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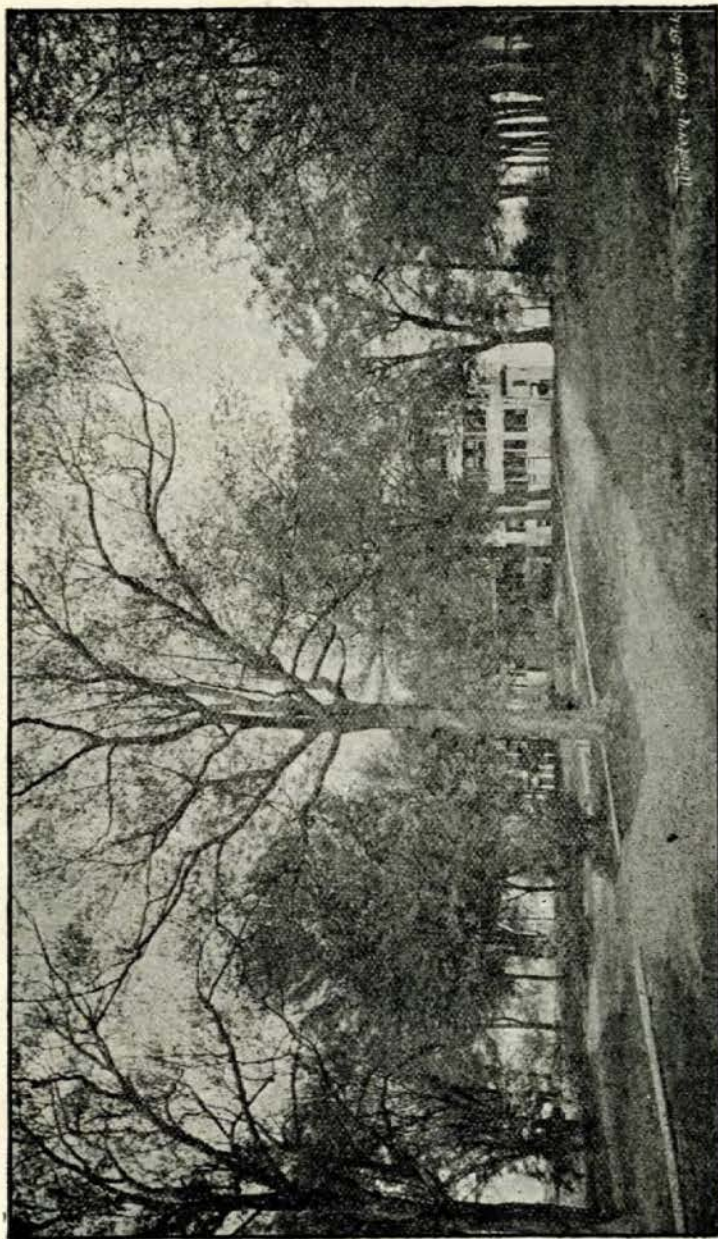
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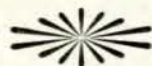
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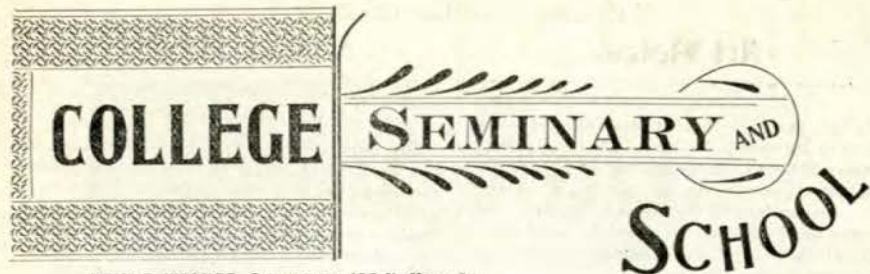


Lindenwood College
Text Books

PLOW'S and GUNTHER'S
FAMOUS
CHOCOLATES

CHARLES E. MEYER

207 N. Main St., ST. CHARLES, MO.



JOHN E. WAGNER, PUBLISHER, 133 N. MAIN ST.

Vol. 1

St. Charles, Mo. October 1900

No. 1

Lindenwood College

Lindenwood Opening.

The College Enters upon Its Seventieth Year.

On Wednesday, September 19th, Lindenwood entered upon its seventieth year's work. Founded in 1830 by Major SIBLEY, the school has ever stood a fitting monument to the noble, christian life of the founder.

This year, upon their return, the students found that many and valuable improvements had been made, and the Lindenwood, always beautiful, was even more so, than ever before. During the summer, the rooms on the dormitory floors were newly papered and many of them newly carpeted, making them bright and cheery. New curtains here, new pictures there, and many such changes of minor importance, give to the school a most home-like air. New flagstone pavements now lead from the building to the avenue and also to the gymnasium, and several more such walks are soon to be laid. Nor are these all the improvements of this kind. With an increased attendance and an enlarged corps of teachers this year promises to be one of the most pleasant and at the same time most profitable ever passed by the school. Our opening was on Wednesday and by the first of the following week schedules had been prepared and earnest work begun.

Faculty Notes.

The faculty of Lindenwood feels privileged in congratulating itself on the valuable acquisitions this year.

Miss PAULINE LAPATNIKOFF, of Ontario, Canada, has charge of the department of modern languages. Miss LAPATNIKOFF is a graduate of the University of Toronto, and a teacher of some experience. Speaking with fluency

German, French, Italian, Russian and English, she is enabled to teach with the greatest success and her work is making her department most popular.

Mr. VICTOR LICHTENSTEIN has taken charge of the Violin Department and in him Lindenwood has one of the leading artists of the West. Mr. LICHTENSTEIN was born in St. Louis and studied the violin there for several years under the direction of GUIDO PARISI. In '93 he went to Leipsic, entered the Conservatory there and studied for two years. While there he acted as Grand Master of the Gewandhaus Orchestra. Leaving Leipsic he went to Brussels, there studying with THOMSON, ISAYE and others. He is at present a member of the Symphony Orchestra of St. Louis and also of the Artists' Guild and Musicians' Guild. His playing is marked by an interpretation and depth of feeling rarely equaled.

The Voice Department is under the direction of Miss DOROTHEA BLAYDES, of Louisville, Kentucky. Miss BLAYDES studied for two years in Cincinnati, after which she went to New York, there studying for two years with HAWLEY & CHASE. Finishing her course there, she spent one year in study in Paris. She has had four years experience in teaching and is fitted in every respect for her position. Her power of interpretation makes her singing most pleasing to her hearers.

