

MARCH 1961

Lindenwood College

BULLETIN



A Special Issue



This Special Issue of the Lindenwood College Bulletin was designed to introduce DR. DONALD M. MACKENZIE, new Dean of the College, and DR. C. EUGENE CONOVER, Dean of the Chapel —two of the men who will shape Lindenwood's future.

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By DONALD M. MACKENZIE

Dean of the College

The Years Ahead

It is both sobering and stimulating to look back through the 133 years of Lindenwood's history—from the institution we know and of which we are a part today back to the home of Major and Mrs. Sibley—and to become conscious of the sacrifices that have made this institution possible. I think of the many who have given generously of their time and substance to create the trust which now rests upon us, those who believed in the ideal of a liberal education for women and wished to preserve and promote it in this place. I think of the men and women who have served in the classrooms, sometimes under less than ideal circumstances, but who gave their best to the life of this college. I sense the great satisfaction they have experienced in practicing the art of teaching here at Lindenwood. I am especially conscious of those in whose place I now stand — Alice Gipson, Eunice Roberts, and Paulena Nickell of more recent years—who have provided the focus for our academic community and who sought constantly to create a favorable climate for liberal learning. The devotion of these persons, their legacy of academic achievement, and their hopes for the future of Lindenwood cannot fail to impress one, not only with the moral obligations accompanying this position but also with the deep and abiding spirit that has persisted here through the years.

It is, however, when one turns for a look to the future that he is sobered and stimulated to an even greater degree than when looking to the past. We may become weary of hearing that we are living in an age of rapid change, but the fact remains that we are and that it places a tremendous burden on our educational system. The struggle for the freedom of the human spirit at home and abroad; the necessity for finding the means of making our individual lives significant in the face of our mass culture; the urgency of keeping our moral and social development equal to the rapid expansion of knowledge in the sciences; these and other facets of

the problem of man provide the college of today with a sobering task, one that seems well nigh impossible of achievement.

Yet the gravity of this task, one with which the dean of the college is fundamentally concerned, is relieved somewhat by certain elements inherent in it. The same characteristics of our age that give pause in the forward look stand also as a challenge to us. They jar us out of our complacency. They force us to find new and more effective approaches to learning that will better prepare our students to face the myriad problems awaiting the application of intelligence.

There are other stimulating considerations that face all colleges today: twice as many students in the years immediately ahead asking to sit in our classrooms; tremendous advances in the use of new teaching aids; greater recognition of the fact that students can and should take more responsibility for their own education; the necessity for developing new areas of study that may bear little similarity to our present patterns but which may bring new life and vigor into the curriculum; the increasing importance of assuring ourselves that the student will find wholeness and unity in her educational experience—these and a host of other factors that are either at hand or which loom on the horizon make the look to the future a stimulating one.

You have invested me with the responsibility for taking a part in guiding the growth of Lindenwood in the years ahead. In accepting this responsibility, I am sure you would expect me to say something about the point of view from which I approach this task.

Lindenwood is a church-related college. It is one of the hundreds of institutions of higher education that the church has established or that have come into a relationship with the church over the more than 300 years of our national history. To one concerned with the role of the church in higher education, a study of

Coming into a new office requires that one, first of all, develop some degree of perspective on the task that faces him. To gain this requires both a backward and a forward look.

the history of these institutions reveals a rather disturbing fact: too often as the college founded under church auspices has grown in strength and academic stature it has become dissociated from the church, continuing as a privately supported institution without a church relationship. We can count on one hand today the church-related colleges that can really be considered *great* institutions. We have, to be sure, many *good* church-related colleges, but, in my opinion, we do not have many *great* church-related colleges. This is a state of affairs with which the church should not be satisfied. I believe the church still has a stake in higher education; in fact, an increasingly important one. If it is going to continue to support higher education it should do so only if the program is carried on at a level of excellence sufficient to command the highest respect of the academic world.

The next decade will be a critical one for the church-related college. We have been witnessing a shift from a system of higher education almost totally under private auspices to one predominantly under public control, a trend that has been steadily developing for the last hundred years but which has been accelerated greatly the last decade. Just a few years ago the college population was almost evenly divided between public and private institutions, but today the share claimed by the private institution has dropped to scarcely more than forty per cent. As college enrollments double in the next decade, in all likelihood the privately supported college, especially the church-related college, will play an increasingly less prominent role in American higher education in terms of the number of youth served. But as this trend continues, the need for balance between publicly and privately supported programs increases; and if this balance is not to be provided in quantity, it may better be found in terms of quality.

The church-related college has here a unique



opportunity. It can make the church's witness explicit, thoroughgoing, and comprehensive. It may take a direct approach to religion in higher education. It may properly expect a certain commitment on the part of faculty, administration, and students, and it may expect the organization, direction, and daily work of the institution to express in a positive way the Christian conception of life. It may openly engage in the study of religion and make it a part of the regular curriculum. It can create a total climate favorable to the Christian religion.

But the church-related college also faces a number of temptations. In the first place, it may take the religious emphasis on the campus for granted, assuming that because the church places its stamp of approval on the program through regular financial support, it is therefore a Christian institution. The church-related college has special opportunities but it must take advantage of them, and to do so requires imagination, daring, and effort.

In the second place, the church-related college is often tempted to assume that because it is serving a specifically religious purpose it can be less concerned about thoroughly academic procedures and standards, often allowing an extra measure of piety to substitute for the demanding approach of the scholar. It must be as rigorous and demanding as any secular institution. The religious approach to life requires a deep commitment to an uncompromising search for truth.

The church-related college, often small in terms of enrollment, is tempted to make a virtue of smallness itself. But there are disadvantages as well as advantages in smallness. If too small, the necessary services can be provided only at great per capita expense. Smallness can encourage provincialism in outlook. It can lead to restriction in course offerings or to unwise and poorly staffed expansion in activities. On the other hand, smallness does allow an intimacy and friendliness that encourages the development of important virtues. It permits direct contact between student and instructor, and it can avoid the pressures and distractions that characterize the large complex institutions. Smallness is neither a virtue nor a vice in itself, and the church-related college must be sure it is turning the values inherent in smallness to good account.

In the fourth place, the church-related college is often tempted to substitute a demand for missionary zeal for adequate compensation for its faculty. The faculty of a college should feel a deep sense of commitment; but "a workman is worthy of his hire," and the college must not attempt to increase its endowment by extracting undercompensated service from the faculty.

I think it may rightfully be said that Lindenwood has successfully resisted these temptations in much

greater degree than is the case with many of our church-related colleges. I call attention to them only because they are constantly before us and threaten the achievement of excellence in church-related higher education.

In such thoughts as these, I find direction for the work to which I am committed here. Along with all church-related colleges, Lindenwood must be determined to move on from its present strength to a level of excellence which now characterizes only a small number of privately supported institutions. Its program must in all ways seek to provide optimum conditions for its students to realize their full potential. It must be sensitive and responsive to the demands a dynamic society is making on all educational institutions, while at the same time, it preserves those enduring values that have emerged through the centuries of man's experience. It must cultivate a vigorous, stimulating, intellectual climate on the campus, never forgetting that it is, first of all, a center of learning.

The cost of the task ahead will not be small. If true excellence is to be achieved, expenditures well beyond the levels that now prevail will be required. A statement issued by the American Council on Education says:

The price of excellence in every aspect of higher education is high and inevitably rising. But it is, and will be, less than the cost to the American people of settling for the wasteful ineffectiveness of educational mediocrity.

But the cost will not be in terms of dollars alone. No less difficult to come by will often be a reorientation within ourselves as to what Lindenwood can and must become. Almost everyone favors progress, but most of us tend to resist change. We will all be called on to look critically at our own conception of what is best for Lindenwood and the manner in which we are discharging our respective responsibilities. We like to say that part of the process of education is that the student is required to stretch her mind. I am sure that the years ahead will require much of this kind of stretching on the part of all the rest of us.

The task will not be an easy one. It will be accomplished only if the entire college community sees clearly the goal ahead and is determined to reach toward it. It will be accomplished only if all of us, the members of the Board of Directors, the faculty, my colleagues in administration, as well as the friends of the college recognize that the achievement of excellence is possible only through a common sharing of the conviction that anything less than excellence is not worthy of a Christian institution of higher education. The limits of what we can achieve are set only by the limits of our own vision.

PORTRAIT

DONALD MATTHEW MACKENZIE



As Lindenwood entered its 134th year, Donald Matthew Mackenzie took over his duties as Dean of the College. As Lindenwood's chief academic administrator it is his responsibility to mediate, mollify, moderate, and occasionally firmly settle such problems as faculty and students continually create in the course of their normal activity. He is well suited for such a role.

Donald Mackenzie, by temperament and experience, is an administrator. He is a proved scholar, widely respected by his colleagues both on this campus and others. The tall, erudite Dean has held administrative posts in such varied institutions as Dakota Wesleyan University, Frances Shimmer College, Blackburn College, and the University of Chicago. His research interest is focused on total institutional surveys in liberal education. Since 1945 he has been an examiner for the Commission on Colleges and Universities, North Central Association of Colleges. He has directed surveys of colleges for the Synods of Arkansas, Kansas, Missouri, and Oklahoma, and served as consultant to a dozen colleges in the past ten years.

Through the eyes of the students and the staff, Dean Mackenzie is altogether human and approachable with a limitless capacity for friendship. In any gathering his informality and warm intensity generate an atmosphere of intimacy and confidence. He projects, as one faculty member says, "a kind of conviction and vigor even when talking of commonplace things in a commonplace way."

