

FOUNDERS' DAY AND INAUGURAL EDITION

Lindenwood College

BULLETIN



Representatives of 145 institutions were in this academic procession which opened the inaugural ceremony on Founders' Day at Lindenwood. Heading the procession is Dr. John W. MacIvor, at left, head of the college's Board of Directors, and Dr. Harry Morehouse Gage, Lindenwood's new president. Lindenwood students formed the guard of honor as the procession moved from Irwin Hall to Roemer Auditorium, where Dr. Gage was inaugurated.

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LINDENWOOD COLLEGE BULLETIN

Vol. 115

NOVEMBER, 1941

No. 5

A Monthly Paper Published by

LINDENWOOD COLLEGE
ST. CHARLES, MO.

Entered at the St. Charles Post Office as Second Class Matter

Dr. Gage Inaugurated as Eleventh President of Lindenwood

Impressive Ceremony on Founders' Day for Induction of New President—145 School and Institutions in Academic Procession to Roemer Auditorium Where Inauguration Is Held

IN AN impressive ceremony on the campus on Founders' Day, October 23, Dr. Harry Morehouse Gage was inaugurated as the eleventh president of Lindenwood College. Representatives of 115 of the nation's colleges and universities and 30 church organizations marched in the academic procession and witnessed the inaugural ceremony.

The inaugural program began with the academic procession at 9:30 a. m., from historic Irwin Hall across the campus to Roemer Auditorium. Under the linden trees and through two rows of students the procession moved into Roemer Hall. With Dr. B. Kurt Stumberg as marshall of the day, the presidential party was headed by Dr. Gage, Dr. MacIvor, president of the college Board of Directors, and those who were to participate in the inauguration. Then came the members of the Board of Directors, and the Lindenwood faculty.

Behind them the delegates of the institutions marched in accordance with the dates of the founding of the school or church board they represented. Leading the list of schools was the College of William and Mary, founded in 1693. Then came Yale University, 1701; Princeton University, 1746; Brown University, 1764 and the City of St. Charles, 1769.

Dr. MacIvor presided at the inaugural ceremony in Roemer Auditorium. The invocation was given by Dr. William B. Lampe, pastor of West Presbyterian Church of St. Louis. Then after the singing of the Lindenwood College Hymn, Dr. George F. Zook, of Washington, D. C., chairman of the American Council on Education, delivered an address on "Education and International Welfare."

Following his address Dr. MacIvor inducted into office Dr. Gage, who then gave his inaugural address, which is published in full in this issue of the Bulletin.

Felicitations to the college's new president were given by Thomas H. Cobbs, of St. Louis, representing the Board of Directors; Dr. Alice E. Gipson, academic dean, representing the faculty; George M. Null, of St. Charles, representing the Presbyterian laity of Missouri; Mrs. Leland Cunningham, of St. Charles, representing the alumnae, and Miss Ruth Dayton, of Ottumwa, Iowa, president of the Student Government Association, representing the students.

The benediction was given by Dr. George W. Sweazey, pastor of the Tyler Place Presbyterian Church of St. Louis.

At a Board of Directors' luncheon at noon in Ayres Hall, Dr. Gage presided and greetings were extended to the college and its new president by Dean C. Harve Geiger, acting president of Coe College, Cedar Rapids, Iowa; Dr. Franc L. McCluer, president of Westminster College, representing the Missouri College Union and the Presbyterian College Union, and Dr. Irving Maurer, president of Beloit College, Beloit, Wis., representing the Midwest College Conference.

A reception was held at 3 P. M. in the Lillie P. Roemer Memorial Fine Arts Building for delegates, alumnae students and guests.

In his address Dr. Zook paid tribute to Lindenwood's new president. Dr. Gage, he said, "knows the field of college education as few men have had an opportunity to know it; he is an administrator of enviable reputation; in spite of the hard knocks of experience—or perhaps because of them—he has a sense of humor, and above all Harry Gage is a fine Christian gentleman.

"As I walked across the campus this morning—out here in the midst of this great land and away from the hurly burly of Washington—my chief impression was of peace and tranquility," Dr. Zook continued.