Miss CAROLINE CREW, a graduate of the Cincinnati Art School has charge of the Art Department. Miss CREW has spent several years in preparing herself for teaching and is thoroughly acquainted with all the branches of her work. All in this department are pleased with the thorough work which is being done.

Miss SARAH BRACHMANN has been secured to take charge of the Preparatory Work. Miss BRACHMANN is a graduate of Lindenwood, having finished her work here last year, and at that time was secured to the position.

Art Notes.

In this age more than ever before Art is applied in its broadest sense. There are illustrators of books, designers for wood-carving, wall paper, carpets, magazine covers, posters, etc.; decorators of china and pottery, and others too numerous to mention, but higher than all these is he who draws and paints from nature as he sees it.

In order to do this, simple things as blocks, spheres, pyramids, casts of the different parts of the body, as the hand and eye, must be used as models first, until the hand learns to do correctly what the eye sees.

This is the work in which the drawing class is now engaged. They are working from casts and studies from still-life. The art studio is now attractive with bunches of brown-eyed Susans in vases and groups of fruit arranged gracefully but carelessly on harmonizing back-grounds. This kind of work does not at first seem interesting, because it is thought simple and tedious; but in attempting to draw a single leaf there is found a beauty in its curves and the position of its veins, that at once astonishes and pleases the student.

This is one reason why copying loses its charm and value. One usually finds that the study used in copying is exaggerated, for often the lines are too sharp, the colors too hard. There are no corners so sharp, no colors so contrasted in nature that the artistic sense is shocked.

The class will work during the winter months with what of nature can be procured, that they may be prepared for out-door sketching in the Spring, when the art students will take trips to the woods, to the river and other places affording beautiful scenery.

* * *

Miss CREW, the art teacher, takes a deep interest in the students in her department. She seems anxious to start them right, so they will find true enjoyment in their work.

The students are enjoying their work under Miss CREW, who has come to Lindenwood highly recommended by the leading artists in the Cincinnati Art School and those for whom she taught. Her work indicates the fine touches of the true artist, and not that of the copyist.

Senior Notes.

"WE ARE SEVEN."

The hopes, the aspirations of the class of 1901 are at last realized, for they are proud and happy Seniors. Not forgetful of the many promises made last year as to their exemplary conduct as Seniors, they were quick in gathering their forces and now claim the honor of being the first class to organize, which they did on September 22.

It was pleasant to greet the familiar faces and be gathered once again as a class, but the happiness was marred by the absence of three dear class-mates, two of whom, Miss ANGIE YORK and Miss MARY GEBBIE, are kept away by illness; the third, Miss ALICE BRYAN has been taken from their number by her sad death in the recent storm at Galveston.

Miss ALICE BRYAN and her mother, of South McAlester, I. T., were visiting friends in Galveston for a few days prior to her departure for school, when both were overtaken and lost in the flood which so recently visited that city. ALICE BRYAN was one of Lindenwood's most promising daughters. Combined with a charming, attractive personality, she was endowed with a bright mind and had developed a beautiful christian character. Her absence is keenly felt and lamented, for her presence in the home and school was a ray of sunshine to those about her. She was dear to the hearts of both her teachers and school-mates, who loved her for her many admirable qualities of mind and heart, her interest in them and her work.

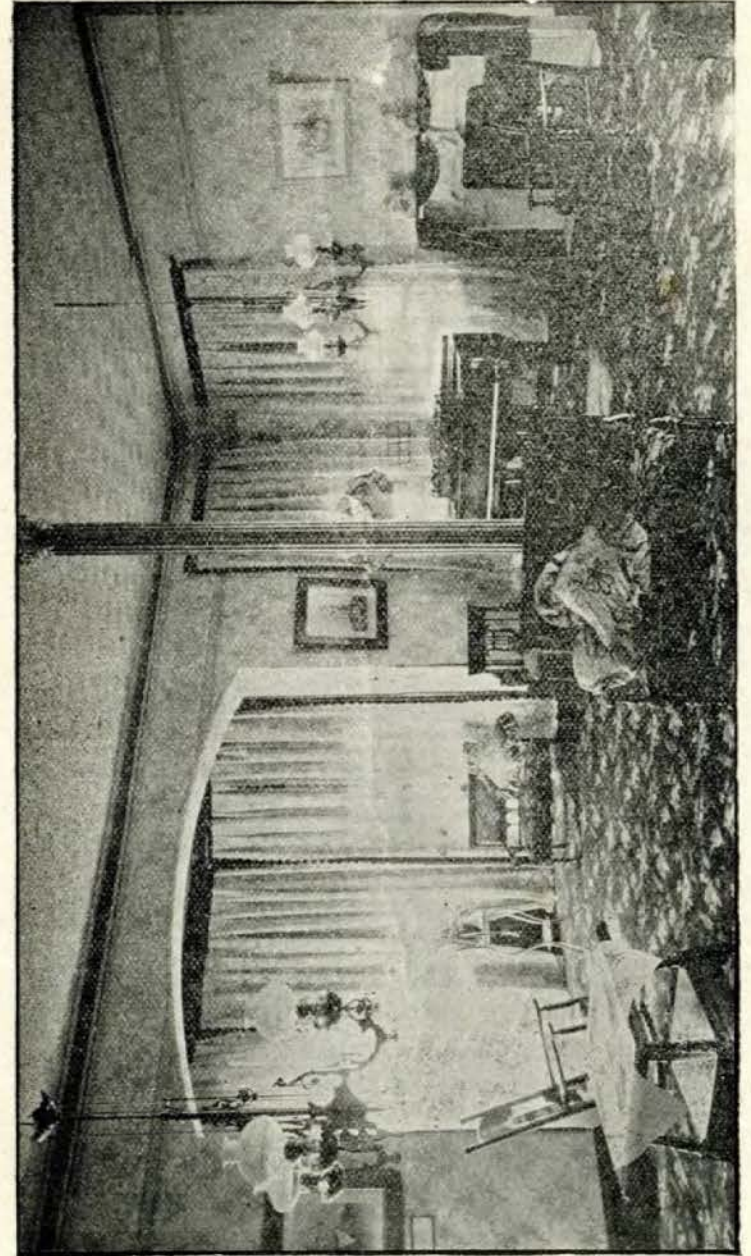
The class adopted the following resolutions, which were sent to her bereaved father and sister:

RESOLVED, First—That we, the classmates of Miss ALICE BRYAN unite in expressing our deep and heart-felt sorrow at the irreparable loss that has come to us so suddenly in her death.

