 2-24-1915. In a collection of letters at the Lindenwood College Library.

Drawing Key

1. Mary Easton Sibley—1800-1878
2. George Champlin Sibley—1782-1863
- 3a. Mary B. Easton—1832-1875
- 3b. Rufus Easton—1852-1880
- 3c. Louisa Gamble Easton—1850-1851
4. Elizabeth L. Easton—1827-1850
5. Abiel Alby Easton—1783-1849
6. Rufus Easton—1774-1834
7. Russella E. Anderson—1809-1840
8. Thomas L. Anderson—1840-1840
- 9a. Archibald Watson—1761-1826
- 9b. Martha Watson—1770-1824
- 9c. John W. Watson—1806-1821
10. Robert A. Walton—1804-1867
11. Little Elmer—1862-1863
12. Woodville—1823-1840
13. Little Everett—1857-1858
14. Nannie Fleming—1846-1859
15. James S. Walker—1824-1868
16. Willie—?-1858
17. Josiah Cary—1783-1861
18. Lin—1916-1925
19. Kurt—1921-1934
20. Bobbie—1926-1937
21. Lucy Harrington—1827-1853

LINDENWOOD CEMETERY





What I planned as a six-week vacation, living as a dormitory student at Lindenwood during the summer session of 1969, proved to be an exciting, busy, laughter-filled forty days I will always remember.

Why did I decide, at age seventy-two, to enroll again at the college I had attended as a part-time day student in the 1930s?

After my husband died in May of 1968, I had no family ties and it seemed best that I plan to give up my home, and take refuge in an institution, which in many ways would resemble a college dormitory.

It occurred to me that while waiting the decision of various labor unions to settle their strikes and finish a building to which I was to retire, a Lindenwood summer session would be a pleasant way to prove to myself and some doubting friends that I could find new interests to fill my time. Most of all, it became important that I learn to get along with people in a group atmosphere and fulfill my desire to be an interested and an interesting person for as long as possible.

Since I had visited the campus briefly the previous summer, and had taken a specially conducted tour through the kindness of the alumnae office, which included a puppet show complete with a squirming audience of small children, and a visit to an art exhibit of teaching procedures, I figured I knew pretty well what to expect. I also had the opportunity to meet with Lindenwood President John Anthony Brown and Vice President for Public Affairs Richard Berg, both of whom made me feel welcome and at ease. My enthusiasm grew warmer and eventually bubbled over into the decision that I was not too old to study.

Yet thinking I knew just what to expect was no preparation for the realities that attended my arrival on campus that rainy June Sunday night. Unexpected was the massive disorder which the expansion of Highway 94 during the year had dumped at the campus entrance. I also had not counted on arriving without my largest suitcase; the Greyhound Bus Company had misplaced it somewhere along the road from Florida. Finally, because I arrived at an awkward time at McCluer Hall, my assigned dormitory, the lobby was deserted. The empty reception desk was not encouraging. I checked a list on the desk and found my name and room number. There was no doubt I was in the right place. Yet I wondered, "Should I wait or go up?"

The answer came in a cheerful, "Hello, my name is Shirley, may I help you?" Other smiling, attractive young ladies came up to be introduced, Kathy, Ellen, Mary Kay, Marvadean, all happy to greet me. Mrs. Edna Steger, the Head Resident of McCluer Hall, was notified. I reached for my bags, but the eager young students insisted on helping out. From that

Happy Return as a Senior Citizen Student

By
Louise Humphrey Walker

moment I never carried anything heavier than my books. Always some cheerful person wanted to take over any burden.

Unfortunately, the room which I was to occupy was not in complete readiness, and I had failed to bring my own linens, expecting to rent some. Though it was still raining and fearfully dark outside, I feebly suggested calling a taxi and spending the night in the old hotel in downtown St. Charles. An answering burst of laughter settled that. There were so many willing hands anxious to arrange piled-up furniture, it is impossible to recall who did what. Soon I was supplied with linens, and the mechanics of the air-conditioner and the operations of the call-signal system were explained. Shirley joined me early Monday morning and guided me through the routines of breakfast in the cafeteria, registration for classes, and signing up at the campus post office for a box number for incoming mail. All this kind treatment impressed me most favorably, and when I learned that this is the usual care which upper-class students take of new ones I knew that I was "accepted."

In a fast-paced six weeks I was treated to one revelation after another of how kind and generous young people can be. I had feared there might be resentment, possibly hostility, toward an old woman entering a world which is supposed to belong only to the young. I was

determined, however, to see for myself whether the image of youthful bitterness and strife bouncing off my TV lens was true, false, or somewhere in between. Truly, after having played with them, eaten with them and studied with them, I can report that the girls at Lindenwood College are gracious, friendly, and uncommonly generous.

With me, a 72-year-old widow returning to college, they shared their confidences, their food, their time. They introduced me as a "friend" to their dates, and shared problems. They even offered to assist me with my studies. When Ellen, Lenore and Mary learned I was taking sociology, they offered to help because they had taken the course during the regular session. I learned later that all of them were carrying very heavy schedules. Truly, their offer of study help was a genuine gift.

It was Shirley who really went all out to help me in every way and we became very close friends. We walked down to the Historical Museum on St. Charles' Main Street, and she spent many hours reading aloud the descriptions and explanations which were too fine or too dim for me to read myself. Later when she had the use of her family's car, she took me to St. Louis to visit the Spanish Pavilion and the exhibits in the Old Courthouse, concluding with a drive along the Mississippi riverfront. I offered luncheon at a very popular restau-



rant, but the young have their own ideas and we had pancakes, very good ones.

The girls were eager to tell me about their marriage plans or their special male friends, though they enjoyed stories of my own happy marriage, and my plans for the future. The dining table conversations were about daily class work, and I was pleased with the absence of much trivial, petty criticism of the sort I usually hear in a group of women my own age. All of the girls voiced a very definite aim in life, and most of them expect to contribute professionally in special situations. Certainly television soap opera and situation comedy were not the all-engrossing interests of the students that they have become in my own generation.

Something of a climax came during a local Tornado Alert, when the electricity went off. The girls sent a brave herald up to me with a tiny candle to ask that I join them in what they considered a safe place on the lowest level of the building. We all waited out the storm together, hoping the lightning would not strike, that the wind would stop whirling. After the All Clear sounded, we had to go back to our rooms in darkness. Again, brave Nancy escorted me with a small candle.

The only "conflict" during the summer was minor. I posted an invitation party to all the girls in the dormitory for a watermelon party the last week of the session,

not realizing that Olliean had planned a wedding shower at the same time for Ellen. The problem was quietly solved: we all joined together in one memorable occasion—and had double the fun.

To say why I liked the girls is tied in with why I think they liked me. They were willing to accept me simply as a fellow student, which was exactly the way I wanted it. They praised my successes, and were sympathetic of my hearing problem and imperfect eyesight; they encouraged me to continue to study and to enjoy it. Though they liked me in black slacks and sneakers, they were full of admiration when I dressed up, particularly in a garment I had made for myself. In return, I asked no searching questions, betrayed no confidences, and listened carefully when they wished to talk. As a result I have heard and experienced what will become many beautiful memories.

Did I believe, they often asked me, in the "generation gap"? There has always been one, I told them as a person who has spanned two generations—perhaps even three, I've seen the gap burn itself up before. My conclusion is that older persons should be receptive to what the young want to say. We mustn't push young people away and discipline them. Often a simple explanation can clear the air and encourage common sense. For instance, when students at Lindenwood asked whether I objected to



Mrs. Walker and fellow-student Shirley Ann Feller.

drugs, I said I do because drugs, like cigarettes and alcohol, hurt the health especially of the young. Preaching to the young doesn't help. Too often it closes the doors between generations.

Although most of the time the young people at Lindenwood treated me simply like a person, there were times they thought of me as a grandmother figure. In fact, several told me tender little stories of their own grandmothers. One of the foreign students, Sumiko, from Japan, shared a textbook with me, and we had mutually enriching sessions in which I tried to help her understand the English essay, and she gave me a little insight into Japanese life. One Saturday morning when she was a little lonely, Sumiko gave me a shampoo with great tenderness and affection, and with such success that my white hair had never been brighter and more shining.

Mrs. Steger, Head Resident of my dormitory, was a delightful person, and we had many conversations about our common problem of widowhood. Through her, I had the opportunity to meet other Head Residents and the amazing Ivy Johnson, the genial and competent lady who plans and cooks special meals for President Brown's visitors and for faculty luncheons. I have equally pleasant memories of the instructors, business personnel and administrative people, lovely things to keep forever.

For a period of two weeks a national group of Deans of Continuing Education, convening at Lindenwood for a conference on women, invaded my floor. I was showered with consideration and interest, and was even included in an excursion to the Municipal Opera in St. Louis. Here was a generation in between mine and the very young at Lindenwood. Yet I felt good in realizing there's no "generation gap" where kindness is concerned.