"This is the peace and tranquility that my ancestors, when they could no longer endure the despotism of the old world, sought and found one hundred years ago, within a few miles of this spot; the peace and tranquility that has been vouchsafed to many thousands of happy communities in our beloved land. Surely if college education is preparation for life it is preparation to spend one's years intelligently and happily in the atmosphere of peace and goodwill which prevades this place and thousands like it throughout our country.

"It comes like a chilling blast then to repeat the warning broadcast by a French publicist in vain a short time before the present war broke out, "the tragedy of our times is that we are citizens of the world and do not know it." That warning should go home to the colleges with a thud. Because it is in the laboratories of the colleges and universities that men and women have learned how to make rubber tires that will carry one across several states in a day, how to devise a telephone system that reaches to the four corners of the world, how to set up a radio system that enables one to listen one after the other to London, Berlin,

Rome, Moscow, Ankara, Batavia, and Manila, and how to have breakfast in New York on one day and dinner in Lisbon the next."

In a word it is the implications of science—the science that is taught in the laboratories of Lindenwood College and in hundreds of other institutions like it with which we have to deal. Whether we like it or not, science has condemned us—no, you really do not wish me to say that. Rather science has opened up the resources of the world as the inheritance of all of us and made it possible for us all to live as one great family, sharing with one another the blessings with which God has so freely endowed this planet, if we will—if we will.

"It is therefore not merely life in the community, life in the state, not even life in our country for which one prepares in college, but for life in the world. The French didn't wake up to this hard fact until it was too late. The British didn't see it until Dunkirk. Out of the crucible of public discussion it is only beginning to dawn on us. Let us hope it is not too little and too late.

"If the colleges and universities are to prepare citizens of the world as it will be after Hitler, it seems pertinent indeed to inquire what the world is to be like. Ah, now we are stripped of our hypocrisy and wishful thinking! After catching a little of the vision in 1917-19 we have had our heads buried in the sands almost to this very day, so that even now we have all too little in the way of constructive thought and planning to offer on the subject of future world organization. In some respects we are nowhere near so far along in our thinking as we were prior to the last war.

"I do not believe there can be any peace in this modern world until Hitler and all he stands for is defeated. Indeed it would seem to follow that there can be no peace in the world until the blessings of democratic government dominate the thought and practice of all the great peoples of the world. And when I say this I do not wish to imply that Secretary Knox was correct when a few weeks ago he stated that once the Rome-Berlin-Tokyo Axis is broken, the United States and Great Britain will dominate the world for the next 100 years. True world democracy does not mean world domination by any one, including ourselves. It means to live and to let live on the basis of fraternity and helpfulness among nations.

"I believe this war was brought on by Germans, Frenchmen, Englishmen, and Americans, including those who opposed the League of Nations, who did not know that we are citizens of the world. I believe that it is going to be sometime yet before we realize that we are citizens of the world. Indeed I believe that millions of individual Germans, Frenchmen, English-

men, Italians, Japanese, and Americans are going to have to learn their bitter lesson through the age-old method of painful suffering and sacrifice before they fully appreciate that they are citizens of the world with all the implications which pertain thereto.

"We are now apparently very close to war. Why? Not merely because we 'cannot do business with Hitler' but because the totalitarian way of life, with its crucifixion of individual freedom, its absurd doctrine of a master race, its worship of force, and its sneering rejection of democracy, is not our way.

"It would be a bad mistake for me to attempt to describe in detail what all this means for the college curriculum. I would doubtless appear to be casting aside our long experience in the field of college education, which I do not care to do. Also obviously in so short a time I cannot even mention the host of developments in human personality and the social relationships in the nation, state, and community which are the proper function of the college to develop. But I can say to you that a college, the same as any other social institution, must always serve the age in which it lives. If therefore, it is true that the colleges are to prepare citizens of the world they must necessarily devote themselves to the implementation of those universal rights which are the common heritage of world citizens, no matter in what corner of the world they may happen to be in.

"Such a curriculum is going to require both imagination and courage on the part of those who are in charge of our institutions of higher education. Count Sforza recently declared before the Association of American Colleges in Pasadena that the first line of defense which failed in June a year ago was not the Maginot Line. 'What failed much before was French higher education.' It was Static. 'It had ceased to be dynamic.' It had indeed ceased to serve the age in which it lived."