Second—That we can never forget all she has been to us—we loved her for her unswerving loyalty to her class, her delicate sense of honor, and her unselfish happy spirit.

Third—We shall miss her more than words can tell. Although the youngest in our class, she was first in recitations, as well as in social circle, and in our merry-makings. She seldom missed the vesper service where her voice was always heard.

Fourth—While we cannot understand the mysterious Providence that has so suddenly snatched her from us—and while we miss her sweet smiling face and the warm clasp of her hand, yet we know that she has fallen asleep in Jesus and in that Eternal City "where no storm ever beats on the glistening sand."



she is sitting at the feet of her divine Master and learning of Him.

Fifth—That we send a copy of these resolutions to her father and to those who loved her best and with it our loving sympathy and prayer that God may be their shelter and rock as the tempest of anguish and sorrow beats and sweeps over each heart.

(Signed)—STELLA LUND, President,
EVA LEMMON, Secretary,
HARRIET PICHER, EMILY RUSSELL,
FLORENCE ALLEN, ELINOR KLENN.

* * *

IN MEMORY OF HER LIFE.

A storm blew out of the boist'rous sea
That moaned on the whit'ning beach,
Man's dwellings fell before its breath
And wreck and woe and tears and death
Together blew from the boist'rous sea
That moaned on the whit'ning beach.

No storms blow out of the Crystal Sea
That sings on its shining shore,
God's mansions stand eternal years,
Nor woe, nor wreck, nor death, nor tears
Shall e'er blow out of the Crystal Sea,
That sings on its shining shore.

M. H. R.

* * *

MISS EVA LEMMON has enjoyed the summer among friends in St. Charles.

MISS PICHER, of Joplin, was accompanied on her return to school, by her father.

DR. and MRS. REASER have accepted the invitation of the class of 1900 to honorary membership in the class.

MISS EMILY RUSSELL has returned from her home in Woodson, Ill., to spend her senior year with her aunt, Mrs. E. G. FERGUSON, of St. Charles.

MISS ALLEN and her mother, Mrs. R. L. ALLEN, were the first arrivals at the College after a pleasant vacation in Kansas City and Excelsior Springs.

MISS LUND spent most of her summer at Lindenwood, employing most of her time in her favorite work of art under the direction of Mr. F. L. STODDARD, of the Art School of St. Louis.

The class of 1900 is still able to keep a censorship over their younger sisters, for one of their members, Miss HELEN STUMBERG, is seen at the College almost every day, as she is busily engaged in lessons in voice and piano.

At the meeting of organization of the Class of 1901 the following officers were elected: President, MISS STELLA LUND; Secretary, MISS EVA LEMMON. With such leadership the class feel assured of a most successful and happy year.

In memory of Miss ALICE BRYAN, her classmates of 1901 have decided to present to the College a large picture of her, to be hung in

the College halls, where all who loved her may have the pleasure of seeing her sweet face, if deprived of her presence.

MISS KLENN, of DeSoto, Mo., and Miss BERTSCH, of Parsons, Kan., report a happy vacation spent among friends and at home. The latter Senior has been wisely preparing herself for the practicalities of the future in learning to cook. "Something attempted if not done."

The Senior Class promises to be a model one in the matter of promptness, for even before trunks were unpacked, class meetings were being announced and items of interest dear to the class being discussed. Indeed they even inflicted themselves upon the poor faculty and demanded a consideration of an appeal right in the midst of the schedule work, nay, indeed, before some of the fatigued teachers could get their trunks unpacked. Dear, cruel Seniors! why ask to leave your lights burning before study begins? Why to take "country walks" during equinoctial storms! Why to have a Senior table when no table in the dining room is large enough for you! Wait, thou, until a more consistent time.

Junior Notes.

Rika, Rika; Dödest Eden;
E Conspectu; Roble Scœcn.

This year we miss the dear and familiar faces of Miss CLARA MEINTS and Miss BESSIE SANDERS, both of whom, we regret, are compelled to stay at home. Miss MEINTS has entered the High School at her home in East St. Louis, Ill.; Miss SANDERS in Springfield, Mo. But we welcome in their places our new members, Miss MARTHA HUSTON, of St. Joseph, Mo., Miss BENOLA VAN METER, of Parsons, Kan., and Miss JESSIE VOUGHT, of Pana, Ill.

Our class now numbers seven. The sacred and mysterious seven of the past ages! With that number to cast a shade of mystery over all of our proceedings, we intend to live up to our motto, "Sapientes Similes Utilis!"

If the old adage "Variety is the spice of life" proves true, ours will be a spicy class indeed. For we have with us MANTIE ELLIS, the prize winner; JESSIE VOGT, the musician, whom we expect soon to compose for us a class song; BENOLA VAN METER, the dignified member of the class; STELLA NESTER, the quiet one; ALICE SCHOENEICH, who represents St. Charles, and MARTHA HUSTON and IRENE LODA, the long and the short of it. We want to have their pictures framed together, to be left to the College as an illustration of "Before and After Taking!"

With this variety in its membership, the Junior class expects to make a brilliant record, entirely independent of the example set by the Juniors of '99 and '00.

Class Work.

The Latin classes in translation are finding an enjoyable relief to their work in the preparation of note books on Roman history and mythology.

The modern languages are being greatly enjoyed with our teacher, MISS LAPATNIKOFF, who has already charmed her students with her excellent methods and interesting interpretations.

The Bible study under the able instruction of our Dean, Dr. J. G. REASER, opened with an interesting lecture. The work for the year will embrace a close study of Christ as the Great Teacher.

The physical culture work promises to be of more value than ever to the students. The early morning hours are being devoted to the gymnasium classes, so that the training may be given to the body while the vitality is furnished for the exercise.

The never ceasing hum of pianos, intermingled with a constant din of "Ahs" and "Ohs" and violin scales indicates the amount of musical talent at the school this year. The earnestness which has been shown already in the work and practice, foretells fine results for the future.

Personals.