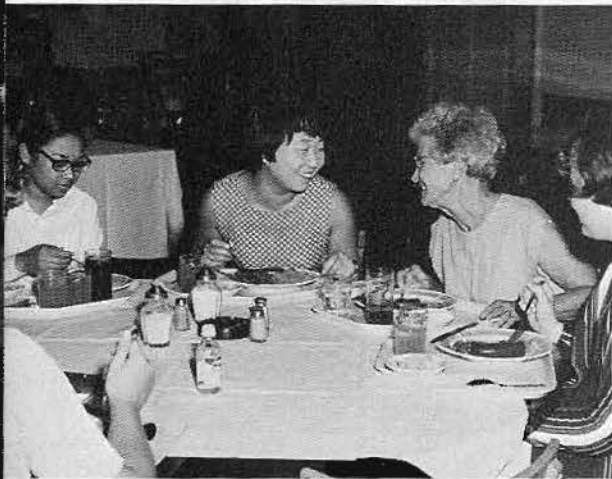
Despite my joys during the summer, the six weeks were not all play. My attention span and memory retention proved not very good, as I had expected. Yet my ability to listen, to read, and to understand has been improved. Not all the things I had hoped to do were possible; the time went too quickly. Yet I am convinced that at seventy-two I can still do college work. I am willing to admit that a time or two I let myself in for a bit too much, but I still hope to continue writing, and am sure that I can get along with people, even young people, and enjoy it.

To any Lindenwood College alumna considering a return to the campus as a student, however long the interval between; to any older person thinking of resuming or starting college studies, I say to you: Go ahead. My 1969 experience has proved exhilarating and most worthwhile.

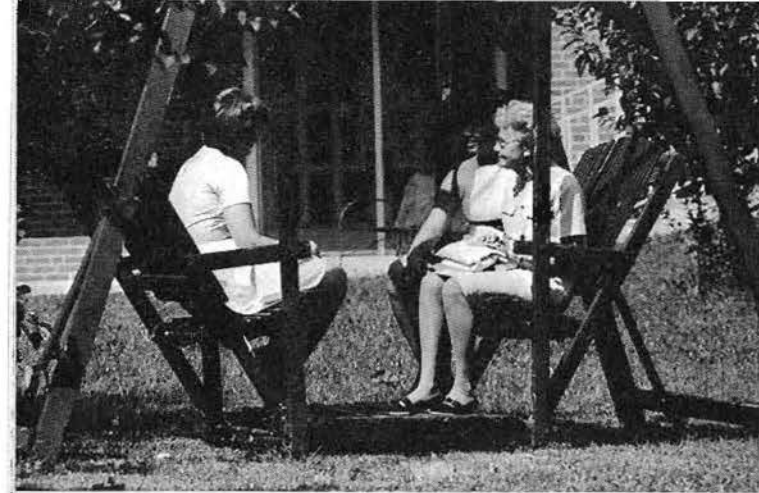
I can't help but compare it with my experience thirty-five years ago when, as a married woman living in St. Charles, I first attended Lindenwood. I was encouraged to enroll by my husband, Ben Shore Walker, an engineer and a member of an old St. Charles family. He had long held a deep personal regard for the College. His aunt, Miss Annie Tanner Shore, had graduated from the old Lindenwood Female Academy in 1881. She was the beloved Aunt Annie of his boyhood, the Aunt Annie who had given up her own teaching career to take care of the children of her sister who had died tragically young. Accounts of Aunt Annie's goodness and wisdom underscored my lifetime interest in Lindenwood.

As a day (non-resident) student back then, I remember having felt a little uncomfortable and conspicuous. Why? I was married and, yes, a little *older* than the other girls! There were few day students at Lindenwood during those years and even among that minority there were none my age. Although all of the girls at the College were kind and friendly, they were somewhat reserved, and earnestly busy with their own affairs both at school and off the campus.

I knew only those with whom I attended classes, and a small group from the classics department. That group had formed the Agora Club, which







they invited me to join; I also recall belonging to a Poetry Society of some sort. While I was in school only two or three days a week, and took no part in general campus social activities, I enjoyed my studies, and attended all of the school plays, music recitals, and open lectures I possibly could. Among the faculty I made many friends including Dr. Alice Parker, Dean Gibson, Dr. Kate Gregg and Elizabeth Dawson, but it was especially Miss Kathryn Hankins of the Classics Department with whom I kept up a warm correspondence until her death. In retrospect, I suppose the girls in the 1930s viewed me as an oddity, and I made no lasting friends. Was this the same in 1969? I think not.

My husband's abrupt transfer away from St. Charles put an end then to my studies, but we left with the idea that we would someday retire to St. Charles, where I could continue my college work. One of my husband's favorite remarks was "Lindenwood has meant so much to us, I hope you can go back." Unhappily, when the dream of retirement became a reality, Missouri winters were out of consideration, and we chose to move to St. Petersburg, Florida. So kind to us was the Florida climate, I am convinced that my husband lived longer than would have been possible in the Midwest.

In pondering his influence, it was Ben's deep personal regard for Lindenwood which spurred me to enroll in the 1930s. Likewise, I was enticed back to campus in 1969 through his inspiration—plus my own call to challenge and the pull that Lindenwood exerts in all its former students.

Of course, Lindenwood today is not the Lindenwood of yesterday, but neither is the world we live in the same. Whether changes on the campuses and throughout the world be for good or evil will be decided not by a militant minority of youth with the drive to destroy without any plan for reconstruction. Nor will it be decided by diehard Senior Citizens who, forgetting that someone else paid for their education, think only of taxes and their favorite TV episodes being bumped off the air in favor of the astronauts landing on the moon. The question will be answered by the large body of world opinion voiced by sincere people who work and vote and attempt to think things through.

As I said goodbye to Lindenwood at the close of the 1969 summer session, I had two realizations. First, during the 1930s, because I was older and married, I felt out of things. In 1969, as a 72-year-old widow mingling with teenage college youth, I felt nothing but "in"! Perhaps today's young people judge by less artificial standards than their critics suppose?

Second, I was enriched through the summer experience not only mentally but personally. I never had a family of my own, and all of my relatives have passed away. This summer I shared and grew with members of Lindenwood's "family"—its students, professors, staff and administrators. All of these people, I say with joy and gratitude, have now become *my* family.

A 72-Year-Old In The Dorm?

By
Shirley Ann Feller

Rumors were going around the dorm early last June that we were going to have a 72-year-old student in our midst. It *couldn't* be true. We just plain forgot about it.

Sunday evening before registration for summer school, I went down to the front desk to scan the roster for names of friends who had arrived. There was no one behind the desk at the time, but to my right stood a slight, white-haired lady, looking bewildered and confused. She must have lost track of her granddaughter, I concluded, and asked "May I help?"

If *she* seemed bewildered, you can imagine how I felt when "somebody's grandmother" revealed: "I'm Louise Walker. I'm going to be a student here this summer. Could you please tell me where my room, 316, is?"

The 72-year-old student "rumor" was now a reality in McCluer Hall. I offered to take her to her room, and other students who had gathered around the desk joined in getting her and her suitcases to 316.

The room was not ready, so we moved the furniture around to make things more pleasant, and then left Mrs. Walker alone a while to unpack in privacy. When she realized she needed sheets (which we provide for ourselves), she came to my room and together we scouted around among others in the dorm and finally found an extra set. Back in her room, I explained the mechanics of the air-conditioner and buzzer system, and invited her to have breakfast with my friends and me. We said goodnight.

At the breakfast table, all of us got socially acquainted. We were anxious to learn why a 72-year-old person was attending college, why she had decided to live in a dormitory with students often labeled by elders as "the radical, irresponsible, younger generation."

She explained that she had attended Lindenwood during the 1930s, and, after her husband's death last year and a subsequent visit to the campus, she decided to resume her studies. Even in these initial exchanges we were impressed by her ambition and get-up-and-go.

We continued conversations on the way to the registration after breakfast and were with her during the buying of books, the obtaining of mail boxes and keys, and the paying of tuition. When classes began that afternoon, all of us went our separate ways.

It was natural that we look for her at dinner in the cafeteria. When she didn't come, we found ourselves becoming worried; after all, it was now 6 p.m. and all of us had been going since 7 in the morning. We decided to search for her on the campus. There she was, too late for dinner, back in the dormitory. The buildings had confused her and she had been unable to find her way from class to the cafeteria.

Monday evening we "regulars" had a typical college bull session. Naturally, the presence of a 72-year-old student in the dorm came up for discussion. One question was: What should we call her? Most of us use nicknames often derived from a surname. I'm "Feller." Dare we call her "Walker"?

The problem was solved when another student revealed that Mrs. Walker had already asked not to be addressed as "Mrs." and had given the go-ahead to call her whatever we wished. (One joker then quipped, "Grand-student"!) As it turned out, most of us continued to address her as Mrs. Walker (we are instilled as children that this is what one courteously does), yet some of the more easy-going scamps did call our Senior Student—"Walker". How did she react? She responded warmly without blinking an eye.

Another question brought up was: How do we treat a student so much older? We didn't want to cater to her, thus giving the wrong impression of the independence characteristic of college life in the 1960s. But, on the other hand, we did not want to ignore her completely or be inconsiderate of her age.