* * *

Dr. Bernard Is Author of Text on Sociology

Another Lindenwood faculty member is now an author. Dr. Jessie Bernard of the Sociology Department has completed a college text on "American Family Behavior" which will be published this fall by Harper and Brothers of New York.

The book is unique in that it measures the success or failure of the American family in its attempts to fulfill its functions. There will be approximately 500 pages in the book. Dr. Bernard has been a member of the faculty since 1939. She received her A. B. and A. M. degrees from the University of Minnesota and her Ph.D. degree from Washington University.

History as an Integrating Subject in Liberal Arts Curriculum

Dr. Homer Clevenger, New Member of Lindenwood's Faculty Tells How History Courses Are Being Used to Meet Needs of Modern Students

By Dr. Homer Clevenger
DEPARTMENT OF HISTORY

DURING the last decade an undesirable development in the liberal arts curriculum has come to the attention of many educators. A few venturesome faculties have sought for a scheme to correct the condition. The situation has evolved out of the rapid growth of information research has added to each of the fields of learning. The teachers in the liberal arts colleges, who have been trained to be specialists in their own area, have come to feel that more and more of the student's time is needed to master any one of broadening fields. At the same time there has been a growing demand for a technical training which can be speedily acquired and will find a ready market among employers.

The result has been early specialization accompanied with the failure of the individual to secure a general education to aid her in her struggle for success. Having been devised to meet the pressure for speed, practicality, and specialization, junior college curricula have been filled with primary courses for novice specialists rather than general courses to broaden the student's information outside her chosen specialty. Along with these trends the academic departments in college have grown more and more self centered. Their concept of aims and purposes has tended to narrow down to those of a single department instead of spreading out to include those of the institution.

A few faculties are searching for remedies. The experimenters have usually agreed the first two years of college should be used to give the student a broad education with little attention paid to specialization. Two general types of procedure have been followed. In one, each major department develops a year-long survey course designed to impart information of a general interest. All students are required to take these courses or combinations of them.

In the second type of procedure, a new subject, usually called "The Humanities," is introduced into the curriculum. It is outlined to last for two years and is required of all students. At appropriate times the plan requires that each academic department present the class with that part of the course which the department members are best equipped to teach. Thus all departments cooperate in planning and teaching the course. Both of these procedures create an awareness

New Faculty Member



Dr. Homer Clevenger

of institutional purpose and result in increased inter-departmental cooperation, but each leaves something to be desired.

A more ambitious experiment might be launched with the aim of securing the advantages inherent in both of these schemes. Unity of purpose and the feeling of departmental responsibility to contribute to the general education of all students could be retained if each department developed a survey course. The attribute of coherence could be acquired for the junior college curriculum by expanding the "Humanities" idea to comprehend the whole or a larger part of the curriculum. The year-long survey courses could be changed to one or more short courses offered at different times during the two year period. For example, the science professor could give some short course at a time designated in the comprehensive curriculum outline instead of meeting the "Humanities" class for two or three weeks.

To implement the operation of the more ambitious experiment a core or an integrating subject should be

adopted. It would be easy to demonstrate that any of the academic fields could be used as a core for a curriculum. History may not be the most logical to use but an examination of the catalog of any liberal arts college reveals that almost every academic department offers some kind of a course in history. This seems to be evidence that a general interest in history already exists and that history offers opportunities as an integrating subject in the curriculum.

Without any attempt to be final or dogmatic but simply as an illustration, let us suppose a faculty has agreed history shall be the core, but that the selection of historical material for presentation and its organization into a course must meet the demands set up in a conference of all the departments. The course is worked out as a general survey course in world history devised to emphasize, explain, or introduce all of the experiences of man in which the other departments are especially interested.

Each other department will contribute its share of lore and knowledge in courses which will be required of all students. These courses will be devised to grow out of, parallel, precede, or follow the study of certain phases of the history course. They may be for one, two, three, four, or five hours and possible of completion in four, eight, twelve, sixteen or twenty weeks. They can be scheduled to begin and end without regard for quarter or semester beginnings and endings. The whole prescribed course of study for the first two years would resemble a comprehensive integrated syllabus. History would furnish the central theme and give coherence. The courses of other departments would fall into place as subdivisions under the outline.