Since the opening of school, Lindenwood has had the following visitors:

Mrs. Addie Dunham	.....	Macon, Mo.
Mrs. Philip Gaines	.....	Macon, Mo.
Mr. and Mrs. J. H. Taylor	.....	Joplin, Mo.
Mrs. E. O. Voght	.....	Pana, Ill.
Mrs. C. A. Parker	.....	Webb City, Mo.
Mr. W. D. Allison	.....	Indianapolis, Mo.
Mr. A. G. Lowry	.....	St. Louis, Mo.
Mr. L. W. Bencini	.....	St. Louis, Mo.
Mr. O. H. Pieher	.....	Joplin, Mo.
Mrs. Dr. Curryer	.....	Cottleville, Mo.
Miss D. W. Pettus	.....	Mobile, Ala.
Mr. J. M. Lewis	.....	Quincy, Ill.
Miss Steele	.....	Lawrence, Kan.
Mrs. M. Joseph	.....	Quincy, Ill.
Mrs. E. A. Wilson	.....	St. Louis
Mr. Cohn	.....	Galveston, Tex.
Miss Edna Schaefer	.....	Belville, Ill.
Mrs. A. S. Giffillan	.....	Galveston, Tex.
Judge S. P. Huston	.....	St. Joseph, Mo.
Mrs. Geo. Vieh	.....	St. Louis, Mo.
Mrs. Chester Birch	.....	Joplin, My.

Mrs. CHESTER BIRCH, of Joplin, Mo., accompanied her sister, Miss MADGE WELTY, of Joplin, Mo., who is registered in the senior preparatory year.

MISS FRANC WRIGHT, of Nevada, Mo., of the class of '00, feels a deep interest in the welfare of Miss MABLE LINDLEY, of Nevada, Mo., who has entered.

MRS. A. KIMBALL, of Arkansas City, Ark., will spend the year at Lindenwood with her little daughter, DESHA, who began her work here last year.

We are glad to have with us again Mrs. R. L. ALLEN, who is with her daughter, Miss FLORENCE. Our life is brighter and happier for Mrs. ALLEN's sweet influence and care.

Lindenwood is always happy to have her daughters show their interest in her, as some have done this year. Miss EDNA SCHAEFER, of Belleville, Ill., of the class of '99, entered her sister, Miss LEOTA SCHAEFER.

Mrs. SMOCK, of Troy, Mo., who has come to serve us as a matron, is proving herself invaluable in our home, where her constant attentions to the many needs are given in the gentlest and most patient way.

MISS DAISY WINSTON PETTUS, of Mobile, Ala., has been the guest of Miss BAUMES for a few days. Miss PETTUS is lady principal of the Judson Institute for Young Women at Marion, Ala. She was returning to her duties from a delightful summer spent in Colorado. Having had several years' experience in girls' colleges, we were glad to hear her many expressions of pleasure in Lindenwood, one of which was that she never was in a more home-like school.

Opening Reception.

New Sisters and Daughters Introduced to the Happy Lindenwood Family Circle.

In order that our new sisters and daughters should not feel like strangers in a strange land, a warm welcome and the right hand of fellowship was extended to them by the faculty and old students on Friday evening, September 21. The parlors and halls, which had said adieu to the rippling laughter and merry smiles during the past summer, again rang with peals of merry belles just fresh from the links and sea shore and all sports such as our summer girls find time and energy to enjoy. To those whose coming was the first taste of College life and who had only heard of Caesar and poor meals three times a day, we wished to show that there is more in our dear old Lindenwood where we live as one large family.

The new comers accompanied by former students, having passed the reception line composed of the faculty, were restored to their former ease by dainty refreshments and each learned to know her neighbor as well as herself and in some cases much better. We re-

paired to the recital hall, where we had described to us in the form of a recitation by Miss LONG the method of obtaining a "H'Englishman" and a new Queen Anne cottage. Several numbers were rendered by the faculty of the music department, making on the whole a very pleasurable impromptu program. Thus closed a delightful evening.

Teachers' Recital.

The Music Department Introduces Its Newly Acquired Talent.

On Friday evening, September 28th, the faculty of the Music Department of Lindenwood gave its first recital. As this was the first appearance of Miss BLAYDES and Mr. LICHTENSTEIN, the concert was looked forward to with great expectations, nor were those who were present in any degree disappointed. We would not attempt to pass in criticism upon the performances. The selections were all ably rendered and highly appreciated by those present. The following was the program:

PROGRAM.

1. Chopin—Polonaise in A flat, Op. 53—
Piano Solo
MR. GEORGE C. VIEH.
 2. Massenet—Pensee d'Automne—Vocal Solo
MISS DOROTHEA BLAYDES.
 3. Longfellow—Cutting from "The Courtship of Miles Standish," - - - - Reading
MISS FRANCES LONG.
 4. a. Svendsen—Romance } - - Violin Solo
b. Hubay—Czardas. }
MR. VICTOR LICHTENSTEIN.
 5. a. Hawley—The Sweetest Flower That
Blooms
b. Lynes—Sweetheart.
c. Spicker—Shall I Wed Thee. - Vocal Solo
MISS BLAYDES.
 6. Haberton—Selection from "Helen's Babies"
MISS LONG. - Reading
 7. Bach—Aria on the G string. - Violin Solo
MR. LICHTENSTEIN.
 8. Chopin—Nocturne in E flat, Op. 9, No. 2 (Revised by the Composer). - - Piano Solo
MR. VIEH.
- M. H. REASER, PH. D., President.
GEORGE CLIFFORD VIEH, Director and Piano.
MISS GRACE EDITH CRANE, Piano.
MISS DOROTHEA BLAYDES, Voice.
MISS FRANCES LONG, Elocution.
VICTOR LICHTENSTEIN, Violin.

Greek for Girls.

The aim of this article is to give a few reasons why girls should include, in their college course, a pretty thorough knowledge of Greek.

And first, it is conceded that the Greek language is, in many respects, the most perfect instrument of communication that men have ever known. For the expression of nice distinctions of thought, for the formation of new words by compounding, for its

"Euphonious swell and rhythmical roll,"

as heard especially in the grandest epic of the ages, the Iliad of Homer, it is surely not equalled by any tongues of earth. To have some knowledge of such a language is a satisfaction and an accomplishment which a young lady might earnestly covet.

Again while the Greek is called a "dead language," there is a sense in which it is most vigorously alive. True, it does not enter into the English language as an element, as largely as Latin, and falls very short of the Anglo-Saxon, which is the real basis of our language; yet the five per centum of Greek words is of vastly more consequence than the numerical ratio would indicate. These words are expressions of important ideas and

"Grandly the thought rides them,
As a good horseman his steed."

And then it must not be forgotten that Greek is today a spoken language; and although "modern Greek" is sadly deteriorated from its original, it has not, like the Latin, passed into another tongue, but is still Greek.