He is casually gracious, energetic, unassuming, intellectually curious. His humor is piquant and underplayed, and he is engagingly realistic about himself and his hopes for the college. Dean Mackenzie's

experience has qualified him to make thoughtful judgments on Lindenwood's needs: an increased faculty salary scale; a system of sabbatical leaves; travel and research fund for the faculty; and a reorganization of curriculum, "not as a criticism of what has been done, but from a desire to be certain that the college offers the best possible program for our time."

His practicality often forms the basis of his judgments. By nature he is a builder whose skillful hands have fashioned items ranging from a high-fidelity sound system to elaborate woodworking projects. At home a shop equipped with power tools claims much of his time.

He is an avid reader—has been since boyhood. He seldom reads novels or mysteries; rather it is reports for business and biography for pleasure. His hometown friends in suburban Chicago recall his activities and "record of community service as long as your arm"—church worker, conscientious husband and father, Sunday School teacher, regular fisherman, Rotary Club president, PTA committeeman, and Music Association president.

The Dean's home on the campus is open to all callers, and warm-hearted Ruth Mackenzie's interest in students and faculty matches that of her husband. They are the parents of two teenage sons, Donald Matthew, Jr., and Roderick Ian.

Educator, craftsman, sportsman, and "fine guy," Donald Mackenzie will enjoy a significant share of what Lindenwood can and will become in the years ahead.

College and The Church

Two things impress me most about the position which I now accept. The first is the variety of my responsibilities; I am at once administrator, professor, and minister. But the expectations which come to a focus in the person of the Dean of the Chapel are much more diverse and perplexing. You who are here this evening visibly represent the complexity of a college and its affiliations, and the difficulty of fulfilling all of the obligations of my office.

Before me are members of the Board of Directors and the Administration. Here are representatives of the United Presbyterian Church and ministers of other denominations as well. Here are parents, faculty colleagues, alumnae and friends of the college. Here, too, are Lindenwood students of six faiths and twelve denominational groupings, representing many varieties of faith and doubt, theological and liturgical preferences and dislikes.

I do *not* promise to satisfy *all* of your varied expectations. But I do recognize that all of your interests and needs ought to be considered, and to be met as fully as possible in a college which stands within one religious tradition, but draws its constituency from a religiously and culturally divided nation and world.

The second thing which impresses me is the difficulty of achieving a right, and mutually enriching, relationship between a college and the denominational church which founded and supports it. Since the relationships between college and church focus, in a unique way, in the Dean of the Chapel, I ask you to think with me about these two institutions.

It is difficult for institutions as different as the college and the church to understand each other, and to keep their mutual understandings up to date amid the changing movements in theology and educational philosophy.

A college is not a church! It is, in Alexander Miller's useful phrase, a Community of Learning. It is a community of scholars who are dedicated to the search for the truth, and who are trained in the various disciplines which underlie our culture. For the sake of truth, the college must have the freedom to inquire, to question the old, to investigate the new.

The college does not exist primarily to teach religion. It exists to make the best in our human heritage

accessible to students. It exists to assist students in making this inheritance their own, and to prepare them for a useful contribution to the world and the culture of the future.

Admission to college is not based upon acceptance of a creed, or evidences of piety, though these may indicate a seriousness of purpose which is one qualification for academic life. Admission to college is based primarily upon the student's previous academic record, evidence of desire and aptitude for scholarly work, and acceptance of the character and regulations of the particular college.

Even though a college is related to the Church, it must maintain its distinctive character as a Community of Learning. If a college took on the characteristics of a church, it would no longer be a college. It would compete with, not supplement, the church.

On the other hand, the church, in Miller's phrase, is a Community of Faith. It does not begin in inquiry. It begins in response to God as He has made Himself known to man. In response to the divine disclosure a church develops its distinctive theology and liturgy. It expresses itself in worship, in devotion, in service to God and man. It educates, but in a different way from the college. It witnesses to its faith, seeks commitment and conversion. It exists to communicate its faith, and to express it in our common life.

It is not surprising that misunderstandings should arise and persist between such different institutions. Faculty members recall disastrous controversies between the church and scientists like Galileo and Darwin. Insistence upon academic freedom is not new. During the middle ages, the University of Paris objected to an action of the Pope in extending authority of the mendicant orders over the university. The faculty said that if the Pope persisted, "the association will simply dissolve itself . . . they will remove the university to another kingdom, where it will have liberty." They indicated that this would be dangerous to religion, "since it will leave the Church in peril of falling into ignorance and of being ravaged by heretics." Faculty members through the centuries have known that the college must have a certain freedom for its distinctive work.

Church leaders are aware of the dangers to faith

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and morals present in learning and culture, and in the college years in which teenage dependence gives way to adult independence. They are concerned that church-related colleges protect and encourage the faith of students. They are not always sympathetic with all developments in the academic disciplines, such as economics, psychology, literature and drama, philosophy, Biblical studies, or even in theology itself.

But if colleges and churches are so different in their functions, and have such a long history of tension, is there hope in our time for a continuing partnership in which each finds strength and encouragement from the other?

I believe that college and church continue to need each other. Some of these needs lie deeper than the obvious requirement of the college for financial support and the church for well-educated leaders. I have time to speak of but two of them this evening.

First of all, both the college and the church need freedom from the state if they are to fulfill their proper functions. The church insists upon freedom of worship, of conscience, of teaching, and of obedience to God. Bertrand Russell, who does not believe in God, recognizes that the most important political doctrine of men and women of faith is this: "We must obey God rather than men." Totalitarian states, whether Marxist or Fascist, try to destroy the freedom of the church—and of the college as well; they want citizens whose ultimate loyalty is to man, not God; to the State or Party, not to Truth. In Germany, it was churches, not universities, which stood against Hitler. As Albert Einstein said later, "I have come to admire what I once despised"—the churches and synagogues which refused to accept the Nazi belief.

George H. Williams, who has studied the long history of the relations of the church, which finds its source in Jerusalem, and of the university, which stems so largely from Athens, writes: "In this age of marked totalitarian tendency, both at home and abroad, there may be given the ancient and long-besieged citadel of Jerusalem, now receiving reinforcements (from revived interest in religion and new theological vitality), the unexpected assignment of defending the approaches to Athens."

We can ask the Community of Faith, which founded



universities and colleges, not only to understand the peculiar tasks of the Community of Learning, but also to support the freedom which both institutions must have if they are to fulfill their purposes in the future.

The church needs the help of the college if it is to speak relevantly to the world. John Dewey correctly diagnosed the situation of the church today when he said: "Nowhere in the world at any time has religion been so thoroughly respectable as with us, and so nearly totally disconnected from life."

A newspaper headline pointed to one aspect of the problem. "Church Membership Increases; Morality Declines." This is one kind of evidence for Dewey's point.

The church cannot speak relevantly to the world unless it understands the world. And you cannot understand today's world on the basis of the education of twenty, thirty, or forty years ago. Whether we like it or not, Marx and Nietzsche, Darwin and Einstein, Freud and Jung, Dewey and Carna, Keynes and T. S. Eliot, Picasso and Sarte, Nehru and Gandhi, Hitler and Stalin, Khrushchev and Castro, have had a profound effect upon our culture, our situation, and our future prospects. The college deals continually with this rapidly changing culture and world, but much that is said in our churches does not speak to the present situation as it is understood by faculty members and students.

Agricultural colleges and schools of business and of education in universities offer extension courses for their graduates; it would seem desirable that church-related colleges offer a continuing education program for church leaders. It is no longer possible to get a college education between the ages of 17 and 21 or 22 adequate for an entire lifetime.

Many faculty members in colleges and universities are not aware of the present situation in theology. Through the centuries there has been a continuing conversation between Athens and Jerusalem. Out of this mutual influence has come the university; the development of democracy and modern science; the stimulation of great literature, great music, great sculpture, painting, architecture; great philosophies and theologies.

In a day when religion and life are disconnected, the church has a right to expect its church-related colleges to be vital centers of communication between faith and culture, theology and the various disciplines of college curriculum. I do not think that the traditional religious means employed in the church-related college are now adequate. We *still* need first-rate courses in religion, provision for worship in the midst

of campus life, a student Christian movement, special academic programs for prospective church leaders, a Dean of the Chapel. But we *also* need administrators and faculty members in departments other than religion who are aware of the ultimate implications of their fields, who understand theology as it is presented by its greatest theologians who see, and help their students to see, that religion is not something limited to one department and to the college chapel, but that it is related to all of life.

The windows of this chapel offer significant symbols for both college and church. In the chancel windows behind me are symbols of religious faith and aspiration. With them are also symbols of a college curriculum: politics and social science; literature; painting; music; philosophy; mathematics; physical science; religion. There is also an Olympic torch representing sports. Religion has relevance and content when it is related to all of life, when it takes as its task the inspiration of culture and cultural creation.