In scouting the possibilities for such a plan it must be remembered no new information need be added to the offering of any department with the exception of history. It is quite possible a department would need only to reorganize a course already given to bring it in line with the general theme and it is within the realm of probability that some course now offered would need only to be made run before, after or parallel with the core course. It is reasonable to believe a college faculty could work out an integrated program along this general line without increasing materially the number of subjects already required. A college with such a plan would have to be prepared to lose some of its flexibility in absorbing new students at four or six different times during the first two years, but enough might be gained to justify the loss.

Since the plan suggested involves a change of practice in only the first two years of college, no department need fear loss of honor or prestige. Its area for specialization would come later and perhaps some latitude for specializing could still be allowed in the first two years.

The history department alone needs to stand on defense, but even it is challenged to do only that which it has always claimed to do—comprehend the whole field of man's experience.

As they always have, skeptics will hoot at the possibility of measureable material gain from such an integrating experiment. Caution forces the admission that they may be right, but the spiritual gain to the faculty which co-operates conscientiously on such an experiment ought to compensate for the trouble of making it. Any material good derived from it would be clear profit.

* * *

Thomas H. Cobb Felicitates Dr. Gage On Behalf of Board of Directors

Representing the college's Board of Directors at the inauguration of Dr. Gage, Thomas H. Cobb, of St. Louis, said:

"We, the members of the Board of Directors of Lindenwood Female College, heartily welcome you to Lindenwood. We cordially congratulate you and this institution on your acceptance of the Presidency of Lindenwood College. We wish you health, happiness and great success in your work here among us.

We commit to you the general direction of the educational work in Lindenwood College and the general supervision of the education of these fine young ladies who are now here and those who may come hereafter.

"We pledge to you our loyalty, cooperation and support in everything which you may undertake or do for the best interest of Lindenwood College."

* * *

Alumnæ Offered Opportunity to Subscribe to Linden Bark

At the request of a number of alumnae subscriptions to the Linden Bark are now being received for the college paper, which is published every other Tuesday during the school year. The subscription price is \$1 a year.

Last year the Bark was streamlined and several new features added. Other improvements are planned for this year. Alumnae who wish to keep with campus activities are invited to subscribe.

* * *

Miss Hankins Is Injured in Fall at Her Home

Miss Kathryn Hankins, instructor in classical languages and a member of Lindenwood's faculty since 1920, is recovering from a broken shoulder suffered recently when she slipped on some wet leaves near her home in Webster Groves.

Lindenwood Fulfills Promise of Its Founders Dr. Gage Declares in Inaugural Address

Purpose of College Includes Culture, Character and Good Citizenship Needed to Assure America's Future and Its Leadership He Points Out in Accepting Presidency

After his induction into the presidency of Lindenwood College, Dr. Harry Morehouse Gage delivered his inaugural address, "In View of the Presidency."

The text of the address follows.

THE occasion of my inauguration as eleventh president of Lindenwood very happily coincides with the celebration of the one hundred and fourteenth anniversary of the founding of the institution. It is, therefore, a good time to talk about our ancestors and of children still unborn. This important present has a past and future reference with obligations extending in both directions.

In a book that is not as much read as it should be in these times, there is a portion usually omitted even by those who read other parts of the book. I have in mind a genealogical chapter in Genesis. It is a sort of Mosaic De Senectute. It is not so extensive as Cicero's celebrated essay on Old Age and not as difficult. Its simplicity is surprising. In the major portion of the chapter which sets forth essential facts only two verbs are used. They are "lived" and "begat". The passage runs in this fashion: "And Methuselah lived one hundred and eighty-seven years and begat Lamech; and Methuselah lived after he begat Lamech seven hundred and eighty-two years." Later we learn that "Terah lived seventy years and begat Abram." Then he died in the prime of his manhood, or, should we say, in the prime of his young manhood, at the age of two hundred and five. Terah's early demise may have been prophetic of the shortening span of human life which lives and begets and dies and is usually forgot long before the years of Methuselah's age when he began to beget.