It is a significant fact that the final form of divine revelation has been given to men in this beautiful, and accurate language. More of this further on.

Moreover, young ladies of an ambitious turn of mind, should acquire a knowledge of Greek, because not only many of the sciences, physical and philosophical, abound in terms of Greek derivation; but especially is this true of those particular branches in which girls are usually interested.

Geology, Botany, Zoology, Physiology, Meteorology, Astronomy are for their technical terms dependent almost wholly upon the Greek. And it is surprising what help to clear conception and memory comes from a knowledge of the origin of the terms appropriated by any of these "sciences." For illustration: a student is perplexed to distinguish between, say, "aphelion" and "perihelion." When, in her Greek grammar she finds that "ap" is from "apo," a preposition meaning "from," and "peri" is a preposition meaning "near," also that "helion" is "sun," her trouble vanishes; "aphelion" must mean "from the sun," "perihelion," "near the sun." So it may safely be said that a knowledge of the Greek language acquired in the ordinary classical college course, will shed a flood of light upon the very

studies in which girls take a special interest.

Strong emphasis is added when it is suggested that so many of the professions and employments of recent days which are inviting intelligent, self-reliant girls and women and affording opportunities for honorable independence, are very largely indebted to the Greek for almost their entire peculiar terminology. Physiology, Pharmacy, Telegraphy, Telephony—the very names are Greek, "all Greek;" and a practical knowledge of the language would not only be satisfaction to lady physicians, telegraphers and "hello-girls," but would from many a blunder free them in the use of the terms of their calling.

The final and most important reason why girls should study Greek is found in the relation they sustain to the teaching work of the church. It is well known that three-fifths of the membership consists of women. A like proportion, if not larger still, of the teaching force in the Sabbath schools, is composed of girls and women. The text-book in these "colleges of Christ" is the Bible. Of this the complementary and final portion is the New Testament. The original is in Greek. And only the student that can read this precious book in the writing which is "God-breathed," inspired, can appreciate the advantage which this ability gives him. The teacher of the infant class as well as those of intermediate and Bible classes can, from their treasure of the knowledge of the "original" bring forth "things new and old;" things glowing with a gleam of inspiration which translation has of necessity dimmed. The expounder of divine truth, whether preacher or Sabbath school teacher whose knowledge of the language of inspired scripture is sufficient to keep him from pedantry in its application, possesses an element of interest and power which can always be made most attractive and impressive.

It will be a propitious sign when the "helps" of our Sabbath school teachers shall include a Greek Testament, readable with fair facility and always at hand for reference before the classes. Of course these reasons would also bear upon the importance of the study of Hebrew. Not, however, with equal force, and this paper is concerned only with Greek. Why is it that in ladies' colleges the Greek is so generally an "optional" study? Partly because it is considered "too hard" for girls; partly because modern languages, notably French and German are esteemed more important; and perhaps chiefly because girls are apt to be overburdened with "accomplishments," drawing, painting, modeling, music, etc., etc.

The first of these considerations ought to be regarded as insulting by any industrious girl student; in reference to the second, it is a grave question whether much advantage accrues from the study of these modern tongues, unless followed by persistent use in reading and conversation; and as respects the third,

this paper would modestly and timidly suggest that time and toil are often vainly and injuriously given to "accomplishments;" vainly because little success is achieved; injuriously because possible and more important acquirements are seriously hindered. Upon the whole it seems clear that sensible girls under the guidance of discriminating and judicious teachers, will always be able to so adjust and apportion their studies that a place will be found for a well rounded classical course, which certainly ought not to omit the classic of classics, the accurate, euphonious, stately and glorious Greek. X.

Some Suggestions to our Legislature.

An educational institution receives its power to confer degrees from the State. This power is granted by the act of incorporation and is, ultimately, an act of the law making body.

There is perhaps no delegated power so abused. An examination of the courses of study of the many colleges and academies in our own state will discover that the degree of Bachelor of Arts is given for the completion of work little in advance of the ordinary high-school. The high-schools of Kansas City, St. Joseph, St. Louis, and other large cities, take their students further and give better training than many of the institutions which are conferring the degrees which usually stand for higher education.

This practice is a disgrace to the State. It is little better than the selling of diplomas. It would not be impossible or impracticable to fix a standard and make it illegal for any school to give a degree until that standard had been reached.

* * *

Another suggestion along this line may not be amiss, tho' we hardly expect our legislature to have an extra session, in order that these may be heeded.

Piano playing has become so universal that it has passed out of the list of "accomplishments" and has entered the roll of the necessities." We expect almost every young woman of culture to know something of this noblest of all instruments.

Because of this demand, there are piano teachers in almost every town and hamlet. Many are thoroughly good teachers. All alike, however, receive the patronage of their respective clients, and hundreds of promising pupils are practically ruined for future work.

The State could easily license teachers of piano, as it does its teachers of the public schools and thus protect those who really have no means of knowing the ability or inability of the professed teacher.

TO THE PUBLIC:

"COLLEGE, SEMINARY AND SCHOOL" respectfully makes its first appearance, showing by its contents that it represents the best educational institutions of the State of Missouri.

The interest taken by the leading Colleges and Seminaries of the State in this journalistic venture, compels the Publisher to admit at least six of the leading colleges of the State to the high-standard editorial staff of "COLLEGE, SEMINARY AND SCHOOL," and the next issue of "COLLEGE, SEMINARY AND SCHOOL" will contain at least thirty-six pages.

The THINKING reader, of course, will easily appreciate the high standard of the contents of "COLLEGE, SEMINARY AND SCHOOL" and understand why it REALLY WAS IMPOSSIBLE, at present at least, to admit the Public Schools of St. Charles to its pages. The Publisher originally intended to put six or eight pages at the disposal of the Public Schools of St. Charles, but as the contrast between the high standard contributions of the faculty of the Colleges and those of the teachers of the Public Schools would be too glaring, the Publisher was reluctantly prevailed upon to exclude the Public Schools of St. Charles from the up-to-date pages of "COLLEGE, SEMINARY AND SCHOOL."

The Publisher takes this occasion to heartily thank Prof. HERRING for the interest shown by him in this undertaking and to assure him that, after he has somewhat succeeded in his gigantic task of instilling some of his subordinates with a little of his mental vigor and by acquiring public-spirited assistants who have the welfare of St. Charles at heart, he has raised the standard of the Public Schools of St. Charles to the highest in the State, "COLLEGE, SEMINARY AND SCHOOL" will gladly open its bright columns to both teachers and scholars of the Public Schools, thus giving them an opportunity, by coming in contact with their mental superiors of the Colleges, to enlarge their limited conception of life's duties; to WAKE UP, as it were, and realize that we are about to begin a new century.