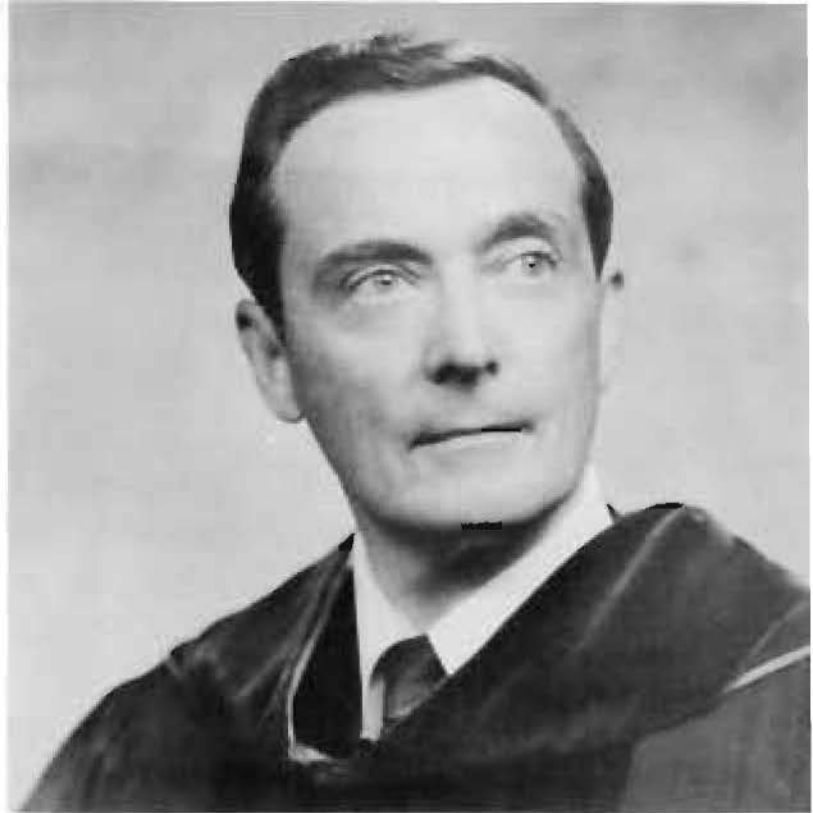
But there is another symbol, too: a star. It was not designed to represent the star of Bethlehem. It has eight branches around a common, but unseen, center. It represents the diversity of the various branches of knowledge. It suggests that truth is one, though our knowledge is divided.

One of the greatest problems confronting the university and the college today is the diversity of studies, of specializations, of expectations, of results, of education. The unity of faith and life of the middle ages has been broken. What gives unity to a modern university? William Temple noted that the various activities of the university tend to go on alongside each other, with nothing to connect them except, in his words, "simultaneity and juxtaposition." In a more pessimistic moment he is reported to have said that what holds the modern university together is its plumbing.

The unity in a modern college or university is increasingly difficult to discover. In this is reflected the divided, competitive, dangerous character of our world. This chapel symbol, a star with a common center for its diverse branches, reminds us that, at least for men and women of faith, truth is one; for all truth ultimately has its source, or its basis, in God. It reminds us of an underlying unity of college and church; for the scholar in his devotion to truth is, whether he recognizes it or not, devoted to God. May these chapel windows inspire us anew, scholars and churchmen and citizens, to continue the long conversation between culture and faith, and to stand together in defense of the freedom and of the truth which this generation and future generations need.

PORTRAIT

CHARLES EUGENE CONOVER



There are women in all parts of the country who live by a code of conduct that they acquired—consciously or unconsciously — from Charles Eugene Conover, Lindenwood's Dean of the Chapel and professor of philosophy. How does this happen?

Dr. Conover is not an ordinary professor. Students who have taken philosophy courses in the twelve years he has headed the department very often don't elect philosophy—they elect Conover.

From other students, or from their experience, they learn that Dr. Conover is an extraordinary teacher. And his associates in the administration praise him with equal fervor. A course from Dean Conover is a course in life, a code of ethics, a study of a wide variety of subjects and interests besides philosophy or great religions.

He is a man devoted to the truth—to the facts, regardless of preconceived notions or popular ideas. He is a man who has inspired the affection and respect of hundreds of students as well as his teaching colleagues at Lindenwood, Blackburn, and Miami University.

He writes voluminously on varied subjects, and his book reviews appear regularly in *Christian Century* and *Interpretation*, a religious quarterly. A publisher has approved Dean Conover's outline for a proposed volume on moral education, his research interest. His

book will project his findings and thoughts on society's emphasis on things other than morality and religion. "Neither the family, the church, or the school," he says, "is doing too much in any of these areas."

His reputation as an articulate and effective speaker has put him in great demand before audiences in colleges and universities throughout the midwest. An ordained Presbyterian minister, Dr. Conover is also a popular lecturer and guest minister in Missouri churches.

Many Lindenwood women will tell you they have learned to think in his classroom. He inspires students to study not just textbooks but life itself—the arts, history, psychology — all fields of knowledge and human endeavor. It has even been said that "if a revolution broke out in Afghanistan at 8:08 a.m., Dr. Conover would incorporate that fact into his lecture at 8:11."

A man who believes firmly in the value of contemplation, he lives simply in his Perry St. home with his petite and charming wife, Christine. They enjoy concerts, plays, hiking, and fishing.

In spite of his administrative and research work, Eugene Conover considers himself primarily a teacher of philosophy. He certainly is.

Conversation

In your installation speech, Dr. Mackenzie, you spoke of excellence — "new level of excellence" — "recognition and achievement of excellence." What are the basic criteria you use to determine this excellence for Lindenwood?

MACKENZIE: I think these criteria could be described at several specific levels. First, I assume we are talking about a program of liberal arts, and that we should not be concerned about other kinds of education that are better left to other types of institutions. Of course, the criteria for judging excellence is related to several factors. First of all, such a program requires a faculty that is well-trained and which regards the pursuit of truth as paramount; a faculty that is devoted to helping students reach the objectives set forth by the college. And it requires a soundly conceived curriculum that will fulfill the program's objectives. It requires the use of the best instructional techniques available, and adequate physical facilities in which to carry on the program. Of course, it also requires an able student body that is seriously interested in its own development. Above all, the entire community must be dominated by a determination not to accept mediocrity in any part of the program.

CONOVER: It seems to me that excellence is a very slippery word. You have to know the aims and objectives of the college—then ask what, in terms of a specific job, it is doing to achieve a level you call excellent? We have achieved excellence in some aspects of our work and our equipment.

MACKENZIE: That's true. The faculty, for example, is uneven in terms of its preparation, the student body is uneven in terms of ability, and the curriculum is uneven in its adequacy.

What are your thoughts on the major problems at Lindenwood?

MACKENZIE: One is certainly the problem of student mortality. The percentage of our entering freshmen who remain to be graduated four years later is much too low. The college fails to make its full impact on a student if she is here for half, or less than half, of our total program. It's an important administrative problem, too. The imbalance among the four classes creates problems in scheduling faculty loads. The lower division courses are large and often require several sections. We must, at the same time, provide a sufficient number and variety of courses at the upper division level for students majoring in several departments.

CONOVER: This problem is a common one in women's colleges in the midwest. From conversations with deans in other institutions, I gather it is a matter of increasing concern in southern colleges, too.

Do you think that Lindenwood's major problems center around students and finances?

CONOVER: I certainly do. How do you get finances unless you get students? A considerable portion of our income comes from student fees and prospective donors ask about our success in holding the students who come to us. A basic factor, too, from the

Early in January Dean Mackenzie and Dean Conover met with the editor. The discussion—two hours of it—was tape-recorded and the 44-page typescript of the tapes was edited to the length you see here. The article is not a set of recommendations—it is an informal visit with two men who will play significant roles in Lindenwood's future.

standpoint of the faculty, is having the right kind of student to teach. Of course, we need to increase our endowments and income to a point where we compete with good colleges everywhere in terms of salary and equipment.

MACKENZIE: That's right. We are dependent, to a large extent, on student fees for support. I think, however, we should remember that Lindenwood is in a somewhat unusual and favorable situation for its size. Almost half of the current budget for educational and general purposes comes from endowment income. This is far higher than it is in most colleges of comparable size and location, and it does provide a good measure of basic financial stability.

Isn't this a sinister kind of arithmetic? Almost everyone in this area has heard, at one time or another, that we are highly endowed. It may have led some to doubt that we really need any money at all.

MACKENZIE: Yes, there is this sort of danger. But people who judge us in this way know only part of the story. There is still a gap between our comfortable endowment position and the demand for resources. But the fact that the college is well established will surely attract donors who wish to make a permanent investment in higher education.

CONOVER: Let's put it this way. The endowment was quite adequate before inflation started and before we expanded the size of the student body. Now, it is inadequate and our equipment is too. We cannot get additional buildings and equipment out of present

endowment and preserve our favorable high ratio of faculty to students.

Is the great—or one of the great—financial problems sufficient income to make possible the raising of faculty salaries to a given percentage each year?

MACKENZIE: Yes. Our salaries must increase over the next five to ten years if we hope to keep our best people and add competent new ones to the staff. If we wish to provide the kind of education I think all of us would like to see here, we've got to go beyond the average. Whether this should be a percentage each year is another matter. But we must continue to raise salaries.

How do things at Lindenwood look for younger faculty men and women? Are we offering them the kind of future that will attract the best minds to the college?

CONOVER: We don't put as much emphasis on difference in faculty rank as many schools do. I think younger faculty members welcome this equality. This is one part of the attractiveness of teaching here.

MACKENZIE: My feeling is that we're moving in the right direction if we can: (1) increase the salary scale; (2) add a sabbatical leave program; (3) provide opportunities to attend more professional meetings and visits to other institutions of known quality to see the kind of programs they have; (4) stabilize and increase the quality of our student body as the years go by. Our location is attractive, too. We are not in an urban center, but we are adjacent to one with all of its



advantages, including two universities.

CONOVER: The main thing to say here is that our faculty is much more stable than in most small colleges. We haven't had many people leave.

I seldom hear talk on our campus of the conflict between teaching and research.

MACKENZIE: I think we all agree that Lindenwood is a teaching institution rather than a research institution. On the other hand, we haven't emphasized research activity by faculty as much as perhaps we should. I'm convinced that every faculty member ought to be doing something on the growing edge of knowledge—carrying on some research of his own. Our faculty carry heavy teaching loads and time is not available for much research at present. It is my opinion, though, that this kind of activity improves faculty competence in the classroom.

Are you disturbed by the lack of interest in teaching as a profession?

MACKENZIE: Yes. It's a reflection on us, or, at least, of the status we enjoy in society. This is a very real and increasing concern for all colleges, because we shall need more able persons than are now in sight to provide the instruction needed in the years ahead.