I raise no question concerning the vital statistics to which I have referred. I accept them as authoritative without pause to inquire about the validity of the record or the probable causes of longevity in the days of the long ago. The record as we have it is a statement of a greatly shortened span of human life. I use it as a possible explanation of modern man's resolution somehow to make it possible to live in the midst of civilization as long as his ancestors did in a nomadic state.

Just what did modern man do to lengthen life? He has, of course, improved health and so given to us

greater life expectancy. That method, however, sure as it may be, is very slow in producing results. It fails to satisfy the executive who demands the "quick returns of profit." Modern man, therefore, worked a miracle. He became a creator of life. By executive fiat he did it. Out of practically nothing he made a body and called it a corporation. Into that body he breathed the breath of his own life. On the "lengthened shadow of a man" or group of men he founded an institution. That institution he endowed with a certainty and length of life which no man possesses. To the institution he bequeathed in trust his ideals and purposes. So founded, endowed, and enriched, the institution became a corporation which termites cannot weaken, moth and rust cannot corrupt and no bacteria known to science can destroy.

Plato in his discussion of old age gives four reasons why old age is thought to be miserable. First, one is removed from active life. Second, one's body becomes feeble. Third, one is deprived of most of the pleasures of life. Fourth, one is not far from death. But if Plato had been called upon to consider the old age of corporations and institutions such as Lindenwood on Founders' Day in celebration of one hundred and fourteen years of life, he could not have used his eloquent references to old age. An institution never retires from active life. Once committed to a purpose it never relinquishes interest in the execution of that purpose. After it has passed through the period of "growing pains" and recovered from institutional measles, a corporation is inclined to grow stronger rather than feeble. The pleasures of institutional life multiply with the passage of time.

Finally and paradoxically the older an institution becomes the greater its life expectancy is and the more remote its dissolution and death. Each added year of institutional life gives promise of greater and longer life to come. We can today on our one hundred and fourteenth birthday agree with Cato that old age, anyway institutional old age, is enjoyable or, as Cicero said, is not only not irksome but much to be desired.

Lindenwood's purposes one hundred and fourteen years ago gave promise of long and joyful life. That promise has been realized. However, even though Lin-

Founders Intended Lindenwood to be Liberal College

denwood as a corporation is exempt from the microbes that attack and the accidents that befall human beings, certain infections and diseases are peculiar to institutions. We must be one our guard against them.

There are institutional bacteria. One of them is bacillus numericus. A symptom of the presence of that bacillus is a belief that increase in numbers of any kind means essential progress; a feeling that quantity is an index of quality. As at Babel, colleges have raised high their towers in the confusion of bigness and greatness. No individual cares to become markedly fat but we have little objection to institutional corpulence. As surely as quinine will kill malarial spores, ideals of excellence will destroy bacillus numericus.

There is such a thing as institutional elephantiasis. This is a swelling. The swelling may be big or it may be little. Whatever its size it is a swelling on and not a growth of the institution. The cause of this disease is the desire of a college to be like all the parts of a university. It is marked by delusions of grandeur. This is a moral disease. Its cure is modesty born of institutional honesty.

Colleges also suffer from institutional sclerosis. Arteries harden. The blood of new and refreshing life is held in check. The incrustations of habit prevent new movements. Colleges need something like the knee action of an automobile, which enables the machine to make an easy adjustment of its movement to the changing conditions of the road. The cure for institutional sclerosis with its rheumatic inflexibility and habitual ways of doing things is not less but more ancestor worship. The fathers drank from the fountain of perpetual youth. They raised ideals which they never realized and which perhaps may never be realized but which, nevertheless, may be approximated as new achievements are followed by new ventures in years without assignable end.

The ideas which the founders wished to continue beyond the limits of their own lives and whose perpetuation is committed to us are embodied in legal documents known as articles of incorporation and deeds conditioning the ownership of property. The founders had a "plan, system, principles, objects and purposes to be observed and pursued in the establishment and government of said college." There was, however, nothing narrow in the purpose bequeathed to us by those Presbyterian founders. It was distinctly liberal. They said in fact that the college "is to be set on a large and liberal plan and on a lasting foundation" and that it should "supply, at as low charges as practicable, ample facilities for female education in the best sense and meaning of the term, namely, the proper development and cultivation of the intellectual, moral and physical

faculties." Requiring that the "whole course of instruction and discipline shall be based on the religion of Jesus Christ," admission to college was not in the beginning and is not now based on religious tests and denominational allegiance.