Very Respectfully,

THE PUBLISHER.

St. CHARLES, Mo., October, 1900.

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... FOR ...

Young Men and Young Women

is located at St. Charles, Mo., thus giving the students the benefit of a suburban life, with all the advantages of the city. The College Home is ideal. There are two commodious brick buildings of two stories each, containing in the aggregate sixty rooms. One building is the College Home; the other the College. Nature has been lavish in beautifying the grounds of St. Charles College. They are the admiration of all visitors. Containing more than six acres and beautifully shaded with stately elms and lovely maples, St. Charles College from an æsthetic point of view has not its superior in the State of Missouri.

A most desirable place for those who live in the city. A good thorough literary course is given, leading to the B. S. and B. A. degrees. A teachers' course is arranged for those who contemplate teaching. Those who have attended our teachers' courses have been wonderfully successful in passing the examination for Certificates and in their after work of teaching.

We offer a good business course also, consisting of Typewriting, Shorthand, Bookkeeping, Commercial Arithmetic, etc.

The College has in addition to its literary work the departments of Music, Elocution and Physical Culture and Art, all of which are ably represented by efficient instructors.

REV. G. F. RAY, P.ESIDENT

St. Charles College

Vol. 1.

St. Charles, Mo., October, 1900

No. 1

Faculty.

There have been some changes in the faculty this year, but the changes have by no means weakened the school, but rather strengthened it. Miss GRACIA REINHART has taken charge of the department of Music. Miss REINHART holds several diplomas in Music and has studied at the Beethoven Conservatory of Music and at the Philadelphia Academy of Music.

Miss WALKER is a very accomplished elocutionist. She loves her work and is constantly seeking to perfect herself in her chosen art. She has studied under EDWARD L. PERRY, of St. Louis and is still taking lessons from him.

Miss ELIZABETH RAY has charge of the department of History and the Primary Department. Miss RAY has attended Buxton University and afterward the Agricultural Normal at Stillwater, Oklahoma.

Miss MARTHIA McDEARMON who has studied in the St. Louis School of Fine Arts, has charge of our Art Department. Miss McDEARMON is so well known among her former patrons that she needs no other comment than that of her former successes as an artist. Her work always speaks for her.

Miss ELIZABETH WALKER has been secured for the department of Physical Culture and Elocution. She is very finely adapted to her position in every respect.

Mrs. RAY graduated from Central College at Fayette, Mo., this year with high honors. She has had a great deal of experience in teaching. She has taught in the High School of Oklahoma City and Texas and has always given great satisfaction. She has made special preparation upon English and Mathematics.

College Notes.

There are more students in the College Home this year than for several years.

By the request of several young men who are anxious to secure a higher education and cannot attend Clay School, the faculty of St. Charles College have opened a night school. This class of eight young men are doing excellent work.

The world helps the boy that helps himself.

The Junior Scientifics are thinking of editing a classical edition of "Mother Goose's Rhymes." The following classical version of "Jack and Jill" was given by one of the class: "Jack and Jill ascended a vertical rise of land to obtain some aqua pura. Jack precipitated and fractured his alabaster brow and Jill began to perform some acrobatic feats."

Mr. LOUIS HAGEMANN and HERMAN PIELSTICKER prior to attending the St. Louis Fair, were showing forth their wonderful horsemanship powers upon the back of a poor stray mule. We have not heard to whom the prizes were awarded at the Fair.

Mr. HUGH and ORVILLE ACKLEY's lady friend and Miss RAY's gentleman friend are thinking seriously about joining hands for life.

The Debating Society of our College having been reorganized, will meet in the near future to discuss the question: "RESOLVED, that Literature has done more to revolutionize the world than all the Natural Sciences. The opposing sides are arranged as follows:

Mr. Hugh R. Ackley, Mr. L. C. Hagemann,
Mr. Orville R. Ackley, Mr. Charles E. Taylor,
Miss Jessie Whiteside, Miss Bertha Wilson,
Miss Hulda Corvey, Miss Lulu Wilson.

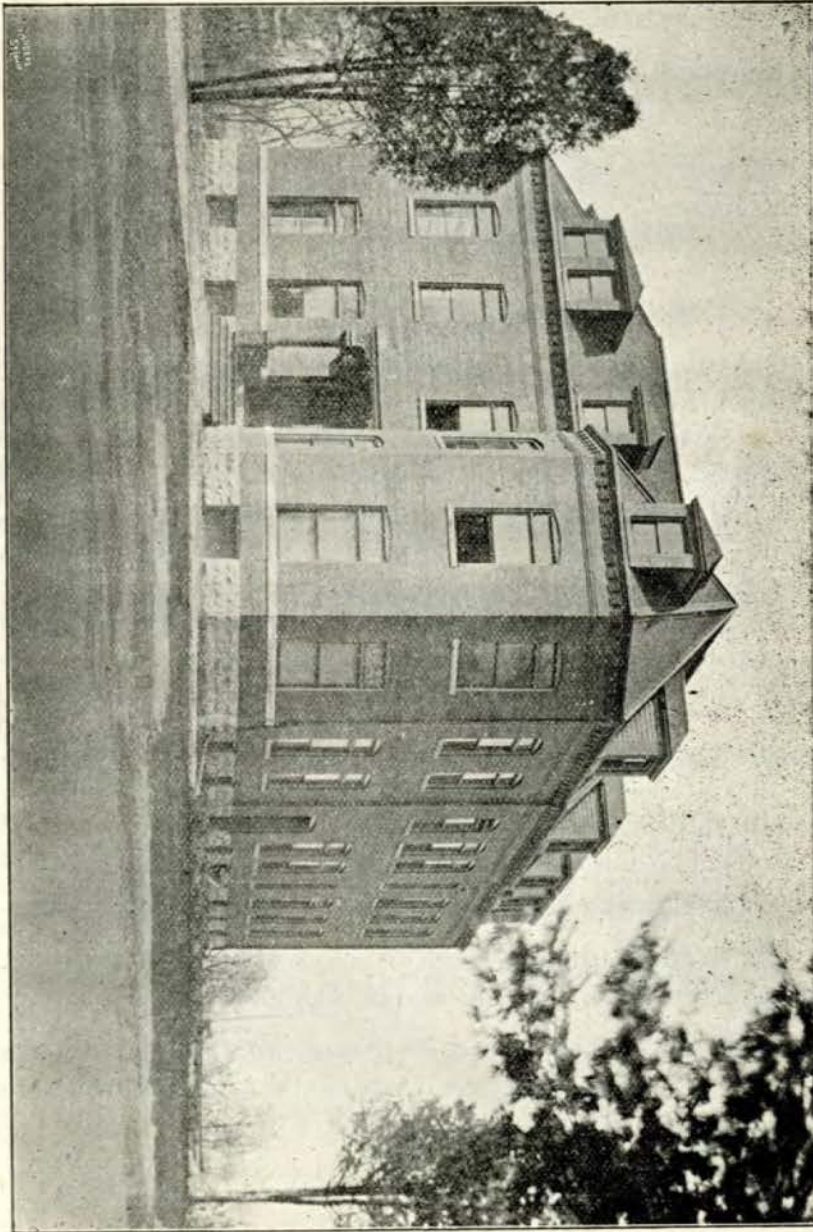
The students on their arrival at the College were given a reception, at which quite a number of the young people of the town were present. The evening was well spent, and the students are now looking forward to the time when the President shall decide that the proper time has arrived for another. HUGH.