CONOVER: And this is a reason for the urgency in raising faculty salaries quickly. In 1965 the competition for teachers will become acute. Only strong colleges can keep a strong faculty.

What is the specific problem of the college teacher? Isn't communication a common denominator? Could we say the teacher's prime concern is that of communi-

cating the knowledge he has in the best way he knows how?

CONOVER: It seems to me that teaching is very different in different departments. There are many different approaches and goals. Some of them are concerned with skills, some with knowledge, some with preparation for research and that sort of thing. It would be easy to exaggerate the extent to which communication of knowledge is a common denominator. Think of all the departments in a college.

MACKENZIE: Yes, it takes a great variety of forms; but, I think, communication is the essential. The teacher of the traditional disciplines today is somewhat outside the focus of public attention. The instructor in English, for example, is frequently not regarded as doing something vital; certainly not as compared with the instructor in physics or chemistry. If the public were pushed into a corner though, I don't believe they would want to see instructors in the traditional disciplines disappear from the scene.

CONOVER: More than their parents might expect, students now are so concerned with their personal problems and finding meaning for their lives, that they are very interested in literature, philosophy, and history courses—traditional disciplines.

That's commendable.

CONOVER: Yes, but it's also a slant on the world situation. The problem of finding your orientation in this kind of world is perplexing.

How would you define an academic dean?

. . . *the real problem we face in the next ten years is this expansion of knowledge.*—MACKENZIE

MACKENZIE: Obviously, the academic dean is the one who is responsible for the academic program, the heart of a college. In short, his job is to see to it that the curriculum is soundly conceived and wisely administered. A large part of his work is mediation—harmonizing points of view; the faculty is a group of individualists. Each has his own definition of good education. The dean's job is to harmonize those in the light of the total objectives of the college, and at the same time to stimulate each one to be as creative as possible.

CONOVER: I think that the task of helping the administrators, faculty, and perhaps the students, develop a philosophy for the particular institution rests primarily on the dean's shoulders. If we achieve a kind of unity of purpose, some understanding of our job and of the distinctive character of our college, it will be largely because the dean helps us to think together.

In exercising leadership with a large faculty, several hundred students and administrative colleagues, can you be completely democratic?

MACKENZIE: Well, that's not easy to answer. Each of us has his own definition of democracy. If it means that everybody must participate in every decision, then I would say no. In this sense you cannot administer a college democratically and still hope to get the task done with reasonable dispatch. But if democracy means that those who are most concerned with the execution of a program are, at least, consulted in the determination of policy that governs their own sphere of responsi-

bility, yes, I think that democratic administration is possible.

What about this problem of general education today becoming outmoded tomorrow? You referred to this in your installation address, Dr. Conover.

CONOVER: What is getting out of date very rapidly now is our understanding of the world based upon the knowledge we learned when we were in college. In atomic physics, for example, knowledge has doubled in the past ten years. But that doesn't mean that liberal arts education is going to become less important. In a sense it becomes more important in the understanding of the scientific method and approaches to the truth in other areas. What is really basic in liberal education, or in a scientific education, never gets out of date if there is an ability to understand communication—whether it is language or mathematical symbols. It's primarily a matter of understanding how knowledge is gained rather than acquiring information at the present moment.

What we will have to do is provide ways to bring our knowledge up-to-date. Educational institutions have several different levels of responsibilities: (1) to give a basic general education so that specialists in various fields can understand each other and have a common heritage; (2) that they understand the state of knowledge at the time they are being educated; (3) that they have facilities for keeping up-to-date as knowledge progresses.

MACKENZIE: We're not always clear on what a

liberal education is supposed to do.

CONOVER: No. Since the time of the Greeks, liberal education has been defined as the education of the free man. Now, in its negative aspect, it is freeing man from ignorance, prejudice, irrationalities, limitations in communication. Positively it seeks to educate free men and women for the whole of life, for a complete well-rounded life. This kind of education cannot be narrowly technical or merely informative. And there is another aspect. The word "liberal" implies that it is not dogmatic. Beliefs are presented with their evidence rather than imposed upon people.

The confusion at the present time lies primarily in this: in the past we accepted the Greek ideals of the development of reason in a rather humanistic sense. The emphasis on science and the control of nature came into the picture and we have added this kind of scientific education onto the old humanistic curriculum. We aren't very clear how these two elements fit into the picture at present.

We need to rethink our liberal arts education and know exactly why some of the subjects are in it. Unless she is going on to graduate school, today's liberal arts graduate finds it difficult to be economically independent. We need to see if we can't get her through this curriculum faster, get her into graduate school or courses like education which will prepare her for a vocational responsibility.

MACKENZIE: It's been said that we should be more concerned with the explosion of knowledge than with the explosion of campus populations. The real problem we face in the next ten years is this expansion of knowledge—how to systemize what we know and how to present the essence of it to students in a relatively short time in an effective manner.

CONOVER: If you are going to educate women who are interested in getting married as soon as possible, you'd better try to get them through their liberal arts education before marriage. It seems to me this might mean speeding up the process. Since women are usually more mature socially at freshman college age, it would seem quite possible for them to get through a liberal curriculum before the age of 21 or 22.

You want to hurry her through her education so that

she can get married—not thinking of a marketable skill?

CONOVER: I'm just a realist. Many of our students are more interested in marriage than they are in finishing an education or preparing vocationally. Of course this is not true of all students. Some have very serious and well-planned educational programs. If these students are going on to graduate school, and are capable of it, they would have been capable of getting through a liberal arts program before 21. They would be in graduate school earlier.

In the light of this varied responsibility of women, it just seems to me that if we can help them speed up their education, it would be a real service to them and to the nation.

What about student attitudes today? If you took the class of 1939 and compared its motivation with the class of 1959, wouldn't there be a substantial difference?

CONOVER: I've seen several periods in student attitudes. During the depression they were most interested in social problems. World-war II brought interest in the theological question; how to face the war. Now there is an uncertainty about moral standards and religious faith which pushes the matter back to discussion of the justification of theological beliefs. She asks, "What is the basis for finding meaning in life, accepting moral standards, and traditional religious beliefs?"

What does this indicate?

CONOVER: That our society puts emphasis on things other than morality and religion, and that neither the family, the church, or the school is doing too much in any of these areas. Research has substantiated this.

MACKENZIE: Yes, today's student is more serious in her work and her attitude toward life than her counterpart ten years ago. One reason may be the current emphasis in the news media on the difficulty in gaining entrance to college. In some measure this generates a greater concern for doing a good job when she gets to college.

Does this apply to the young woman more than the college man? Haven't we always emphasized the need for education to our young men?



MACKENZIE: Yes, but men feel the competition will increase a great deal.

From what Dr. Conover says, perhaps students are serious in a neurotic way.

CONOVER: No, it isn't neurotic. They are very serious.

Are they worried?

CONOVER: They are uncertain about the future, about the meaning of life. They find themselves in a perplexing situation. By the time they are juniors or seniors, I believe they want to get what they can out of an education. As freshmen many come because it is the thing to do. It takes awhile for a college to get the idea across that an education offers a richer personal life as well as security in terms of vocation and income.

MACKENZIE: This is the problem I mentioned earlier. When a student leaves the college before she has completed the program prescribed by the faculty, the college fails to get this idea across to her.

Do you think you can ever educate her to her ultimate potential?

CONOVER: No. That's her job.

MACKENZIE: But you can offer challenging courses that help her to see the distance she must travel to reach understanding and wisdom.

. . . it just seems to me that if we can help them speed up their education, it would be a real service to them and to the nation.—CONOVER

Almost every day I read articles or reports telling me that in our democracy women, as well as men, must be contributing, participating citizens. The press tells the women they must continue their education and then use it. It seems to me that right here it is easy to lose sight of the generation to follow.

When this college-trained woman moves into the professional world, who takes her place at home? What about the cultural and social growth of her children? Does anyone ever think about this?

MACKENZIE: We think about it and most of us probably feel that it will take care of itself. I'm not convinced that it will. We'll do what we can to educate the parents and hope that they will find ways of bringing up their children in whatever cultural situation they find themselves. Beyond that . . .

Is Lindenwood really training its women to be leaders in our society? There's a lot of talk about women being effective citizens, adding culture to the home, the community, etc. There are tremendous problems in the world now. Are we training people who will help solve them?

MACKENZIE: This is one of our basic tasks. If we can teach women to think critically about issues against a broad understanding of the world and man, I think

we can make a significant contribution.

CONOVER: In any college the number of leaders is quite limited. On every campus I know a very large percentage of students allow a few to do most of the leading. We're doing more in educating women to be leaders than most institutions. Students have all the positions of responsibility in student government and organizations. If you work with them you're impressed to see how seriously they face the problems of the Honor Board—the SCA—and how they are forming a human rights group. They become national presidents of the YWCA; they accept leadership responsibilities in student government and in church. It seems to me we're doing what can be done as a college.

But will it carry through the years beyond college?

CONOVER: That depends upon the individual and upon society. Leadership from women hasn't been welcomed in many areas, and this is part of the problem. I don't think we can do more than send them off and hope that their personal resources, and those of church and community, will keep alive the concerns and ideals they had when they left.

MACKENZIE: Our primary concern is not necessarily the development of leaders. The objective here should be the development of individuals who can think about the problems they are going to face, who can understand them and, certainly, who can influence others toward reasonable solutions. Whether we plan it or not, out of this will come leadership.

What are some of your hopes for Lindenwood in the next five years?

CONOVER: I think an endowed chapel program would be an advantage. It would enable us to bring leaders from around the nation to speak to the students and participate in classes. More adequate resources to make this a distinctive church-related college in the quality of its religious leaders who come to the campus—what Dr. Mackenzie talks about as an "education of excellence."