The solution to this problem hinged on the answer to another question: What effect would a person that age have on our dorm life and habits? We did not want our normal routine and patterns upset by an adult. We have been conditioned by mass media that adults, especially the older ones, are opposed to the new student ideas, policies and almost everything else.

After a lot of hashing around we came to the jaunty conclusion: "We'll be 'nice' and let things roll along gently—so long as she doesn't interfere. The minute she does, we will cool her *fast!*"

Our fears already seemed unfounded when Mrs. Walker arrived on the scene the next morning in—a pair of black slacks! Someone gasped: "She's got to be kidding. No one's grandmother runs around in slacks." Our immediate reaction again reflected our instilled concepts regarding elderly people. Formal dress rules had been abolished at Lindenwood two years ago, but we had subconsciously expected our 72-year-old student to adhere to the traditional dress code and, yes, inflict it on us. How dare she not conform to our expectations? Some of us pondered the dizzying possibility: Is it *we* who may be unable to accept *her* acceptance of our ways?

Our anxieties decreased to the minimal as everyone became involved in the summer session. Mrs. Walker dined daily with us, pursued her studies and participated in activities. Day by day, week by week, we found ourselves no longer thinking of her as a "72-year-old" student, but as a person in her own right—regardless of age.

Many students reached out to know her, and she in turn responded with genteel familiarity, never intrusion. Sumiko, a foreign student, was in Mrs. Walker's Essay course, and as they spent many hours together poring over their essays, Mrs. Walker helped Sumiko understand new English words. When Mrs. Walker had difficulty in her Introduction to Sociology class, many students volunteered and did help her over the rough spots.

Although one would expect everyday conversation between generations to be a problem, we never ran out of things to talk about with Mrs. Walker. She always had a new "adventure" to relate. There was the day she set out to track down one of her suitcases lost in shipment by Greyhound; she got "picked up" by Mr. Berg, Vice President for Public Affairs, who helped her find it. Another day, she was walking from campus to downtown St. Charles and just by chance ran into Dr. Dawson, one of her professors in the 1930s, also on her way to town. Things were always happening to Mrs. Walker and we were always genuinely interested in hearing about them.

Author of this article, Shirley Ann Feller, a junior from Cissna Park, Illinois, shown with new friend Louise Walker.





Her span of generations actually increased our understanding of the "old" Lindenwood, and we hopefully gave her a sense of the "new" one. The College is now in a state of change, and none of us knew the Lindenwood before the new curriculum, the Freshman Common Course, and the presence of men on campus. Too, our association with alumnae has been limited chiefly to Alumnae Weekend, or, for a few, contact with a relative who has attended Lindenwood. Mrs. Walker, in countless conversations, gave us the rich and accurate history of Lindenwood traditions; she made us proud of a heritage which can become buried in the movement of progress.

She also increased our awareness of the history of St. Charles. Because some of her husband's relatives came from St. Charles, she was especially interested in and discussed with us the planned Bicentennial celebrations and the restoration of the Main Street area. She was also interested in the St. Charles Historical Museum, and one Saturday afternoon, several of us went there with her. Some of us didn't know the museum existed; others had never even taken the time to visit it. As we went through the museum, Mrs. Walker personalized the exhibits by relating anecdotes about historical items. In turn, we read to her the small print on some of the exhibits.

One of our other excursions was to St. Louis on another Saturday. I had the family car while my parents were on vacation, and my friends and I invited Mrs. Walker to our outing. We visited the Spanish Pavilion, the Old Court House, the Arch, the Old Cathedral, and other sites on the Mississippi riverfront. Mrs. Walker asked to treat us to lunch. She named a few places, but gave the final choice to us; so we suggested the Pancake House. I think this really surprised her, but everyone was in a pancake mood. She went right along with our tastes.

On the way home, we stopped at Northwest Shopping Center. She went with us while we looked at and tried on mini-skirts and other mod fashions of our generation. Mrs. Walker liked our short skirts and dresses and often commented on how nice we looked. Our style did not throw her. In fact, I was totally taken back the day she asked me to show her how I put on eye makeup!

One evening in the dorm, "Mar" (a friend) and I invited Mrs. Walker down for one of the 10 o'clock study breaks. Many of the students had watermelon, and we all listened to "Alice's Restaurant" and other musical favorites of our generation. Mrs. Walker joined in the fun. She always tolerated our likes, which is probably one of the reasons we were able to transcend the generation gap. She never once told us what to do or how we should do things. We all realized and respected each other's different opinions and ideas.

Personally, she amazed us by her pep. Her zest for life was exhilarating. She was always *walking* downtown or to visit friends. Most people, including us, would drive or take a cab. Beyond all belief, however, was the fact that she was *always* caught up in all of her studies, a task few of us can manage. She gave us an inspiration to match her accomplishments.

And she always took time to congratulate us on our accomplishments and achievements. Linda made a zipper thermometer poster for the children's art show and received a note from Mrs. Walker saying, "Yours was definitely the hit of the show." When I delivered my psychology paper, Mrs. Walker wrote me this note:

Sorry I did not get to hear all of your talk today. What I did hear was very good and your presence and presentation was outstanding. I am right proud to know you. Made me think of a little poem:

"He was just a little fellow, not tall at all
Wandering unwilling in a sea of legs,
Mommy legs and Daddy legs, and lots and lots of strangers
He was hungry and he felt pushed about
He didn't like it much. . ."

I don't remember the rest of it, but it fits what you said about the level of what children see. I do think you will be a great teacher.

L. Walker

She also encouraged me when I was to appear, with one of the male students, as a representative of Lindenwood on a St. Louis television show, "Tell It Like It Is." It affords college students an opportunity to express themselves on issues of importance to their generation.

On the program we got on to the subject of mass media's power to influence or even form one's attitudes. After the inspiration of having lived with Mrs. Walker in the dorm for four weeks, I was able to give evidence to viewers that the generation gap did not in this instance exist. Is the generation gap a reality or only an invention of mass media?

Obviously, as the summer had progressed and Mrs. Walker had become a fellow student to us, scores of traditional attitudes had been broken down. It took the emergency of a tornado warning to reveal just how completely barriers had disintegrated. During the alert, the electricity went off. All of us gathered around a candle and the fireplace in the living room listening to a transistor radio for further reports on the storm. My date and I, several other girls, Head Resident Mrs. Steger, and Mrs. Walker sang and talked to pass the time. On this occasion, especially, we were all pulled together in a sense of unity. There was no generation gap whatsoever.

On the last evening before finals, Mrs. Walker gave us a watermelon study-break party. We all went to the recreation room and said our goodbys into her tape recorder. This was very difficult for many of us. She had come to mean so much to us during the summer.

There's a traditional song at Lindenwood which goes:

Remember the days you've spent here
Remember when you're away.
Remember the friends you've made here
And don't forget to come back some day!
Remember the old traditions
And promise to be true.
For you all belong to Lindenwood
And Lindenwood belongs to you!

Mrs. Walker shared Lindenwood traditions and memories and friends with us. We in turn came to share our friends with her and today's trends, which will become the traditions of the College tomorrow. The past, present and future Lindenwoods merged in one brief summer for everyone.

Could it all have turned out differently? Perhaps. But during the summer session of 1969, the setting, the tone, the people and their personalities were right.

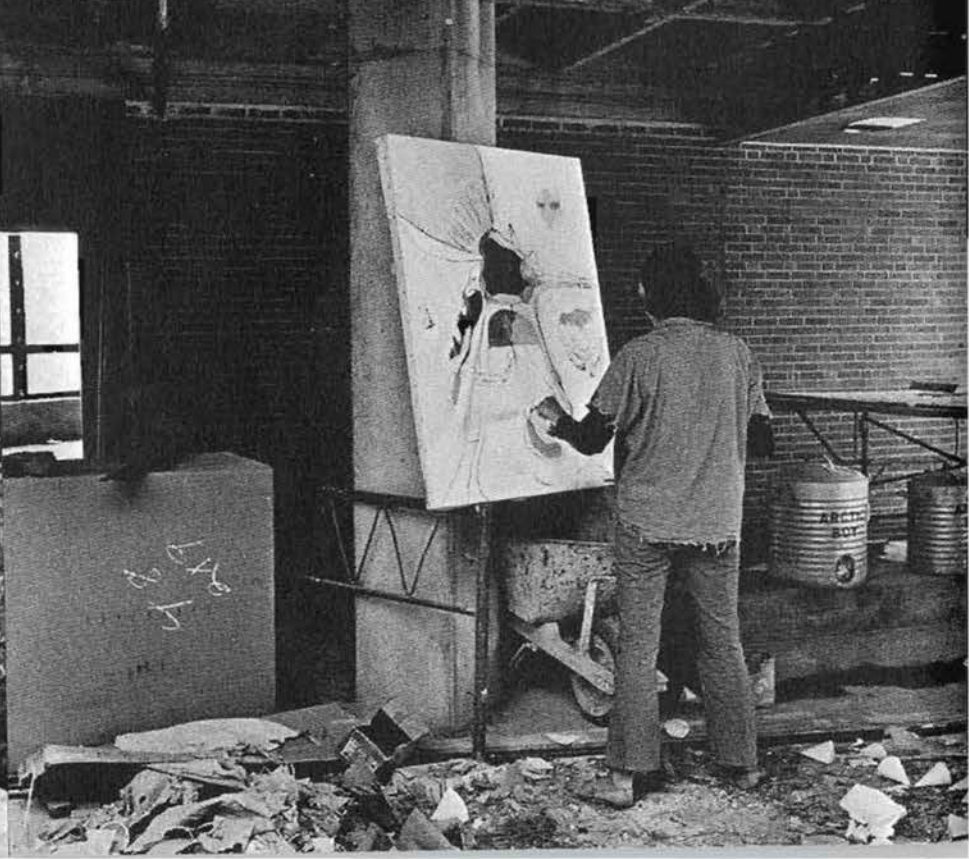
We were able to show Mrs. Walker that the youth of today aren't all rioters and rebels, as they are often depicted in the news media. Mrs. Walker showed us, convincingly and thankfully, that old age can be a very profitable and beautiful time.