The Christian spirit of the college becomes evident when we read that its purpose it "in fine to supply schools adapted to qualify the pupils not only to enjoy the rational pleasures of life as accountable beings, but to become enlightened, accomplished and useful members of society, to discharge with ease and grace the peculiar duties of the sex in all their varied relations." One is pleasantly surprised and profoundly thankful in view of problems which press upon us as citizens today that the founders require this institution today "so to convey instruction appropriately as to give a decidedly national bias to the youthful mind."

Inherent in these chartered purposes are culture, character, and citizenship. They are what individuals need for successful living; what fathers and mothers desire for their daughters; what our America needs to assure its future and to fulfill its duty of fellowship with and leadership of the nations of the earth. The idea of culture seems to have included the happy exercise of all human faculties and articulations with life processes, all with the idea of producing "useful members of society." Character in the minds of the founders was definitely Christian; a realization of the abundant life which Jesus came to give; and evidenced by the lives of those who go about doing good. Good citizenship to the fathers meant the acquirement of the "national mind." By this, I take it, they meant the understanding of our Americanism, namely, equality, freedom, justice, and faith in the improvability of human life and our desire to produce here on earth a race of people superior to any that has ever existed before.

Now having said something about our ancestors and the trust which they reposed in their successors, I am reminded that this ceremony is designed for the inauguration of a new president of Lindenwood College. This is a ritual. It is familiar to many in this audience. Attendance at inaugural ceremonies occasionally and acknowledgment of invitations to attend help to keep a college president busy. If he has not attended many he may even think that in these affairs he is engaged in important business. It is important but not on account of speeches, deliverances, and pronouncements. These are endured patiently and not without gladness in our fellowship, "the fellowship of suffering," which is so highly recommended by St. Paul and compared with which no other fellowship is really worthwhile. Very

Intellectual Strenuousness and Moral Earnestness are Goals

naturally I appreciate the presence of my friends. They are sympathetic and I can assure them that I am suffering with them.

To me personally and in the sanctuary of my heart there is just one important and significant fact which is emphasized by this ceremony. I have been elected president of Lindenwood College. Election has been accepted. Into the presidency I have been inducted by the chairman of the Board of Trustees. The oath of office has been taken. Words of welcome have been spoken by representatives of the Board of Directors, church, faculty, alumni and students. To me the leadership of the institution has been formally committed and by me has been solemnly accepted. Its precious past and the prosperity of its purpose is in my keeping. Its destiny is in my charge. Its welfare is in my heart. Its progress is in some important respects dependent on the skill and strength of my hand. This whole inaugural ceremony is designed to impress these facts on my mind. Therefore, do I say now to all of those who love Lindenwood that my life in the future will be coextensive with and inseparable from the life of the college. To me it is given to be inwardly dedicated and outwardly devoted to the welfare of Lindenwood so that in my presidency I may do what is right and be what is good.

The authority committed to me is impressive. I assure you that I have been greatly impressed; but I am not carried away by delusions of grandeur. The beautiful robes of humility are more becoming and more symbolic of reality than the display of academic raiment. A college president must wear those robes; "if not now, eventually." There are dangers in autocracy; also difficulties. Theologians have found no little difficulty in establishing the democratic character of God's sovereignty. Years ago a Calvinist preacher in Tennessee thundered the immutable proclamations of the Almighty. A Jacksonian democrat in the audience arose and said, "What you say may be true. Maybe God has set himself up to be an autocrat in this world to foreordain and control every detail of our lives; but I am here to tell you that, when the people find out about it, they will not stand for it." The angels in heaven rebelled unsuccessfully. I have known college faculties that have done likewise and not without a justifiable measure of success. So I am very humble but not as was Uriah Heap.

I have reminded you that a mountain of responsibility has been placed upon me. In doing so I was serious. However, I hasten to add that while I take my responsibility seriously, I do not take myself very

seriously. Responsibility is not going to rob me of the joy of life. The fathers planted a good seed. It will grow and bring forth beautiful flowers and choice fruits even if I do make some mistakes in cultivation. Verily I do believe that God is on this campus "His wonders to perform." He will have His way with my help part of the time and at other times in spite of me. Knowledge if that will keep me humble and smiling.