MACKENZIE: Well, my hopes center around finances, the resources necessary to satisfy the criteria of excel-

lence I mentioned earlier. Specifically, we need, of course, a science building. We need a student center. Within the next five years I hope to see at least two faculty members in each of our three departments that now have but one teacher. I think that a one-man department lacks a great deal in terms of stimulation for the student, especially where there are different points of view in the discipline.

I would like to see a reorganization of the curriculum. We need to find ways of increasing communication between and among departments; and we should attempt new patterns in the curriculum crossing departmental lines. I think we should develop programs of comprehensive examinations to determine what really takes place between the time a student enters and leaves college—a serious attempt to measure the changes we hope are taking place while she is here. We might grant her degrees on this evaluation more than on the fact that she has spent four years here.

More independent work outside the classroom?

MACKENZIE: That's part of it.

Would you comment on the student religious organizations on our campus, Dr. Conover. Any problems?

CONOVER: I think that we can be proud of our Student Christian Association. It's active, purposeful, and well-led, and it reaches a great many students. Recently we heard that there were only 25 members in the YWCA at a State University, but think of the number of students here who participate in the service activities of the SCA, religious emphasis week, and the many other things that they do. The leaders of the SCA are self-critical, too, and are asking how their program can be more effective. We aren't satisfied with this organization, but it is basically sound, and our student leaders are serious and competent.

The denominational church groups have varying relationships to the campus and we, of course, have the problems that every campus has of establishing understanding between a variety of religious groups. We have not worked out adequately relationships with some churches represented, but we are exploring that

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and her attitude toward life than her
counterpart ten years ago.—MACKENZIE*

problem. We try to bring such a variety of religious leaders to the campus that all the major groups represented feel that they are treated fairly and their beliefs recognized.

I think some religious groups have more difficulty in fitting into our campus than others. For example, a follower of Christian Science will find our whole slant contrary to her basic understanding of the nature of man and the universe. But I do feel that a very suitable climate of recognition of the character of religion in our society exists here.

As Dean of the Chapel you spend a great deal of time in counseling students on their problems. Any comments?

CONOVER: Well, the personal problems of students concern both faith and morals. I think this generation has more difficulty seeing the connection between the two than some previous ones, and the situation seems so different to them from what their parents faced that they find it difficult to accept the faith of their parents. They are asking *what* it is they are supposed to accept and why should they accept it.

For 45 years, Dr. Mackenzie, the office of Dean at Lindenwood has been occupied by a woman. Did you have any reservations about accepting the position?

MACKENZIE: No, as a matter of fact, I looked forward to it as an interesting position from that point of view. I am sure women have conducted the office differently in some respects, but I don't think these differences are basic as far as excellent education is concerned. I wasn't quite prepared for a letter I received a few days ago from a friend who only recently had heard of my coming to Lindenwood. He wanted to know whether I was the president, the dean, or in charge of a girls' dormitory. Now I think this is a gross exaggeration of the range of my talents, don't you?





Dr. Huston Smith, professor of philosophy at M.I.T., was a campus guest and speaker for Religion in Life Week.



Ozan Marsh, concert pianist in residence, will be soloist with the New York Philharmonic Orchestra in Carnegie Hall.



LC senior Terrill Ross was one of 23 collegians in the nation invited to attend the American Congress of Industry in New York.



NBC News commentator Irving R. Levine tells LC students and faculty of his four years as network correspondent in Moscow.

The Lindenwood Choralaires made a four-day concert swing through Missouri during mid-semester vacation.



ON THE CAMPUS

LC STUDENT ATTENDS AMERICAN INDUSTRY CONGRESS . . . Terrill Ross, LC senior from Omaha, Neb., was one of the 23 young collegians selected from campuses across the nation to attend the the 65th Annual Congress of American Industry in New York City. The students represented the 13 regional districts of the National Association of Manufacturers, sponsors of the convention.

EXCHANGE PROFESSOR IN HOME ECONOMICS . . . Miss Dorothea E. Chesters, of Bishop Otter College in Chichester, Sussex County, England, is the new instructor in textiles and clothing. She is exchanging teaching posts this semester with Prof. Margaret Lindsay of the Lindenwood home economics faculty. Miss Chesters has worked with the London Designers and the theater and cinema groups in England.

SOVIET FOREIGN POLICY LECTURE . . . Irving R. Levine, author and NBC News commentator, spoke at Lindenwood in January on, "Soviet Foreign Policy — Inside and Out." Students, faculty, and townspeople filled Roemer Auditorium to hear his analysis of Soviet politics, aspirations and motives and their effects on the Free World. After his address Mr. Levine answered questions from the floor. Politically minded students met with Mr. Levine and Dr. Homer Clevenger, chairman of the department of government and history, for an informal "buzz session" in the library clubroom.

Currently stationed in Rome as the Mediterranean director for NBC, Mr. Levine was the network's permanent correspondent in Moscow from 1955 until 1959. He is the author of *Main Street U.S.S.R.*

RELIGIOUS EMPHASIS . . . Dr. Huston C. Smith, professor of philosophy at Massachusetts Institute of Technology, returned to the Lindenwood campus as guest speaker for the annual Religion in Life Week in February. Dr. Smith's general theme for the week was "Living to Some Purpose."

He opened the observance with an address entitled, "The Almost Chosen People." He noted that Americans had "virtually providential opportunities—geographically, historically, religiously, materially, politically, and culturally."

In addition to his widely read book on *The Religions of Man*, Dr. Smith is the author of *The Purposes of Higher Education*, and the editor and co-author of *The Search for America*.

In 1956 Dr. Smith resigned his post at Washington University to become the first professor of philosophy at M.I.T. since the early days of the Institute. He accepted the appointment, he says, because it "offers an unparalleled opportunity to tackle, head on, the

problem of closing the gap in understanding which has developed between the scientific and humanistic components of our culture."

LC PIANIST TO APPEAR IN CARNEGIE HALL . . . Ozan Marsh, concert pianist in residence at Lindenwood, has been selected to appear as soloist with Conductor Andre Kostelanetz for three performances with the New York Philharmonic Orchestra. Mr. Marsh will be featured in an all-Liszt program for the first concert on March 4 in Carnegie Hall. On March 7 pianist Marsh will perform with the Philharmonic at the dedication of opening of the Colden Auditorium at Queens College in Flushing. His final New York concert is scheduled for March 14.

IDA BELLE McCLUER HOUSE . . . The home management house, formerly called McCluer House, has been renamed the Ida Belle McCluer House. In 1950 Mrs. McCluer worked with the home economics faculty and Union Electric Home Planning Service to equip, furnish and redesign the old Tea Room into a home management facility. With the aid of a professional, she also planned the interior decoration.

CHORALAIRES TOUR . . . The Lindenwood Choralaires made a four-day concert swing through Missouri during mid-semester vacation. The vocal ensemble and their director, Dr. Kenneth V. Kincheloe, presented seven programs in high schools and churches in Kansas City and other Missouri communities.

CHOIR TOUR . . . The Lindenwood College Choir will tour northern Illinois in April. Traveling by private bus, the 36 singers and their director, Prof. Milton F. Rehg, will present nine concerts. Programs will range from sacred and classical music to the light operas of Gilbert and Sullivan.

April 7—2:30 P.M.	High School	Carlinville
April 7—7:30 P.M.	Fifth Presbyterian Church	Springfield
April 9—A.M.	First Presbyterian Church	North Brook
April 9—P.M.	First Presbyterian Church	La Grange
April 10—9:30 A.M.	Sr. High School	Kankakee
	11:00 A.M.	
	Sr. High School	Bradley
	7:30 P.M.	
	First Presbyterian Church	Streator
April 11—9:40 A.M.	Woodruff High School	Peoria

LINDENWOOD ALUMNAE CLUBS

A NEW CLUB LINDENWOOD IN WASHINGTON

Alumnae Council member *Lillian Nitcher*, *Patsy Price*, ex-Council, and *Frances Wherry*, winner of a 1960 Alumnae Award, sparked enthusiasm for Lindenwood in Washington. Jointly these women organized a December luncheon in the Tamerlane Room of the Shoreham Hotel to honor the six Lindenwood students participating in the Washington Semester Program at The American University. The response was good, interest high, and out of this effort a second meeting has been scheduled. Congratulations, "girls."

ANOTHER NEW CLUB LINDENWOOD IN MINNEAPOLIS

Lindenwood salutes the intrepid alumnae in the Minneapolis-St. Paul area, who braved snow and ice to attend their first meeting in February. While attending Alumnae Weekend on the campus last fall, *Sharlene Agarter* decided to bring Lindenwood to Minneapolis. Three months later she did!

Alumnae Secretary *Hellen Boyd Ostroff* will meet with the new group in March. If you haven't been contacted, won't you call *Sharlene*? Her address is 1912 Ford Parkway, St. Paul.

AND STILL ANOTHER LINDENWOOD IN CHICAGO

The Chicago Lindenwood Club was born in December. Alumnae in the North Shore area held their first meeting at Holloway House. Special guests were Alumnae Secretary *Hellen Ostroff* and Mrs. *Grace M. Hatch*, Admissions representative. A second luncheon meeting to map club organization and elect officers is in the making. *Alice Vignocchi Demichelis* and *Serita Humphuer Inglis* were responsible for this successful venture.

KANSAS CITY ENTERTAINS THE CHORALAIRES

The Lindenwood Choralaires were house guests of Kansas City club members during their concert tour date in KC. Alumnae also entertained the vocal ensemble from the college at a Saturday afternoon tea at the home of *Virginia Hoover McGuire*. The Choralaires, in turn, entertained the alums by presenting a musical program.

PRESIDENT AND MRS. McCLUER VISIT CLUBS IN DENVER, LOS ANGELES, AND SAN DIEGO

President and Mrs. McCluer visited three Lindenwood clubs on their trip to the West Coast in January. Dr. McCluer spoke to each alumnae group on "The State of the College," and showed pictures of the new McCluer Hall.