SPIRIT FOR



A NEW FINE ARTS



AT LEFT Relating themselves to the haptic environment of the new Fine Arts Building in May before its completion, are members of the Modern Dance clan who found among the scaffolding and debris of construction a ready-made setting for a movement adventure. Dancers are, left to right, Cindy Van Nest, Barbara French, James Goldsby and Rea Baldrige.

LOWER LEFT Getting the feel of construction materials. Jan Buckingham experiences the weight of a brick and the texture of metal

lathe; using these objects as extensions of her own body, she might be led to an expression of heaviness or roughness.

LOWER RIGHT An improvised easel made from a scaffolding section and a wheelbarrow serve as a support for her canvas as Edie Rogers paints in the area of the Fine Arts Building which today is the gallery. She found the littered floor a source of shapes, textures and colors which she made use of in her abstraction.

Information for cutlines and article provided by John H. Wehmer, assistant professor of art.

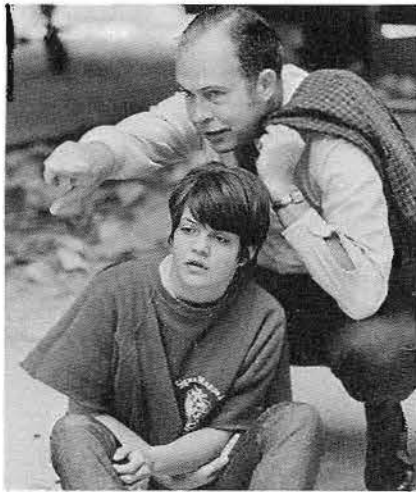
CENTER

If enthusiasm is any indication of the greatness of a facility, the new Fine Arts Building at Lindenwood is destined to become the promised center.

Even before the million-and-a-half-dollar building was completed, students expressed their spirited anticipation in a "happening" right on the construction site.

Then, in September, when the building opened for classes, the art department launched into unorthodox programs that make exciting use of the facility's inside and outdoor teaching environments.

Perhaps the most dynamic new course is one combining dance and art, titled simply "Basic Art." Taught by Mrs. Grazina O. Amonas, associate professor of art and physical education, Henry E. Knickmeyer, instructor in art, and John Wehmer, assistant professor of art, the course seeks to provide two kinds of environment: one of spontaneous physical activity and



Miss Curtis Hansman is shown a detail of the building by Art Department Chairman Harry Hendren, who said of the May happening, "There was an enthusiasm among the students for the liberating space of the new building which they sensed even in its rough state; an enthusiasm which has grown even greater with the building's completion."



Taking advantage of warm autumn weather, these drawing students use stone benches and sidewalk to support their work as they sketch the out-of-doors. Shown here are John Wehmer, Gene Koch, Judith Wolff and Valerie Campbell.



The indoor-outdoor feeling of the studio space is greatly enhanced by huge windows and doors at the lower level which actually connect the studio with the working courts outside. Here Associate Professor Arthur Kanak and student demonstrate a prime use for the courts—outdoor painting.

recent expression during a lated philosophy into creative movement." The Basic Art class trans- express their inner feelings through free is the key. Students work toward control and are approached through the kinetic sense. *Movement* Wehmer: "Both movement and drawing-painting the first experience are you ready to control." Adds then control," explains Mrs. Amonas. "Only after media used to express and to connect with the first. the second consisting of controls, techniques and



Indoor studio space is vast and airy, allowing for long or short range study of subject matter. Irregular, pentagonal shape of studios breaks the traditional 4-walled concept of a room and gives studios an exciting feeling of sculptural space.

Movement and image-making are demonstrated by Russell Skinner on a sidewalk of a working court; he dribbles water from a bucket on the dry cement, leaving a graphic record of his movement. This experience was one of several used in the basic course to demonstrate an unorthodox approach to image-making.



Painting and drawing shapes which express their feelings are Gretchen Denham and Leonard Leonard, members of the Basic Art course. This course combines creative movement with graphic art by relating one to the other.



A Wednesday afternoon happening on the sandbar was climaxed by the building of a physical environment from available materials found along the banks of the Missouri River.

Relating their entire bodies to the environment they have created, Carolyn Chapman, Darcy Stout and Gene Sirotof express their feelings about the sculptural space found in the driftwood construction.

happening on the Missouri riverfront. Another enthusiastic enterprise at the new center is the bringing of prominent artists to campus. Last month, Peggie Phillips, renowned teacher of modern dance, drama and speech, met with art classes and directed a creative happening of student poems, plays and dance.

During the January, 1970 term, an experimental course in creative dance and total environment will bring to Lindenwood the famed Willis Ward, founder, choreographer and performer with the Willis Ward Dance Company. As artist-in-residence, Ward will be assisted by Mrs. Amonas and Mr. Wehmer in experimental work which will lead to a production involving visual, kinetic and audial effects in a physical environment created especially for it.

When the new Fine Arts Building is formally dedicated next year, its heralded diversity of appeal and use will already have been amply demonstrated.



Tom Greer and T. J. Arnold become part of a sculptural composition using driftwood and ropes.

Happily charging across the sand, members of the Basic Art class brandish sticks and imitate the movements of their leader.



From "Oh! Calcutta!" to the Genetic Code

The men and women of the freshman class studied the slides projected on the screen in darkened Young Auditorium.

One was of a graph depicting "The Malthusian Theory of Population, 1798." Another showed the world population clock's statistics that 3.9 babies are being born today each second while only 1.7 persons die. The slides were explained by Dr. John B. Moore, director of the Lindenwood Common Course who, after the lights went on, jolted his audience with this question: "What do you think of when someone mentions 'Oh! Calcutta!'?"

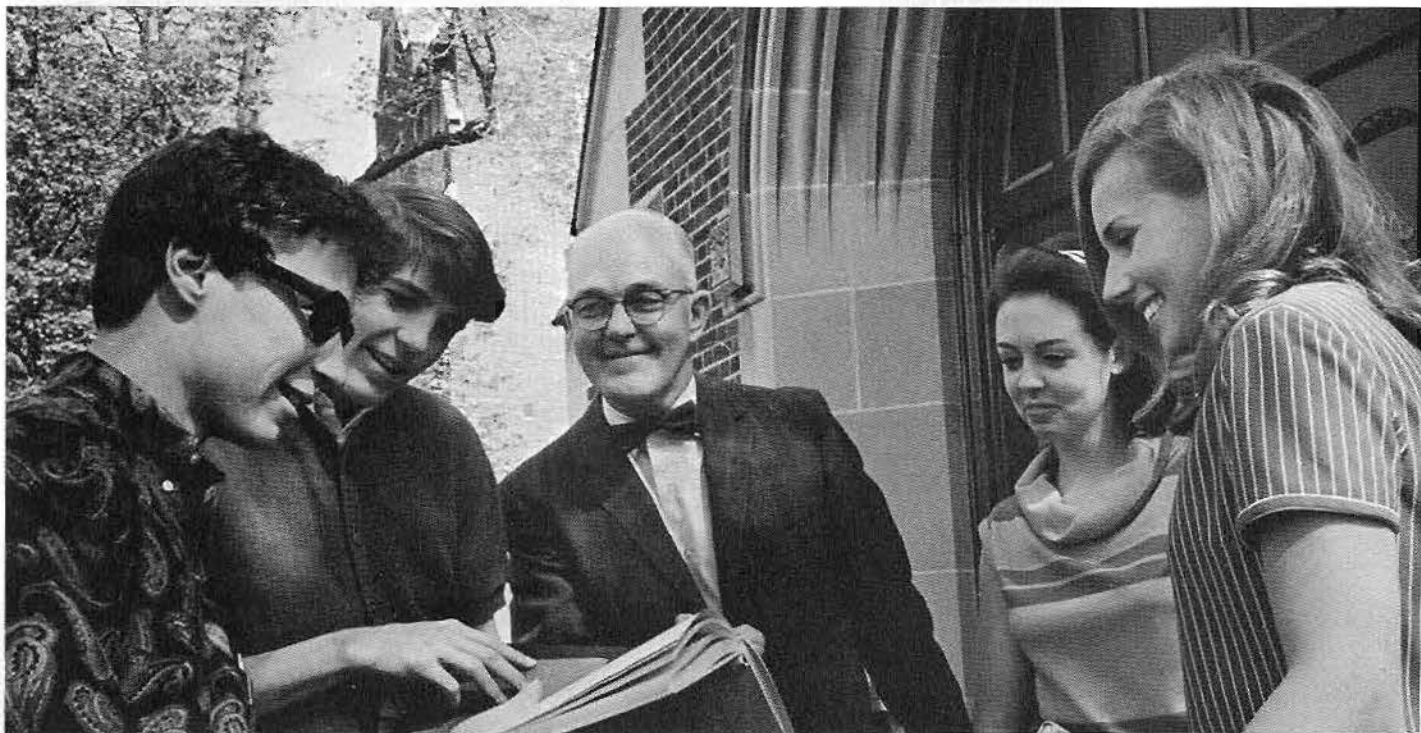
The students chuckled. "Oh! Calcutta!" is the title of an off-Broadway play this season which offers, according to *Time* magazine, "the most nudity and the handsomest nudes on the New York stage."