One in an executive position must be able to chart a course but it is quite certain that one cannot follow it exactly. So if one has great pride of opinion and tries to sail against the wind, he is quite sure to find the decks awash and maybe he will be swept overboard. Good sailors, however, know how to adjust themselves to the wind by tacking. A competent navigator does not feel that he is sacrificing principles of chart and compass just because he is not at a given moment going straight to his destination. He knows also that even if he has made a mistake in navigation, north star and sun are still in place. New reckonings usually can be made. Lindenwood is a college and it is Christian. These points are north star and sun for me.

With these points of reference in mind or discoverable I think I shall have large liberty in leadership and may even be allowed the privilege of recovering from some mistakes. And somehow I feel that I shall not make many serious mistakes if I do not allow my mind to become befogged by multiplied definitions of what a college is and what is Christian. Intellectual strenuousness and moral earnestness are fixed points of reference for me. Directing my course by them I hope "to serve the present age" by making Lindenwood a real college and by making it really Christian.

My previous references to maritime life may have intimated to you that the office I now hold is a dangerous one. An occupational hazard is attached to the presidency of a college. Tenure of office is uncertain. During a tenure of twenty-one years in my previous position I had fellowship with ninety-four presidents of twenty colleges in Iowa. Statistics prove that the average official life of a college president is four years or less. Some presidents are still-born. Most of us die in presidential infancy. I can insure my life and my legs but I cannot insure my tenure of office. To me that is perfectly glorious. It appeals to one's sporting blood. A college president ranks with aviation, football, hunting big game. It is a hazardous major sport. Next to death itself it is life's great adventure.

The presidency of a college does in fact give one many experiences of exploration and adventure. There is the curriculum. In my more ingenuous moments I have thought the courses offered in the curriculum

Chief Responsibility is for the Students

principally need to be taught excellently by teachers and pursued with diligence by students and that the curriculum as a whole needs wise administration. But having attended an incredible number of faculty meetings and intercollegiate conferences I have learned that what the curriculum really needs is revision. The curriculum is just an arrangement of intellectual and spiritual food. It is not a counter from which pabulum is given to our "selectees." It is only an organized opportunity for hungry souls to secure nourishment. In it also are a few appetizers. However, I am always being told that the service is poor or not fashionable or that the diet should be changed. The curriculum itself is probably nutritious food, bread and butter, to mind and heart with an occasional dose of whatever is the intellectual equivalent of stewed onions. It develops moral muscle and tough intellectual fiber. Nevertheless, word goes around that the American college curriculum needs less though meat that requires long and vigorous chewing, much less spinach, more appetizers, many more garnishings and especially more predigested courses which can be utilized immediately by some process of injection rather than by the vulgar and old-fashioned process of chewing, swallowing, and assimilation.

Courses in the curriculum, I have been told, should not be served family style in which all courses are required including academic carrots, turnips, and the hard-to-pick necks of chickens. A popular demand is for a very modern cafeteria service with orchestral accompaniment. If one responds to the demand, why worry? Students will not starve to death. Garnishings are not nutritious but they are attractive. Furthermore if one be lean and hungry, one can always pick up a bit of bread.

I shall change my imagery. On each college faculty are a number of doctors who understand curricular ailments. I have noticed that if the curriculum is not functioning well, if it is not "going," the doctors have probably stopped teaching in order to examine and tinker with it. Maybe they will decide on a major operation with newspaper advertisement. The curriculum is in the hospital. The country over it is nearly always there or convalescing. One of the principal duties of a college president seems to be to get the patient ready for another operation. Nearly every college president that I know is besieged by those who feel that the curriculum should be doctored just as soon as the patient can be made ready. In this whole business the president, if he be not wise and cautious, may come to believe that his only duty is to issue bulletins and to tell the public that the patient is doing well.