The members of the Denver Club entertained the McCluers at a luncheon at the Brown Hotel on January 7.

The following week, on January 14, the Los Angeles Lindenwood Club were hosts at a luncheon honoring Dr. and Mrs. McCluer.

Alumnae in the new club in San Diego invited their husbands to meet President and Mrs. McCluer at a dinner on January 16.

LINDENWOOD LUNCHEON IN FORT SMITH

A Lindenwood Christmas luncheon at Holiday Inn in Fort Smith, Ark., was arranged by *Nancy Montgomery Orr*, president of the Alumnae Association. Prospectives, high school counselors, LC students home for the holidays, and alumnae in that general area attended the festive party.

CHRISTMAS COFFEE FOR LINDENWOOD IN TULSA

In early December the Tulsa Lindenwood Club held an all-day Christmas Coffee at the home of Council member *Polly Pollock Holway*. Club members decorated *Polly's* home and brought guests to the informal party to view the Christmas wreaths, evergreen roping and sprays. Orders for the holiday greens were taken at the Coffee. This was the fourth annual Christmas greens sale for the club. Buffet dinner meetings were planned for January and February.

DID YOU KNOW THAT . . .

There are Lindenwood women who have expressed an interest in organizing clubs or groups in Oklahoma City, Joplin, Lexington, Omaha, Seattle and Wichita. An alum in each of the cities listed above has been given a list of Lindenwood women in the area. If you would like to help bring Lindenwood to your community—large or small—won't you write the Alumnae Office?

Still missing on our list of Lindenwood clubs are Louisville, Memphis, Little Rock . . . and most of TEXAS! Can we help?

ALUMNAE NEWS



MARY F. COX, '60, has been awarded a Rotary Foundation Fellowship for study abroad during the 1961-62 academic year.

One of 118 outstanding graduate students from 25 countries to receive this honor, Mary will study biochemistry, in preparation for a career in education, at a major university in Asia. She is now employed in the chemistry laboratory of Barnes Hospital in St. Louis, and is studying toward the master of arts degree at Washington University.

IN MEMORIAM

EMILY H. BRUCE, former LC faculty member and later missionary to Korea, died at her home in Wichita, Kans.

EVA SAYRE, the college nurse from 1921 to 1945, died at her home in Wheeling, W. Va.

1904

A notice was received of the death of Isla E. Bellah on September 18. Interment was in Mountain Park Cemetery, Saint Jo, Tex.

1916

From the notes sent to us from Laura Craig Murray, who wrote her classmates for alumnae weekend, we have learned that Gladys Grigg has retired from her teaching position in Belleville, Ill., and is now living in Washington, D.C., where she teaches part-time in a private school. Helen Chesbrough Kinell was unable to attend the weekend because she was sojourning on the continent with her husband, Nels. They flew SAS jet from Los Angeles to Copenhagen in 12½ hours, and visited many countries, returning to their home at 432 Los Verdes Dr., Santa Barbara, Calif., in October. Gladys Funkhouser Reed, 204 S. Curry, West Plains, Mo., who has mis-placed a bone in her left foot and was unable to be here, writes that she has two daughters and six grandchildren. She has been a widow since 1934 and has used her art knowledge, learned at LC, quite a lot. Willie Minor Forsyth,

Breswter Park, Oscoda, Mich., couldn't "make it" this year as she had just returned from England. She writes that she is still going like "a house afire" because there are too many interesting things to do. She has three children and four grand-children. Helen Craig Davis, 263 Finley St., Jacksonville, Ill., was compelled, in February, to give up her position as supervisor in the Morgan County Department of Public Aid because of a heart condition. She had held this post for 20 years. Of her two sons, both of whom are married and have two children, she writes, that one is a dentist and lives just around the corner; the other is a cabinet maker in Louisville, Ky.

1924

Geraldine Wills Moss (B.S.) and her husband, Robert, in July attended the Southern Baptist World alliance at "Rio" of Brazil. They visited eight countries of South America and spent 30 days on plane trips. She writes that they noted the influence of our culture and development and witnessed Independence Day celebrations in four different countries. The Mosses are retired and reside at Bowling Green, Mo., part of the time and winters at Route 3, Leesburg, Fla.

Word has reached us of the sudden death of Virginia Dell on November 6. She was the aunt of Mary Dell Sayre Burrows (B.A. 1949).

1925

A letter from Ann Manson Woodward (1921-22), 2309 Belleview Dr., Oklahoma City 12, Okla., tells of the instant death of her husband, Luther, in a car collision in September of last year. She has two married sons, Thomas and Richard, and three grandchildren.

1926

Blanche E. Fish (1922-25) of Randle, Wash., is anxiously waiting for the "girls" in the state of Washington to get-together. She writes, "I lost my beloved Dad a couple of years ago. It is a far cry from my literature and Shakespeare classes, but I am officially in the Timber and Logging Business."

Ada Belle Files Spencer (1922-23) and husband, John, 5070 Pinyon Ave., Bow-May District, Littleton, Colo., left on January 16 for a two-month stay in Honolulu and Kauai. Their son, Benjamin, is attending St. John's Military School in Salina, Kans.

1928

Betty Birch Thomas (B.A.) of 521 S. 52nd St., Omaha, Nebr., died on November 22. We extend our sympathy to relatives and friends.

Elizabeth Prince Fredricksen (1924-

26), a former school teacher in Grand Island, Nebr., died there December 5.

Christina McCoy Jones (B.S.) of Moberly, Mo., who is County Home Agent, spent three weeks in Europe last summer. Traveling with a group of florists she saw the Floriade in Rotterdam, Holland. The tour included England, Belgium and France, "but we were glad to get back and to know that we are Americans," she said.

1930

Margaret Mitchell Elser (1926-27) and her husband, Fred, who is retired, have moved to 1189 Tamarisk Rd., Palm Springs, Cal.

1931

Hilda Culver Jones (1927-29) writes of the marriage of her oldest daughter, Nancy Newell, to Gerald Edmund Welch in the Presbyterian Church on April 13. Hilda's husband, the Reverend Frank F. Jones, officiated at the ceremony in Las Cruces, New Mexico where the Jones live at 1875 N. Alameda Blvd. Among the out-of-town guests was Ina Culver Poole (1936-37) of Tucson, aunt of the bride.

Alice Buffet (1927-28), 621 S. 35th St., Apt. 12, Omaha 5, Nebr., who is busy through the school year teaching home economics in Central High School, likes to travel the rest of the year. She went around the world in the summer of '59 and to Russia in '60.

Beatrice L. Torgerson Bailey (1927-28) died in December in Alexandria, Va., where she had lived 10 years. She and her husband, Arthur C., an attorney, had lived in Omaha, Nebr., about 15 years.

Brooks Ann Cole (1927-30), 3911 W. 58th St., Mission, Kans., is financial secretary at the Central Presbyterian Church in Kansas City. She is a former city editor of the Fulton Sun-Gazette and past-president of the AAUW of that city.

1934

Condolences to family and friends of Frances Morgan Holmes (1930-31) of Omaha, Nebr., who died on October 19.

1935

In November Henrietta Peterson Cramer (1931-32), 3401 S. 31st St., Lincoln, Nebr., and classmate, Mildred Blount Petefish (1931-33), of St. Louis, were on campus for lunch and a visit. Mildred's daughter, Joanne Petefish Velie (1953-54) of Little Rock, Ark., was with them.

1939

Sara Willis English (B.S.), Route 1, Bourbonnais, Ill., was the subject of a recent feature article in the Kankakee Journal. Sara and husband, Fred, have lived on a farm, at their present address, since 1940 and now have two sons, Jon, who is a freshman at the University of Illinois and Joel, a 16-year-old junior high school student. First of all a homemaker, Sara has, for many years, been active in the home economics and Home Bureau affairs of the community. Active for 13 years in Home Bureau, and a former board member and public relations director, she is now serving as president of the Kankakee County Home Economics Extension Council, the program planning body.

In other activities she is treasurer of the Kankakee County Home Economics Association; vice-president of The Crusaders, a study club; a member of Roundtable Club, oldest social organization in the community; and has participated in Red Cross fund campaigns. She is a member and officer of several church and high school organizations. Somehow she finds additional time for hobbies which include music, reading, a poetry collection, and cooking.

1941

With sadness we announce the death of Nirmal Chadhuri, husband of Genevieve Kniese Chadhuri, (B.M.) in Mexico City on January 8. Genevieve has played with the Houston Symphony since 1957 and is a former member of the San Antonio Symphony. Her address in Houston is 1956 Welch Pl.

1944

Judy Kelley (1940-42), 389 W. Third St., Mansfield, Ohio, has been in her present post as medical secretary for seven years.

Word has reached us of the death of Louise Mallory (B.A.) in Western Springs on January 16. Louise had been employed as a secretary with Allis-Chalmers for the past ten years. She died suddenly at the home of her mother, 4311 Woodland.

1945

Our sympathy to Dorothy Heimrod Arbutnot (B.A.), 4510 W. 66th Terr., Prairie Village, Kans., whose mother passed away last fall. It was through Dorothy's letter to Dr. Dawson Reichtern that we learned that Jackie Schwab Hunt (B.S.), 5318 Addison Dr., Charlotte 7, N.C., in her travels in December, spent a day with Clara Landberg Leake (B.A.), at 19 Barrett Dr., Ft. Thomas, Ky., and talked with Dorothy on the telephone when passing through Kans. Also in her letter was the news that Althea Hooper Long (1942-44) and husband, John, have adopted a baby boy. The Longs are residents of 3732 Van Buren, Corvallis, Oregon.