But "Oh! Calcutta!," Moore said, brought to his mind the dismal scene in the overpopulated Indian metropolis. "In June, there, the rain and stench steam, and the heart and stomach ache. The dead drop in the street. Men compete with cattle for labor, and the average human must pay an exorbitant rate of two rupees per month for cowdung to burn for fuel. In 20 years the population of India will surge from 7.5 to 12 million. Despite this picture," Moore then paused to spur thought, "Indians worry about the world. *Why?*"

Exploration of the Why and What of problems besieging the twentieth century is the marrow of the Lindenwood Common Course, required since 1967 of all freshmen students. Instead of traditional consignment to courses such as Economics, Chemistry, English, and World History, first-year students are offered a carefully planned program interweaving the knowledges and skills of three basic disciplines: the Natural Sciences, the Humanities, and the Social Sciences.

The Common convenes twice a week during the whole of the fall and the first half of the spring terms for, first, plenary sessions which provide audio-visual aids, debates, faculty lectures, question and answer periods, and guest speakers. Among visiting lecturers scheduled for this year are a nationally recognized computer artist, an air pollution control expert, representatives of civil rights groups, a prominent local superintendent of schools and the Mayor of St. Louis.

Dr. John B. Moore, Director of the Lindenwood Common Course.



In addition to attending plenaries, students participate in discussion groups led by the nine selected professors comprising the Common faculty. A rotation system assures that the student will be in three different discussion groups, each representing one of the three academic disciplines. Subplenary sessions, held periodically, bring together student discussion groups on their own. Finally, during the last half of the spring term, each student conducts independent research on a chosen topic. Guided by the faculty member most competent in the area of the student's project, the research culminates in a paper, required for completion of the course. This year the three top ranking papers will be awarded accordingly: Highest Honors and a \$300 scholarship; High Honors and a \$200 scholarship; and Honors, carrying a scholarship of \$100.

During the 1969-70 academic year, the Common is focusing on the theme "Environment." Topics to be explored in depth are: The Population Problem, Technology, War, The City, International Politics, and Education. Questions posed for discussion in these areas indicate the program's scope of investigation, the reading background required of students and the application of thought necessary to form conclusions. A sampling is: What is inflation and how does it affect us for better or worse? What is the basic premise of Einstein's General Theory of Relativity? How do problems of blacks in America differ from those which confronted various immigrant groups when they arrived in America? Why do individuals commit suicide, become addicted to drugs, or turn to alcohol? How can individuality be compatible with moral responsibilities or devotion to principles be-

yond self-interest? How can ultra-violet light damage a chromosome? One set of questions on the Genetic Code is interestingly titled "Why Am I?"

As students amass and analyze evidence to answer the questions, confrontations result. "This is almost imperative," Dr. Moore says. "A program like this demands the development of a personal value system. Differences are, after all, inherent in the nature of the three academic disciplines." Insights are sharpened, thought is quickened through intellectual disagreements between students and faculty—and among faculty members themselves.

At a plenary session ten days after Dr. Moore's address on population and resources, members of the Common faculty explored the conflicts of solution to the population problem. Dr. John A. Bornmann, chairman of the Division of Natural Sciences and Mathematics, presented "The Hard-Nosed View." English instructor Jean Fields argued the humanitarian position. "The absorption of scientists and social scientists in statistics," she said, "might preclude their regard for the human being as a person. The danger in the detachment inherent in their hypothetical controls is the use of man as a manipulable object. Any solution [to the population problem] must regard man's customs and traditions; it must preserve man's dignity. We must respect his values, for this is what makes him a man. We must avoid the danger of believing that the end justifies the means."

Psychology Department Chairman Edward E. Ed-dowes then addressed the students on "Freedom and Responsibility of the Individual" and Dr. Moore spoke on "Political and Economic Considerations." Students asked questions of the four faculty members, agreed or disagreed with conclusions, entered into spirited debate on population control and came away having been exposed to more than one view on a problem.

The development of open-mindedness is one of the chief aims of the Common. Students accustomed to traditional routes to learning are baffled at first, Dr. Moore says. "This is no surprise," he assures them, then adds: "By the end of the course pieces should start to fall into place, and some sort of value system should begin to emerge as well as a wider view of the spectrum of individual and group problems." In essence, the Common leads the student to an educated awareness.



Finding new approaches to learning is an excitement shared not only by Lindenwood students, faculty and administration. A Lindenwood parent, Mrs. Donald (Dottie) Beeson, of Boulder, Colorado, organized a YMCA course there on "Contemporary Cultural Change" after reading the books assigned her daughter, Diane, in the Lindenwood Common Course.

Since the following article was printed on January 19, 1969, Mrs. Beeson has received numerous requests for information on the course from small colleges, high school teachers and women's groups. Lindenwood regularly receives inquiries on the Common Course from colleges around the country.

"Women usually are more willing to accept change, to listen to new ideas than men," she said. "In each generation women are the 'leading edge' in adapting to cultural change. Women have more time to study new influences and shape the views of the next generation."

As she has studied new influences on morals, Mrs. Beeson has been able to observe the pattern in generations of her own family.

"My mother and I lived entirely different lives," she said.

"Mother grew up in horse-and-buggy days. I grew up with the automobile and telephones and radios. But our moral values were the same—set for us by society.

Probing the Reasons for a Changing World by Jane Cracraft Denver Post Special Writer

Reprinted Through Courtesy of The Sunday Dencer Post Boulder, Colo.

"For years, I couldn't talk to anybody," said a 60-year-old grandmother. "Now for the first time I can carry on a conversation with teenagers."

She was one of 20 women who were regular participants in an adult course in Boulder this fall on "Contemporary Cultural Change."

The women examined today's turmoil—student riots, teacher strikes, war protests, drug use, voter dissent, religious rebellions, the revolution of the poor—within the context of history. They traced the rise of the individual in democracy, in the arts and in religion and morals through the past 150 years. . . and they came to realize that the 1960s haven't been unique as a period of rapid change.

One participant said, "This study helped me understand changes and how they came about so I'm not so afraid of them."

Another added, "Our study of the evolution of democracy was kind of a surprise. Most of us felt it's always been like it is now—and we found out it's a changing, dynamic thing."

Women who had been shocked by recent Supreme Court decisions, such as the one banning prayers in the public schools, began to understand the role the court has played throughout American history in reaffirming individual rights under the U. S. Constitution.

"The course opened up my mind and made me realize how much is going on around me," said a fourth woman.

The class was organized by Mrs. Donald (Dottie) Beeson, who believes it's important for women to take the lead in studying changes in the world around them.



"My daughter has grown up in times much like mine, attending public schools, being a cheerleader, dating boys with cars, but the moral values now are entirely different. Today the individual makes the decisions and lives by them. . . and, really, I believe it's far healthier. I hope this change is permanent!"

To stay in tune with her son and daughter, Mrs. Beeson has often read their high school assignments, and she discovered that students today are given materials in high school which she was never exposed to in college.

And when daughter Diane went away to college last year at Lindenwood in St. Charles, Mo., she wrote home to her parents about the required "basic Freshman course" she was taking. This one class had a booklist of more than 100 titles and spanned seven major areas of learning (literature and drama, economics, political science, social science, philosophy and religion, science and medicine, art and music) to show their interrelationships since 1800.

From friends at other small, private, liberal arts colleges, Diane learned that similar courses are being taught on their campuses.

Mrs. Beeson studied Diane's booklist and set out to find as many of the books as she could in Boulder. She was able to purchase about 75 of them, nearly all in paperback editions.

Her special interest is in art, and she was fascinated to find the rise of the individual taking place in art during the same years change was coming in politics and religion and music. For centuries, artists had painted only religious subjects and noblemen.

"In 1825", she said, "the Impressionists finally broke away from church and government control of art and began painting ordinary people . . . and another revolution in art came when artists began to paint what they felt as well as what they saw."

Today's psychedelic "light shows" are a further step in the process, she added. Art is becoming more and more an individual expression, free of rigid restraints.

Another study which impressed her is outlined in a book entitled "Darwin, Marx and Wagner," showing the growth of similar ideas in three widely divergent fields in the same years--the revolutions in thinking about evolution, social classes and music.