St. Charles College Capers

One of the St. Charleys has an X-tremely keen eye for football.

Our bugologist is making an investigation on gold-bugs.

The college moon is in his last quarter and feels like almost twenty cents.



Our literarians are discussing the characteristics of Bacon. And on making an examination at the breakfast table, they unanimously declared that it was "On the Hog." He was a man of many sides, greased many minds, and it was almost impossible to electrify him by induction.

The profusion of the five cent bracelet rivals that of the gold ring.

Ask Mr. TAYLOR what an ingredient is.

Poetry and Science.

"He who first stretched his nerves of subtil wire,
Over the land and through the sea-depths still,
Thought only of the flame winged messenger
As a dull drudge, that should encircle earth
With sordid messages of Trade and tame
Blithe Ariel to a bagman. But the Muse
Not long will be defrauded. From her foe
Her misused wand she snatches; at a touch
The age of wonder is renewed again
And to our disenchanting day restores
The shoes of swiftness that give odds to
Thought,
The cloak that makes invisible; and with these
I glide on airy fire from shore to shore
Or from my Cambridge, whisper to Cathay."

This question, the relation between Poetry and Science, can not claim to be a new one. In the form of the relation between the Real and the Ideal, it engrossed the minds of the Platonic School. It was presented in an almost polemical manner by the Scholastics of the Middle Ages. So marked has been the controversy in this day, that the nineteenth century is characterized as the age of scientific and religious discussion. The subject, Poetry and Science, is merely one of the divisions of the greater questions, Religion and Philosophy, Faith and Reason.

The iconoclasm of the scientists has been most pronounced. The poet has been no less severe in his denunciations of the scientist. For many years the struggle between the imaginary foes has been prolonged.

Our own poet, Poe, heard the roar of the cannon in the distance and thus he expressed his views:

"Science! true daughter of old Time thou art,
Who alterest all things with thy peering eyes,
Why preyest thou thus upon the poet's heart?
Vulture, whose wings are dull realities!
How should he love thee? or deem thee wise,
Who would'st not leave him in his wandering
To seek for treasure in the jeweled skies,
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from her car?
And driven the Hamadryad from the wood
To seek a shelter in some happier star,
Hast thou not torn the Naiad from her flood,
The elfin from the green grass, and from me
The summer dream beneath the tamarind tree?

The scientist retaliates by saying that poetry

is "such stuff as dreams are made of," that it is an airy nothing, the expressions of an infant world, a fit symbol of the sentimentality of youth and maiden, but far beneath the dignity of the man with the lens.

The scientist maintains that poetry is merely to please and entertain. But like Demetrius and Lysander whose eyes had been touched by Puck with the little purple flower, they misunderstood each other. Now, as the enchantment has been removed, each recognizes the other as his friend and helper.

The Grecian conception of poetry was that it is a "structure whose office is imitation and imagery, and its end, delight." The delight was to be caused, not by imitation but through workmanship, harmony and rhythm. Hence the Poet is a maker and his task is invention. Finally the classical view added strong feeling as a requisite to the true poet.

The poetry of the Renaissance, when the world was awakening from the slumber of the Mediaeval Ages was a combination of the classicism of the Greeks and the myths of many ages and countries. Then fancy was free and the mind delighted in the wildest flights of the imagination. The modern view recognizes the greater possibility of poetic power. In the words of Carlyle: "Poetry is the power of transferring the inmost touch of things into music or verse." Wordsworth says: "Poetry is the breath and finer spirit of all knowledge, it is the impassioned expression which is in the countenance of all science." Holmes is pleased to tell us: "Poetry is a matter of heart-beats."

No wonder that the poets in all ages have asked the Heavenly Muse to inspire them! No wonder that Carlyle places the poet by the side of the ancient divinities as a true object of hero-worship! Mankind has always felt that the poet has a message from on high, that he leads us to the edge of the infinite and lifts the veil which separates us from the spiritual realm. The poet's exalted position is not undeserved, since "Poetry is the blossom and fragrance of all human knowledge, human thoughts, human passions, emotions and languages." A critical study of word derivation will reveal to us the truth of the statement: "Language is fossilized poetry." The history of a nation in all its kaleidoscopic views is contained in the epics of its great poets. Poetry is immortal. Hum may be buried deep in the sands of bygone ages, but Homer still lives to tell the tale of Troy divine.

In this practical work-a-day period of time, some have questioned the claims of poetry for recognition and existence. They tell us that poetry is a relic of the unbridled imagination of our forefathers, who made a divinity of every passing breeze. "The law of the 'survival of the fittest' demands," they say, "that poetry must surrender her claims of life to the scientist."

But why should any conflict arise between these two most potent factors in the world's progress? Imagination is the creative force both in the scientist and in the poet.