1946

Our condolences and very best wishes for the future are extended to Mary Elizabeth Murphey Russell (B.A.) whose husband, Teddy, died last September after a prolonged illness of many years. Mary Elizabeth, who has three daughters, Karen, 13, Melody, 12, and Rebecca, 3, is continuing to manage the ranch in Barnhart, Tex., where the

Russells have lived for the last nine years.

Ruth Titus (B.S.), who has served as chief dietitian at the Methodist Hospital in Lubbock, Tex., for the past three years, has resigned to return to Kansas State University and do work on her Masters in institutional management. Ruth's new address is 1123 Clifflin St., Manhattan, Kan.

1947

The biggest occasion of last year in the life of Marian Pendarvis Keehn (B.A.) was the birth of Stephen on August 11. He joins three girls, Merrill, Sarah, and Elizabeth, who are 10, 8, and almost three years old, respectfully. The children's activities keep Marian busy, but she and husband, Bill, along with their two oldest daughters made a trip to Williamsburg last spring. The Keehns, who live at 215 Eastern, Clarendon Hills, Ill., spent last summer laying brick walks around their house.

1948

Genelle Phillips Branneky (B.A.) and family have moved to 14 Thorpe Rd., Needham Hgts. 94, Mass., where husband, Vernon, is with the National Board of Missions. She writes, "We are becoming acclimated to life as easterners. We are living close to so many historic places; studies in American History are always at hand. The girls (SuAnne and Jane Katherine) find their classes very much like back there (St. Louis). However, they start French in the third grade, so SuAnne is working hard to make up for last year. We are impressed at the emphasis put on higher learning here. The newspapers carry, on the first page, articles about the progress of their colleges."

1949

Barbara Boyle Sennholz (1945-46), from whom we haven't heard for many years, writes that after completing her degree in home economics she taught for three years and then joined the Foreign Service. She spent three years in London and from there went on to Ankara, Turkey, where she met and married her Marine husband, Wayne. Since her marriage she has lived in California, until recently when she moved to 3686 Bowen St., Oshkosh, Wisc. Barbara now has three children, Steven Arthur, 4, Sandra Kay, 3, and Kelly Zoe, born in October.

Margie Mochlenkamp Finlay (B.M.), P.O. Box 10239, Santurce, Puerto Rico, has her own one-hour TV program, acting as mistress of ceremonies and singing.

1950

June McCullough Burger (1946-48), 10653 Bobbie Downs, Apt. C, St. Louis 34, Mo., has, for many years, been doing administrative work in private schools and presently is directing the Dodson School in St. Louis. Her husband, Davin, a research engineer with the Johns-Manville Corporation, and daughters, Betsy 5, and Amy 7, complete the Burger family.



BETTY MAUDE JACOBY GIBSON, '42, teaches ninth graders a course in citizenship on KCMO-TV, Kansas City. Her class is a part of the program of teaching by television, an experimental project now in its third year in the Kansas City school system. "My TV teaching is, of course, secondary to my main interest in life—my husband and three children," writes Betty. The Gibsons live at 11231 E. 48th, Kansas City 33.

The Lindenwood Weekend and Alumnae Seminar

The Alumnae Association and the Alumnae Council extend a cordial invitation to all Lindenwood women to attend the first Alumnae Seminar on Alumnae Weekend next fall, October 28 and 29.

The main purposes of the Seminar for alumnae are to provide intellectual stimulation and to give alumnae the opportunity to recapture the intellectual spirit while visiting the campus; and to encourage alumnae groups across the nation to incorporate academic offerings in their local programs. More details on the Seminar and the Weekend in your May Bulletin.

Nancy Montgomery Orr
President, Lindenwood Alumnae Association

Louise McGraw Hodgson
Lindenwood Weekend Chairman

1951

Joanne Sullivan Lindblad (B.A.), husband, Bill, and family, have recently returned from England. A new son, Andrew Lawrence, was born to them September 3. His siblings are: Michael, 6, Paul, 5, Carrie, 3, and Merrille Lenore, 2. The seven Linblads live at G-57-A Stadium Terr., Champaign, Ill.

Patricia Soule (B.A.) was married to Robert Francis Hyland, Jr. on December 26 in St. Francis Xavier (College) Church in St. Louis. Robert is vice-president of Columbia Broadcasting Company, Radio Division. He and Pat are living temporarily, at his parents' home, 56 Tealwood Dr., Creve Cœur, Mo., and this month are taking a delayed honeymoon trip to Florida.

1952

Dotty Frye Darden (1948-50), who has lived in Mexico City for the last two years, has a new address: Avenida de los Andes 635, Mexico 10 D.F., Mexico. Husband, Lloyd, is Sales Promotion Manager for John Deere de Mexico (farm and industrial machinery).

Shirley Toben Donnelly (1948-49), 9321 Old Bonhomme Rd., St. Louis 32, Mo., sends word of the birth of her third child, Jana, on August 2. Lisa is now 6 and Jeff, 4. Shirley and Nan Noradyke Buhlinger (B.A. 1958) were hospital roommates when their daughters were born.

1953

Michiko Takaki (B.A.), International House, 500 Riverside Dr., New York 27, N.Y., is working toward a Ph.D. in Anthropology at Columbia University.

Deana Izenberg Marcus (B.A.), 83-80 118th St., Kew Gardens 15, L. I., N.Y., is announcing the birth of her third child, Douglas Eric, on December 13. Lisa is 4, James, 2.

Gretchen Bartenbach (B.A.) was married to George E. Hess in August. The Hesses live at 1110 Maiden Lane Ct., Ann Arbor, Mich.

1955

Marlene Eitmann Mueller (1951-53), in her "latest bit of news since Lindenwood," tells of her teaching kindergarten, both before and after her marriage in June of 1958. At present she is teaching at a nursery school for re-

tarded children in North St. Louis County. Vernon is an engineer at McDonnell Aircraft. Last fall the Muellers purchased a new home at 11006 Ebert Dr., St. Louis 36.

Betsy Sererson Nimock's (B.A.) Christmas card announced the arrival of "our littlest angel," Laurie Elizabeth, on December 17. Husband, John, and John Knox, Jr., 3, complete the family, which lives at 1215 Hampton Park Dr., Richmond Heights, Mo.

Janice Gordon Grube (B.A.), 1320 Kenmore Ave., Apt. C, Fredericksburg, Va., has a son, Paul Gordon, born September 1. Daughter, Pamela Sue, is now 2½. Jan's husband, Fred, who is a Captain in the Marines, is now attending Jr. School at Quantico, Va., and expects to be transferred in June.

In a letter to Dr. and Mrs. McCluer, Jill Glogell (1951-52) tells of her approaching marriage on April 3. Jill is still studying geology in London and finding her work interesting and varied. After the sudden death of her father in January of last year, she and her mother moved to Old Manor Cottage, Palace Rd., E. Molesey, Surrey, England, a smaller home about four blocks away.

1956

Eleanor Day Greene (B.S.), 8305 Bowie Dr., Omaha 14, Nebr., had two occasions to celebrate this year: the birth of William Francis on May 9, and the graduation of husband, William, from Omaha University in June.

Charlotte Hendricks Kimball, 2432 Riverwood Dr., Port Huron, Mich., now has two children, Suzanne Lee, who is two-years-old, and David Allen, born July 14. Husband, Charles, is appliance manager and furniture buyer for Marriott Furniture Co.

A very clever birth announcement was received from Betty Townsend McKee (1952-55), on which her three-year-old daughter, Tracy Ann, is pictured announcing the birth of her new baby brother, Robert Stanton, III. She says he was born Nov. 1 and that he will be called "Robbie." Betty and her husband, who is a hotel manager, are living in the Russell Lamson Hotel, Waterloo, Ia.

Janet Elser (1952-54), 12017 Albers St., North Hollywood, Apt. 25, Cal., is Children's Librarian at the Sun Valley Branch of the Los Angeles City Library.

Patricia Watterfield Perkins (1952-53) and husband James, spent the year of 1957 with the Air Force in Japan. James is now in the real estate business. Two-year-old Patricia completes the family which lives at 112 Belle Meade Blvd., Nashville, Tenn.

1957

A letter from Cynthia Countsworth Gilman (B.S.) tells of her work as a District Director for the Camp Fire Girls. She writes, "My work is mostly involved with adults in working out programs, training, organizing new groups, and generally trying to confuse everyone." Husband, Don, is working for Retail Credit Co. as an investigator. The Gilmans live at 2763 S. Osceola Way with their huge German Shepherd.

Marilyn McLeod Dent (1953-54), 1504 Parkade, Columbia, Mo., has a daughter, Christy Ann, born November 6.

1958

Nan Noradyke Buhlinger's (B.A.) daughter, Linda Louann, who was born on August 5, made her television debut as George, with Vincent Price on the evening of December 27. The show, entitled "St. Louis 1985" was sent over KMOX-TV, the station at which Nan is serving as assistant director. Public opinion has it that Linda gave a stellar performance and was an "angel" during the hour-long show. The Buhlinger's new address is 17 Marilyn Lane, East St. Louis, Ill.

Ann Gatchell Nissing (B.M.E.) and husband, Burt, send word of the birth of their son, Douglas Frederic, on November 20.

Sydney Finks (B.S.) was married on February 18 to Allen Bernard Beding in the First Presbyterian Church in Clinton, Mo. The reception was held at the home of the bride.

Joann Burgin Cotton (B.A.), 5137 Holly Ct., Fairfield, Ala., sends news of the birth of her son, John William, on July 27.

Donald Duane Downer, born October 3, is the new son of Darla Ehlert Downer (1954-55) of Bairoil, Wyo. Daughter, Deborah Lee, is now three.

Barbara Koeller Kramer (B.M.), McCafferty Funeral Home, Lamont, Okla., has a daughter, Rachel Mara, born December 19.