Mrs. Beeson believed she wouldn't be the only parent interested in the new approach to learning history, so she organized a discussion group with 10 class sessions through the Boulder YWCA. The course in "Contemporary Cultural Change" began in September. Registration was \$15, with most participants buying the basic books they needed (one or two for each session) and the "Y" stocking a variety of books for anyone who needed them.

Mrs. Beeson said the course has helped her learn to ferret out what is valuable and lasting today from what is not. What's a fad, and what's part of a long-range trend?

"When I see something new," she said, "I ask the question: Will it make the individual more important? If not it probably won't last, and will be lost."

She's convinced many women would find answers to modern perplexities through this type study of cultural change. With a detailed booklist, any women's group could take it up, and the subject would be ideal for a book club, she suggested. Members could divide the list into its various topics and devote each meeting to a review of two or three books.

Women enrolled in the Boulder course this fall had special assistance--Mrs. Beeson was able to find leaders for each week's discussion from the University of Colorado. Many of the speakers were professors who have had experience in interdepartmental "honors" courses on the campus.

Here's a brief outline of the cultural change course as presented in Boulder:

1. "Thought Revolutions in the 19th century," basic book--Darwin, Marx, and Wagner by Jacques Barzun.

2. "How These Revolutions Exploded the 20th Century America," basic books--The Big Change, by F. L. Allen, and Only Yesterday, by Allen.

3. "Revolution in the Fine Arts," basic book--The Story of Art by E. F. Combrich.

4. "Revolution in Literature and Drama," basic book--New Theatres for Old by Mordecai Gorelik.

5. "Revolution in Music" basic book--The Infinite Variety of Music, by Leonard Bernstein.

6. "Existentialism--the Revolution in Religion and Morality," basic books--A Layman's Guide to Protestant Theology by William Hordern and New Directions in Theology Today by Hordern.

7. "Revolutions in Science," basic book--The Thirty Years that Shook Physics, by George Gamov.

8. "Cultural Changes in Other Countries," basic book--Wretched of the Earth by Frantz Fanon.

9. "Revolution of the Poor in America," basic book--Children of Sanchez, by Oscar Lewis.

10. "Changes in Communication, Ecology and Living Patterns," with the books, The Medium is the Message by Marshall McLuhan; The Secular City by Harvey Cox, and Science and Survival, by Barry Commoner.

Additional books for optional reading were recommended for each program. Interested groups may obtain a detailed list of reading from Mrs. Donald Beeson, 1550 Bluebell Ave., Boulder, Colo. 80302.

Lindenwood College II, the new coordinate college for men, opened on campus this September with an enrollment twice that expected, a president and dean of its own—and a seven-member board of trustees.

A total of 118 men registered for the fall semester, although the enrollment prediction had been 50.

The Dean and Vice President of the new college is Dr. Gary H. Quehl, who has served as Vice President and Dean of Lindenwood College since 1967. The President of both The Lindenwood Colleges is Dr. John Anthony Brown.

The Board of Trustees of the new college consists of seven dedicated citizens known locally and nationally for their contribution to education, business and the professions. Three are charter members of the Board, named when the college was incorporated early in 1969 and subsequently elected as officers and members of the executive committee. They are: Walter L. Metcalfe, Jr., chairman of the Board; George W. Brown, vice chairman; and Dr. John Anthony Brown, secretary-treasurer.

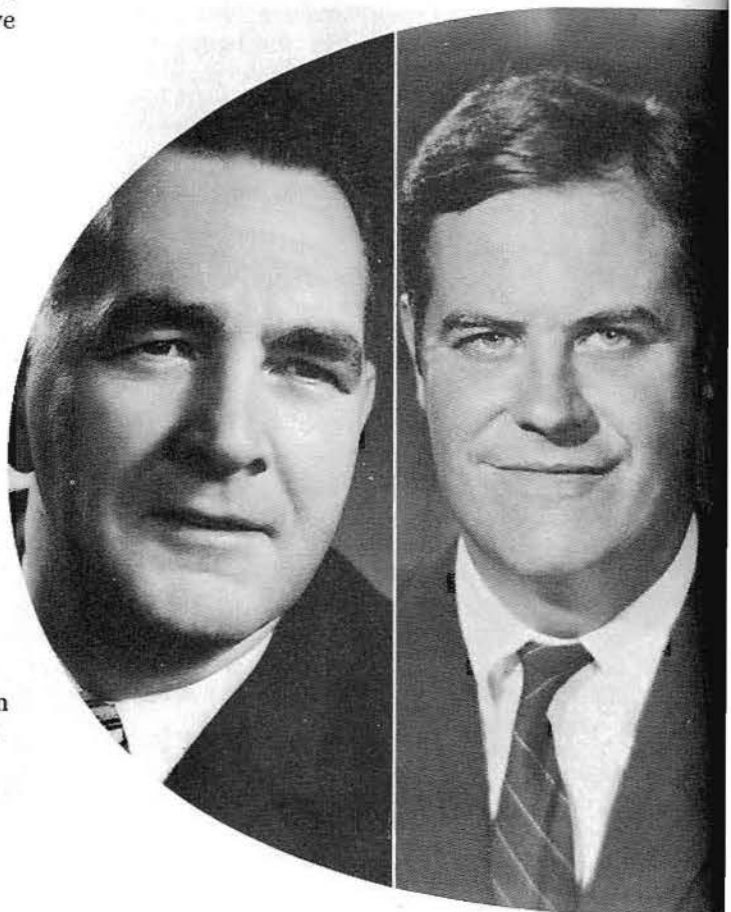
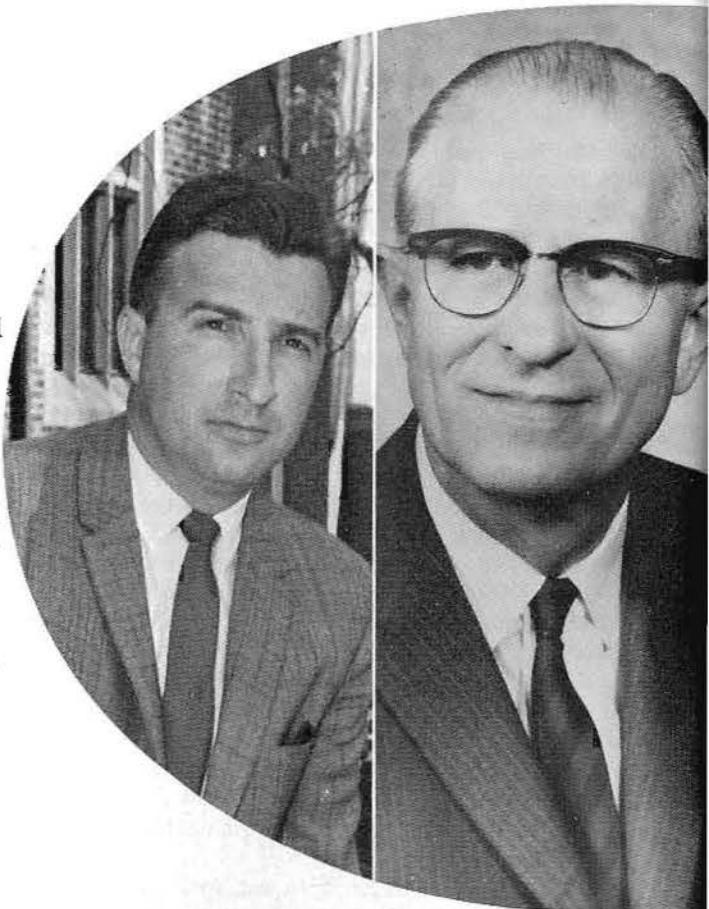
Mr. Metcalfe is an attorney with the St. Louis firm of Armstrong, Teasdale, Kramer and Vaughn. He holds a bachelor of arts degree from Washington University and has pursued advanced studies at the London School of Economics. His bachelor of laws degree is from Virginia Law School where he was an editor of the Virginia Law Review.