All theories are the result of the highest order of imagination. Only by the aid of the imagination can we gain a right conception of the starry worlds above us. Only by the aid of the imagination can we gain a right conception of the mysterious universe. Only by the aid of the imagination is the chemist prepared to formulate his atomic theory, or LaPlace his nebular hypothesis. The mental processes of a Milton and a Newton are very closely allied. Wherein do they differ? The poet possesses two functions which the scientist oftentimes disregards. The poet, since he is a true artist, must necessarily treat nature and life as they seem, rather than as they really are. The scientist regards this comprehension as defective, because the poet is satisfied to pause and admire the phenomena without seeking to explain the underlying cause. The poet's other function is that of a spiritual insight which sees beyond the laws of the scientist to the Omnipotent Hand of the Creator. He sees a universal coherence in the infinite meanings of all things.

Science oftentimes in the form of Wagner would rejoice in the skeleton of facts, the fossils of ideas, and the barren trees of knowledge, but Faust would seek to clothe the skeleton with pleasing attire, the fossils with the life of years gone by and the trees with the foliage of beauty and of life.

The same motives should inspire the poets and the scientist. The true poet does not seek fame; he speaks the oracles of God because he must. The true scientist is not he who provides water-works, electric cars, as his highest aims, but he seeks to know the meaning of the countless wonders which surround him, in order to know God. The true poet seeks to know God, to satisfy the longings of the human heart, distracted by doubts and fears and to set it at rest. All true science and poetry lead to the same goal. For every great poet is a profound philosopher and every true scientist must be poetical. Thus poetry and science are correlative terms. They are different manifestations of the same energy just as truly as heat and light are different modes of the same vibratory power.

There should be no antagonism between them. As the poet assists the scientist in his imaginative power, so the poet in turn is benefited by every discovery in the scientific world because the conquest of mystery leads to greater mystery. These exhibitors of applied imagination are ever creating material for the poets.

"Yet I doubt not through the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns."

No work in poetry can henceforth claim recognition that fails to assimilate this new knowledge. With the growth of science, a corresponding youth is demanded in the aesthetic world. Wordsworth saw this and was the first of our poets to note the relation of science to poetry. Tennyson follows him in recognizing the valid claims of science. He responded by casting aside much of the poetic nomenclature and imagery of the old and phenomenal and seeking his comparisons from the fresh fields of truth and beauty. He realized that beauty and truth are synonymous terms. Reality does not lessen ideality; but reality can be shown in the light of the ideal.

If one were all intellect the study of science would suffice for his training. But there is another faculty of the human mind, the emotions, which the intellect uses as a main-spring of action. Man has always been inspired and awed by the beautiful and the sublime, since the days when Job felt the sweet influences of the Pleiades. It is a valuable acquisition to know the laws of Hydrokinetics, but man forgets these when for the first time he is in the presence of the Niagara. "The lilies of the field have a value for us beyond their botanical ones—a certain lightening of the heart accompanies the declaration that 'Solomon in all his glory was not arrayed like one of these.' The sound of the village bell which becomes mellowed from the valley to the traveller upon the hill has a value beyond its acoustical one. The setting sun when it mantles with the bloom of roses the Alpine snows has a value beyond its optical one."

No matter how high the scientist may climb in his pursuit after knowledge, the poet will ever be needed to add a charm to human life and to show us our moral responsibility. They will lead us back from the hot sands of materialism to the cool refreshing valley of idealism.

As the long and bloody conflict was closed by the blending of the white rose and red, so may we look forward to the time when the white rose of science and the red rose of poetry will,

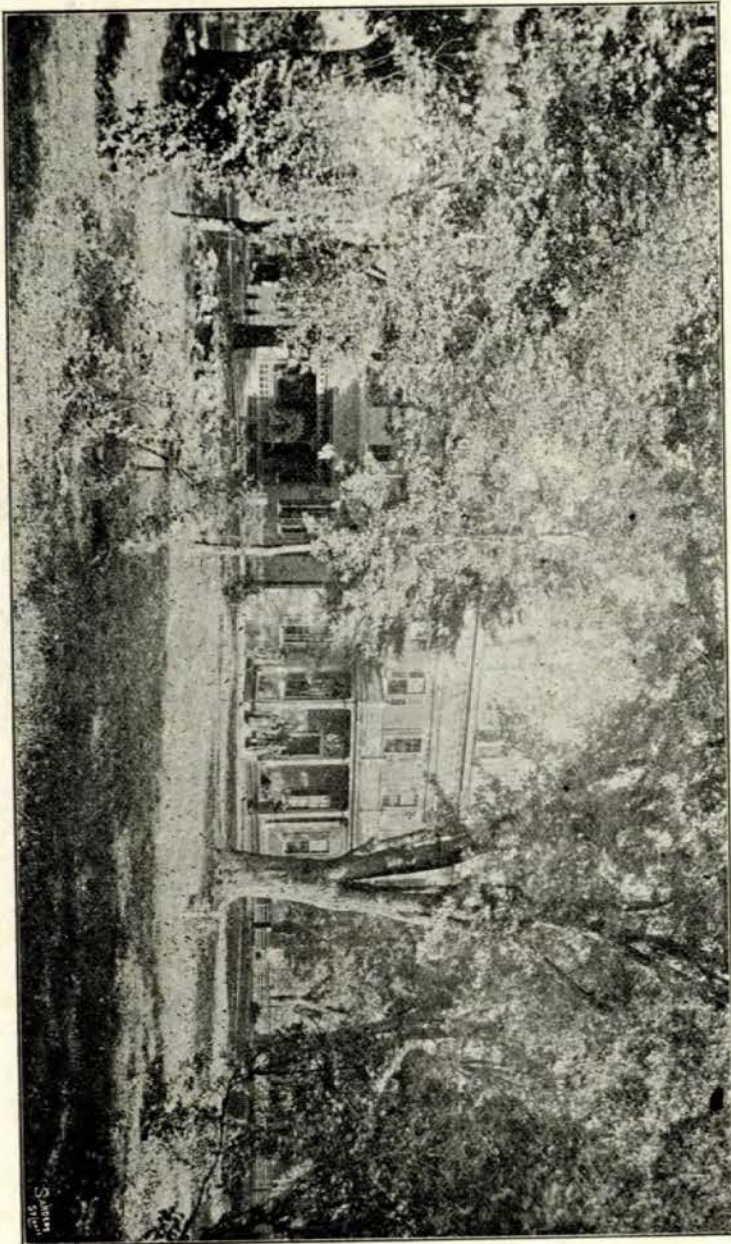
"By God's fair ordinance cojoin together,"
"And let their heirs, God, if they will be so
Enrich the time to come with smooth-faced
With smiling plenty and fair prosperous days!"

Smile heaven upon this fair conjunction
That long hath frowned upon their enmity!"
MRS. G. F. RAY.

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