1959

Peggy Crane (B.A.) was married to John Thompson Meriwether of Little Rock on October 30 at the First Presbyterian Church in Fort Smith, Ark. The reception was held at the Goldman Hotel. John is presently assistant city manager of Little Rock. The couple is a home at Cedar Hill Apts., Cedar Hill Rd., Little Rock, Ark.

Diane Floyd Hodges (B.A.) and husband, Jim (B.A. 1958), 985 Bobbie Downs Apts., St. Charles, Mo., have a daughter, Kimberly, born October 2.

Kay Wethers Reiser (1955-58), in March of last year, moved with her accountant husband, Mark, to California where she attended Long Beach State College. On July 25 a son, Steven Mark, arrived. The Reisers live at 22632 Cerrise, Torrance, Cal.

Rose Ida Campbell (1955-57), who was married to Charles R. St. John last year is now living at 4407 Teller, Wheat Ridge, Colo.

Martha Layne Hall Collins (1955-56), 3315 Utah, Louisville, Ky., has a son, Stephen Louis, born December 31.

Linda Spears Henry (1955-56), 8417 Winthrop Ave., Indianapolis, Ind., is the proud mother of James David, born August 18. The grandmother is Lucia Scofield Spears, class of 1929.

Sally Hedrick Pansire (1955-57), 2 Lemon St., Wood City, Wright Patterson AFB, Ohio, in bringing us up-to-date on her life since LC, says she has been happily tagging along after husband, Dino, who is in Research & Development in the Air Force. He will complete his tour of duty this spring and at that time they expect to move to the east coast, where he will continue his work in space research. The Pansire family consists of Dean, 2, Debra, 1, and at the time of this writing a third child was expected in January.

NOTICE

DR. PAULENA NICKELL'S

NEW ADDRESS IS:

R.R. 1, BOX 383

HEMET, CALIFORNIA

"Dean Polly" sends her warmest regards to her Lindenwood friends and would enjoy hearing from any and all of you.

Patricia Springer (1955-57) was married to Bill Booth Lowrey on August 14 in the First Landmark Baptist Church in Sheridan, Ark. Pat received her master's degree in business education at the University of Mississippi last June, and is now living on the island of Oahu, 35 miles from Honolulu, where they will be for the next three years. Her address: U.S. Naval Ammunition Depot, Navy No. 66, San Francisco, Calif.

Lynda Horne (1955-56) was married on September 3 in Star City Presbyterian Church, Ark. to Earl Wayne Vick, Jr. They are living in Dallas, Tex., where Earl is associated with the International Harvester Co.

1960

Myrna (Mitzi) Anderson Patton (B.A.) 18 Irving St., Boston 14, Mass., after recovering from an automobile accident in September, is now attending classes at Brandeis College.

Charlyne Grogan (B.A.) was married to Victor Richard Burke on September 3 and is now living at 40 Russell St., Cambridge, Mass.

Judith Anne Winburn (B.A.), 9532 Pagewood Ct., Overland 32, Mo., is Legal Librarian for the Liberty Loan Co., Clayton.

Carolyn Baue (B.S.) is living at 5520 Gaston, Dallas, Tex.

Rachel Amado (B.A.) was married in Izmir, Turkey on November 20 to Bernard Bartnick of Kansas City, Mo. At the time of this publication, the Bartnicks planned to live in Holland where Bernard would continue his studies.

Carole Cordill (B.A.), who is Music Director at KMEQ AM and KQAL FM radio stations in Omaha, Nebr., was married to Larry Long on February 17. The Longs are residing at 4818 Boyd St., Apt. 203.

Peggy Louise Newell (B.A.) married Gale Fridley on February 25 at the St. Charles Presbyterian Church. The reception, following, was in the Church Hall. Peggy and Gale now live at 4509 Chateau St., St. Louis 10.

Bonnie Ingles Shinn is the daughter of Barrie Bowen Shinn (1956-59) and husband, Lyle. Bonnie was born May 5. The three are now settled in their new home at 1505 S. Greenwood, Park Ridge, Ill.

Sylvia Crink Smith (1956-57) and husband have left Maryland, where Bill has finished his stint in the service. They are now settled on Route 1, at Emerson, Ia., where they are in the farming and cattle business. Sylvia completed her B.S. at the University of Maryland this year.

Kay Cape was married to Charles Mills Marshall in the Presbyterian Church in Steelville, Mo., on November 12. Charlyne Grogan Burke (B.A.), formerly of St. Louis and now of 40 Russell St., Cambridge, Mass., was bridesmaid. After a honeymoon trip to White Sulphur Springs, W. Va., the Marshalls returned to their new home, Hickory Farm, New Hope, Pa.

Suzanne Cooper (1956-58) married to Thomas Martin Girard on October 15 in Denver, Colo. Tom, who formerly lived in Nebraska, is now employed by the City of Akron, O., where he and Suzanne live at 108 So. Rose Blvd. Suzanne is working as a secretary for Firestone Tire and Rubber Co. On their trip from Colo. they spent an evening with Gayle Haines Halser (1956-58), husband Fred, and son Jeff. (We can't tell you Gayle's address because she hasn't sent it to us. As a matter of fact, we didn't know that she was married or had a son until Suzanne's post card reached us.)

By way of Akron, O., we learned of the birth of Ann Marie Henry to Paul and Barbara Marr Henry (1956-58) in St. Louis. The Henrys live at 3508 Watson Rd.

Martha Jane Lashaw (1956-59) was married on December 23 to William Roy Humphreys in Kansas City. Bill, who is president of Delta Chi fraternity, presently is employed in the personnel office, Fisher Body Division, of General Motors Corporation. The Humphreys'

new address is 719 W. 38th, Kansas City, Mo.

Donna Lacy Barksdale (B.A.) is continuing her education at Oklahoma University, and has a new address at 614½ Jenkins, Norman, Okla. Her husband, an engineering physics graduate, will receive a degree in chemistry at the end of this semester and plans to enter the School of Law.

Darlene Turk Hensley (1956-57), who just moved into her first new home at 255 E. 54th Pl. N., Tulsa, Okla., is busy furniture shopping and being secretary to the administrative partner of Arthur Young & Co. Husband, Darrell, recently completed a three-month tour of duty with the Air Force in Texas. She writes, "I certainly enjoy the Bulletin and I'm afraid on the day it comes, supper is a little late getting on the table!" When she visited the campus last May Weekend she took some impressive color slides that she shows with pride to her friends.

ex 1961

Gretchen Lent Osborne (1957-59), 1009 Mary Ellen, Pampa, Tex., announces the birth of Johnson Polk IV, on September 26.

New daughter of Barbara Dale Dunlap Crafton (1957-59), 723 Illinois, Blytheville, Ark., is Ethelyn Dabney, born October 8.

In November, Sara Margaret Cook (1957-59), married James T. Lewis in the First Baptist Church in Camden, Ark. They are living in Ft. Worth, Tex., where James is associated with the Air Route Traffic Control Center.

Mitzi Castleberry (1957-59) was married on Nov. 27 to Samuel Robinson Phillips of Cambridge, Mass. Sam is project engineer for the Cosmodyne Corporation in Los Angeles, Calif.

Robinette Jean Ferguson (1957-59), 306 Lori Apts., 1250 Logan St., Denver, Colo., is employed at Interstate Securities Corporation.

ex 1962

Marilyn Hues (1958-60) was married to Roger W. Hincley of Albany, N.Y., on July 29 in the First Methodist Church in Sayre, Okla. In Atlanta, Ga., where the Hincleys live at 2011 Cascade Rd. S.W., Marilyn is doing secretarial work for a finance company; Roger is an industrial engineer with Owens Illinois Glass Co.

During the Christmas holidays Lynn Leatherman (1958-59) was married to David Albert Clevenger of Arlington, Va. David is a second lieutenant in the Air Force.

Elizabeth Doyle (1958-59) 6411 Harrison Ave., Hammond, Ind., who is studying political science in Chicago this year, would like to hear from some of her classmates.

On December 28 Sarah Ann Winingham (1958-60) was married to Mr. J. O. Murdaugh, Jr. at the First Presbyterian Church in Ardmore, Okla.

ex 1963

Mary Hedrick (1959-60) was married August 27 to Richard J. Hunsicker of St. Charles at the First Baptist Church, Winfield, Kans. Classmates in the wedding party were Marilyn Lewis, Sherry Hayes, and Charlotte Boggess. The Hunsickers are living in Springfield, Mo. where Mary is secretary at the Chamber of Commerce and husband, Dick, is attending SMS College. Their address: 902 Monroe.



This animated, dark-haired woman could be the best friend an alumna ever had. She is Mary F. Lichliter, the Director of Placement at Lindenwood. She represents one of the important services the College provides for her alumnae. Daily her office receives lists of positions available to qualified college graduates—women with three, five, ten years of experience. Persons in almost any field you can name are in demand by business, industry, and educational institutions. Many alumnae have forwarded resumes which Miss L. and her staff can compare with their offers. Many have been helped (at no cost to themselves) to new, more rewarding careers through the efforts of the placement office.

Are you looking for a change? Perhaps Miss L. and her staff will fill the bill. Perhaps she'll be the best friend you ever had. Call or write

Mary F. Lichliter
Director of Placement
Lindenwood College
St. Charles, Mo.

LINDENWOOD COLLEGE BULLETIN

St. Charles, Mo.

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St. Charles, Missouri

Remember?



Do you remember the 1917 Lindenwood Choir?

Front left: Lucile Wilson, Mildred Howard, Rebecca Graham, Quita Johnston, Lois Hanna, Dorothy Vinyard, and Miss Edna Hanna, choir director. Back: Irene Goff, Kathryn Giddings, Mary Beauchamp, Marie Wyrick, Mary Ford, Helen Somerville.