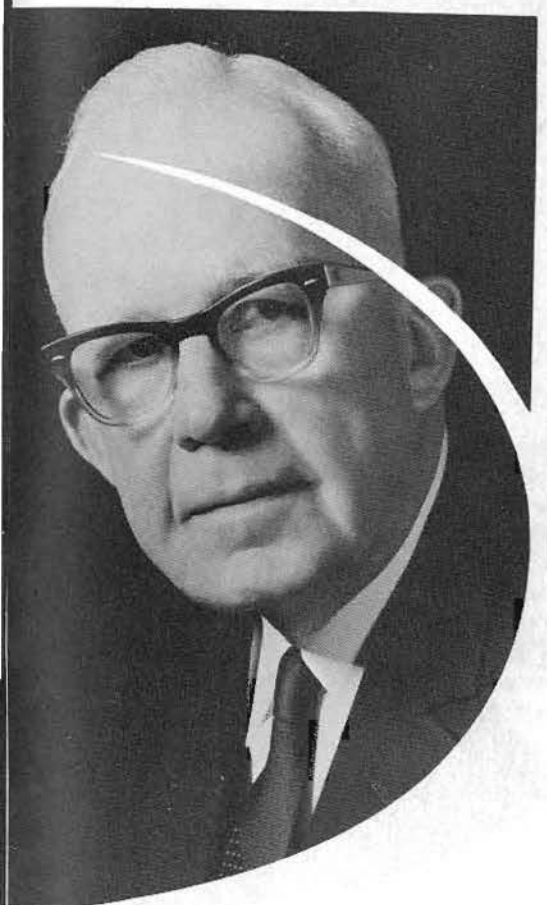
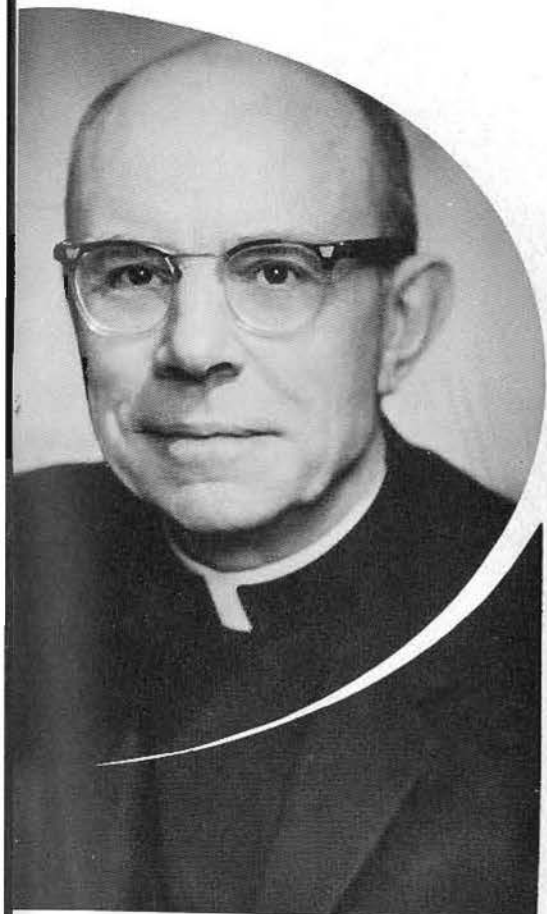
Mr. George W. Brown, formerly a member of the Board of Overseers of Lindenwood College, is chairman of the board of Wagner Electric Corporation in St. Louis. A graduate in electrical engineering from Ohio State University, he has been affiliated with Wagner since 1926 and was elected its president and chief executive officer in 1959. Mr. Brown is also chairman of the board of the National Association of Manufacturers, a director of the First National Bank in St. Louis and a member of the boards of directors of the St. Louis Area Council of Boy Scouts and the Mississippi Valley Junior Achievement.

Serving on the Board with the three charter members are four additional trustees elected last spring: the Rev. Edward J. Drummond, S.J., an educator; Carol A. Mundt, a manufacturing executive; Dr. Joseph F. Sadusk, Jr., a physician and educator; and Edwin D. Van Woert, an investment broker.

Father Drummond is vice president of the St. Louis University Medical Center and president of America's largest regional educational accrediting agency, the North Central Association. He holds the bachelor's, master's and licentiate of sacred theology degrees from St. Louis University, as well as a Ph.D. from the University of Iowa. He is a participant in the White House Conference on Health and a member of the 16-member National Advisory Allied Health Professions Council.

Mr. Mundt is vice president of American Car and Foundry Industries, Inc., and general manager of its Carter Carburetor Division. A native of St. Louis, he received his A.B. degree from St. Louis University and his master's degree from the University of Missouri. He has also studied in the advanced management program at Harvard. Mr. Mundt is an elder in the Presbyterian church and a member of the President's Council at St. Louis University.





Dr. Joseph F. Sadusk, Jr. is vice president for medical and scientific affairs of Parke-Davis and Co. in Detroit. He holds the A.B. and M.D. degrees from Johns Hopkins University and has served on the faculty of the schools of medicine at Yale, The George Washington University, Stanford and Johns Hopkins. Dr. Sadusk has served as a consultant in medicine to several departments of the federal government and as medical director of the Food and Drug Administration of the Department of Health, Education and Welfare.

Mr. Van Woert brings to the Board of Lindenwood College II an unique academic and personal experience: he is a graduate of Lindenwood College. A native New Yorker, Mr. Van Woert received the A.B. degree from Lindenwood in 1958 and his A.M. from the University of Arkansas. He is now assistant manager of the Chicago office of the investment firm, Bache & Co., Inc. He and his wife, the former Julie Orr, also a Lindenwood College graduate, are currently serving as co-chairmen of the alumnae annual giving program for Lindenwood College.

TOP ROW—LEFT TO RIGHT: Edwin D. Van Woert, Joseph F. Sadusk, Jr., and the Rev. Edward J. Drummond, S.J.

BOTTOM ROW—LEFT TO RIGHT: Carol A. Mundt, Walter L. Metcalfe, Jr., and George W. Brown.

Trustees for Lindenwood II



Dr. John Anthony Brown, a charter member and secretary-treasurer of the Board of Trustees of Lindenwood College II, holds a bachelor's degree from Temple University and a master of arts from the University of Chicago. He has a national reputation as an innovator in higher education, and has been recognized with honorary degrees from four colleges: Westminster, Ursinus, Tarkio, and Rider.

Dr. Brown is president of the Independent Colleges and Universities of Missouri, a member of the Higher Education Coordinating Council of Metropolitan St. Louis and president of the Seven College Consortium.

Author, educator and administrator, Dr. Brown was Vice President and Dean of Faculties at The George Washington University before accepting the presidency of Lindenwood College in 1966. In 1969 he was also named President of Lindenwood II.

COMPUTER CENTER



Although use of the 1620 computer in Young Hall of Science has been part of the instructional program at Lindenwood for several years, 1969 marks the establishment of a Computer Science Center with a full-time director, Dr. Aaron Konstam.

Formerly a research specialist with Monsanto in Dayton, Ohio, Dr. Konstam has served on the faculties of Wright State University, Brooklyn Polytechnic College, and the Technion-Israel Institute of Technology. In the following article he discusses the range of services the new center can provide at The Lindenwood Colleges.

by Aaron H. Konstam, Ph.D.

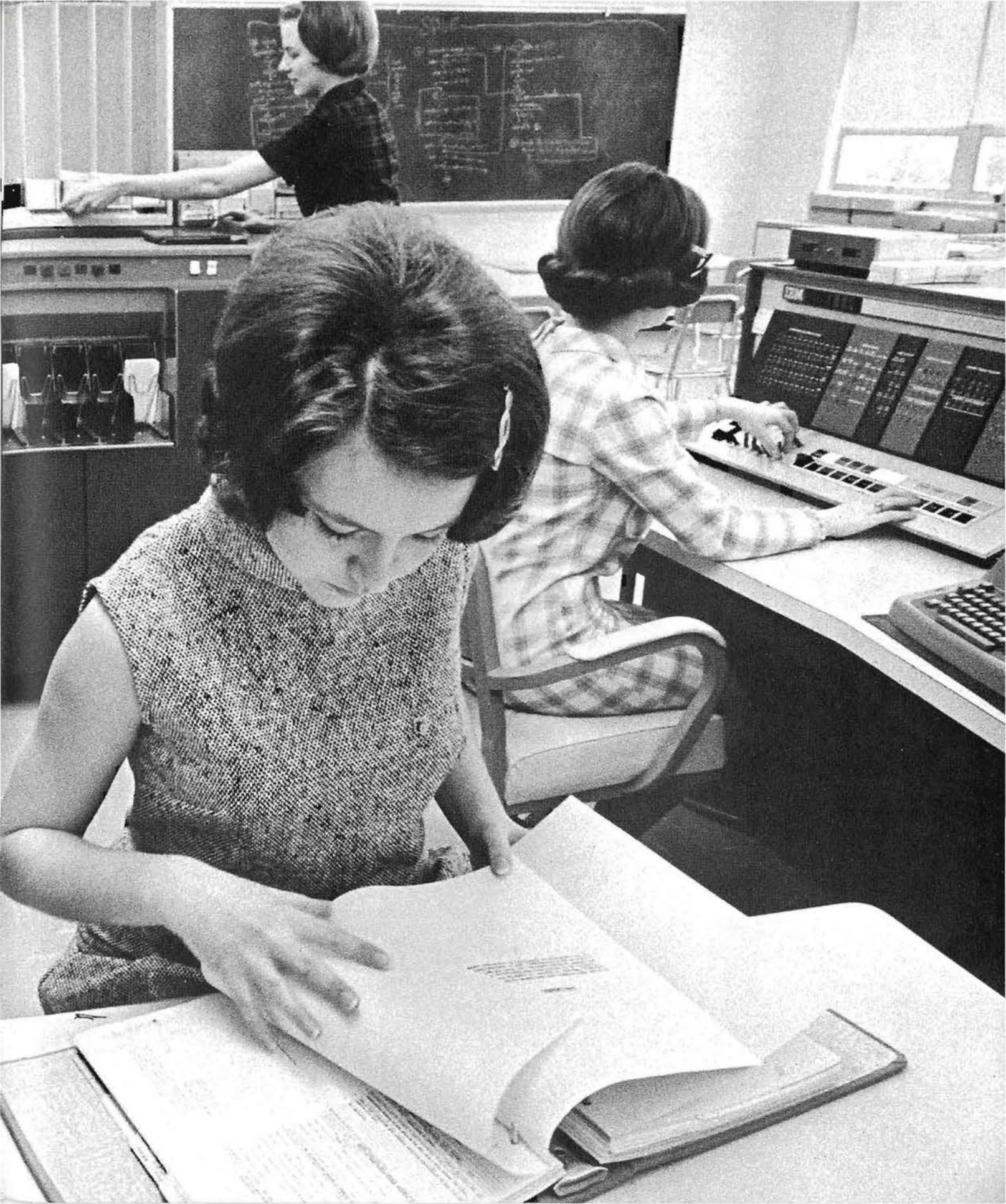
The establishment of a computer center at The Lindenwood Colleges will hopefully serve a variety of functions as part of a total educational experience.

With its establishment, it becomes immediately possible for both students and faculty to use the computer as aids in independent study and research programs.

Most people are aware, especially in light of our space program, of the fact that computers can be used in connection with scientific and engineering endeavors. It is hoped, however, that the center will make people also conscious of applications of computers to research in the social sciences, psychology and the humanities.

The possibilities of computer aided teaching becoming an integral part of our instructional program can also be investigated through the computer center. The possibilities are endless but, for example, a computer controlled cathode ray display tube can be used to demonstrate functions and curves in math classes, grammatical construction in language class, and design in art classes. It is hoped that the staff of the computer center can, through formal courses as well as through personal contact, act as resource people to support the interests of the faculty and students in computer related studies.

In addition to these more obvious functions, a computer center, especially in a liberal arts college, is called to serve what may be a less obvious function. By its very nature such a center serves as the embodiment on campus of the man-machine confrontation; it is a symbol of man's struggle with the problems of his mushrooming technology. Therefore, the student's experience with the computer can and should serve as a springboard for involvement both inside and outside the classroom in the problems of man's struggle with the technology he has created. It is only through developing an appreciation for the issues involved in this struggle that man gains the ability to intelligently harness his technology. And if man does not learn to harness his technology, the day will come only that much quicker when technology begins to harness man.



A Long Successful Summer

The sign inside the window of "Athletic Futures," in the West End poverty area of St. Louis, read: "Give a damn. Support the Mayor's Council on Youth Opportunity. Give summer jobs."

Lindenwood had done just that. Early last June, the College set up headquarters for Athletic Futures, its summer sports program, right in the heart of a major poverty district. Professional staff and student assistants were hired from the neighborhood. Contracts for food and other services were let to nearby businesses. On June 12 the doors opened on the College's first organized summer sports program in the inner city.

Funded largely by a grant from the National Collegiate Athletic Association in contract with the Department of Health, Education and Welfare, the program attracted each day an average of 270 young persons 12 to 18 years old. Each received a daily free lunch and one



Shown at the headquarters of Lindenwood's 1969 summer sports program in St. Louis is faculty member Mrs. Joy K. Ebest, who directed the program; Linda Brown, sophomore at the college; and Robert L. Harrison, football coach at Sumner High School in St. Louis.

medical examination during the five-week period covered by the grant.

The program consisted primarily of sports activities such as baseball, basketball, football, track and field, swimming, gymnastics, judo, tennis and soccer. Other activities included group discussions on social problems, free movies, and instruction in crafts, auto mechanics and modeling techniques. Linda Brown, a Lindenwood sophomore from St. Charles, not only taught sports but gave a series of lessons in modern dance.

Director of Athletic Futures was Mrs. Joy K. Ebest, instructor in physical education and advisor to the Lindenwood Athletic Association. Both she and President John Anthony Brown are active members of the St. Louis Council on Youth Opportunity.

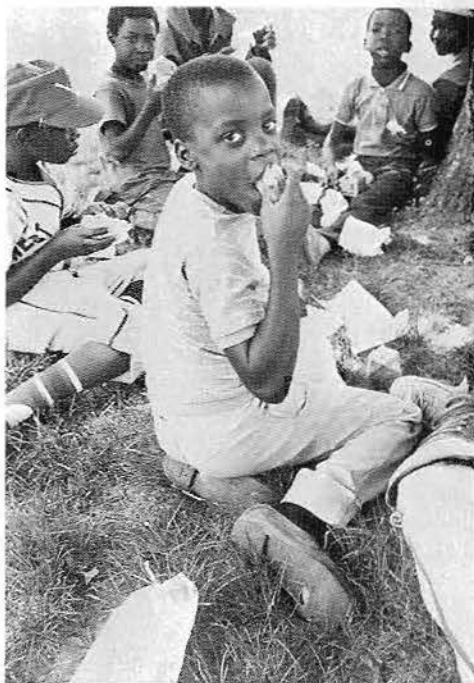
Mrs. Ebest donated her services to the summer program and was instrumental in obtaining funds from the

Danforth Foundation to continue the project four weeks after the federal grant expired. Instead of concluding on July 18, Athletic Futures ran through August 15.

Lindenwood's long, successful summer in the inner city was praised by the program's assistant director, Solomon Brooks, a former local president of CORE and a leader in the St. Louis black community. He had no doubt that the program helped prevent juvenile delinquency in the city's West End.

Compliments came also from the Mayor of St. Louis, the Honorable Alfonso J. Cervantes. He praised the involvement of a private college in a poverty area program, and expressed to President Brown his personal thanks on behalf of the youth made happy this summer.

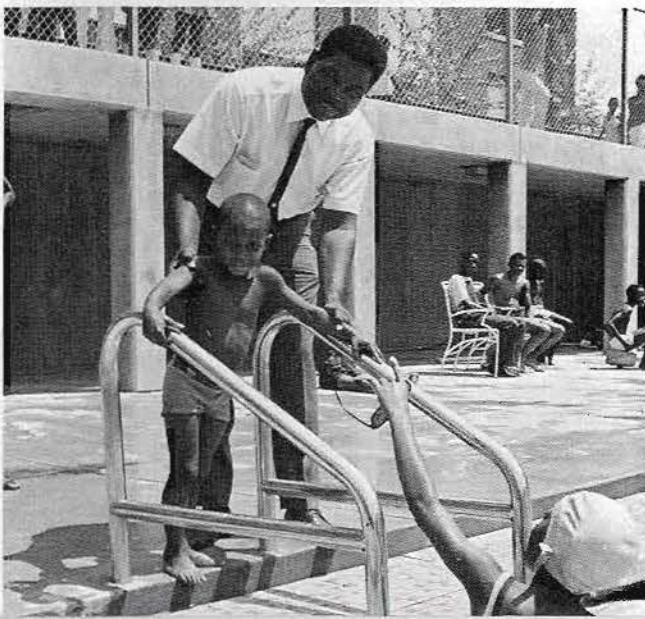
The hundreds of youngsters who flocked to Athletic Futures this year hope the doors will open again in June, 1970.



The daily lunch break.



Linda Brown, Lindenwood student from St. Charles, taught techniques of tennis and modern dance to inner-city youth.



Solomon Rocks, assistant director of "Athletic Futures" and a leader in the St. Louis black community, encourages reluctant youngster to try another swimming lesson.

In this day of moonwalks and moratoriums, Lindenwood's courses during the January, 1970 term will range from "The History of Revolution," taught on campus, to studies of classical art and literature taught in Greece.

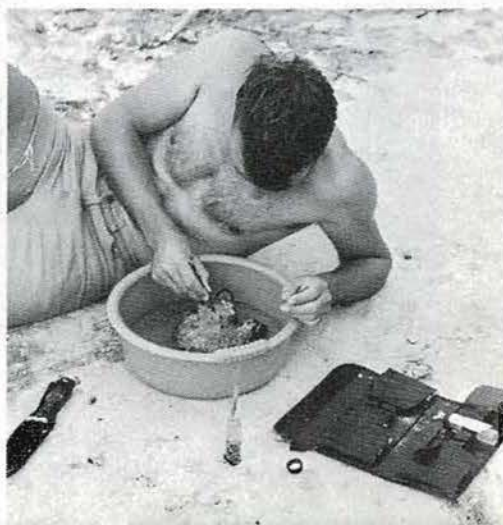
The spectrum of on- and off-campus courses, some offered in cooperation with other liberal arts colleges on the 4-1-4 calendar, will give students the opportunity to study, for example, James Joyce's Dublin, A Divided Germany, The Integration of Cultures in Hawaii, Afro-American Studies in Atlanta and Education in Great Britain. Some will conduct independent research in Peru, Switzerland, New Mexico, Florida, and at institutions in St. Louis.

Last January more than one-fourth of the student body pursued off-campus courses in cities and states around the nation, as well as in Italy, France, Mexico, Jamaica, Ireland, England, Norway, Sweden, Denmark, Greece and Turkey.

As 1970 launches students into another exciting January term, the saying is truer than ever: Come to Lindenwood and study anywhere in the world.



On, Off and





Away

ARCHIVES 2
Lindenwood College Library
Campus