From my somewhat facetious reference to cafeterias and hospitals you may have inferred my attitude toward

the problems involved. I do not feel that I am a pagan, one of the pagani, a villager remote from centers of civilization where new ideas come late and with difficulty and, therefore, stubbornly refusing to abandon an old way once its futility has been demonstrated. I cannot, however, feel that the newest is always truest and that the latest is necessarily the best. Our chief responsibility is for students and not for experimental procedures which cost large sums of money. Unless experiments are adequately financed by special appropriations and conducted by an organization especially designed for research, the results are some advertising and much sacrifice of victims on the altar of experiment. This is unnecessary. We are inheritors of a conservative tradition and are in possession of substantial values. The results of the best experiments are available for our use as new drugs and methods of cure are available for use by every physician in the country. Not having sclerosis of the open mind we are certainly as well able to fit students for "the duties of life" in 1941 as were the founders in 1827.

Speaking of doctors reminds me that I may become an entirely successful college president if I choose the right doctors. (No conceivable presidential excellence can balance habitual want of skill in choosing the right advisors and making the right appointments to instructional and administrative positions. A good faculty makes a good college. Nothing else does.) In my hostility to tinkering and fooling with the curriculum I may have spoken too lightly of operations on the curriculum. As a matter of fact if the curriculum is alive and not dead, it will grow. Therefore, the curriculum like a tree needs pruning; like a garden it needs weeding, new planting and reseeding. Minor operations are always in order and occasionally a major one. Even so what the faculty does to the curriculum is of little importance compared to the professional excellence of the men and women who do the job.

In dealing with teachers and officers I am sure that frankness and sincerity are at once alpha and omega of administrative excellence. Standing between the Board of Trustees and the faculty it is my business to be a good conductor. It is so easy to ground the currents of communication which flow in both directions. The position of a go-between is important and difficult. In addition to a college president's temptation to become money-minded there is the additional temptation to become two-faced. Twenty-five years ago a widely advertised university professor gave his daughter a doll for Christmas. He taught her to call the doll Mr. President. It was a trick doll and would lie in any

Student Activities Have Place in College Life

position in which it was placed. This, of course, is delicious slander. None the less it is true that frankness and sincerity are jewels in the college president's crown.

Colleges exist for training of mind. There are other purposes. Much campus sentiment is crystallized about activities. On stated occasions pomp vies with ceremony for the apotheosis of doing things and with an irony that is the very salt of the occasion the president officiates as high priest and to the noise of tinkling symbol and sounding brass anoints the unscholarly with the holy oil of public approbation and crowns the academically unwashed with bay leaves. These experiences give one much food for thought on laurel foliage for the fleet of mind, prizes for acrobats of the soul, demonstrations for the minions of Minerva and the impossibility of gastronomic shows for intellectual cadavers. These thoughts give one a sense of futility and failure unless one learns, as he should, to assign high value to achievement-quotients and remembers that from time immemorial subtlety and sleight of mind with driving thrust and vital urge have been universally reprehended and just as universally recognized as the mother of conspicuous success in this world. Since we do live for a time in this world such successes should be stimulated, directed and applauded.

There are students on the campus. This is the most important discovery a college president can make. Finding them is like finding one's job. The only thing required here is a little horse sense. Once upon a time a horse strayed away. The owner, his boys, hired men, and neighbors could not find the horse. The principal loafer and ne'er-do-well of the neighborhood took a hitch in his belt, pulled his hat over his eyes and slowly walked away. He returned leading the horse. He explained himself as follows: "I was a-settin' and a-thinkin' and I thought where I would go if I was hoss and I went there and I found him." Wandering students are discovered by sympathetic insight. Sometimes they will return by themselves and will come in if the door is open.

It is the individual student who is to be discovered. Where human beings are concerned we are seeking not for abstract but for concrete excellence. The carriers of values are always concrete human individuals and not laws of science. Abstract science will not help us in emptiness as they increase in generality. The subjects of education with which we on the campus have to deal are individual persons and, like the two well-known blades of grass, no two persons are alike. Individual students, the subjects of education, are unique and occur only once in history. Now education as an abstract science rejects the unique. So I do not care first of all to become a scientific educator.

The abstract science of education creates the imaginary average student who never existed. So the theory insurance gives the life duration of a man who never lived and death dates at which no man ever died; but fails to tell any person what he wants to know, namely, when he will die. Statistical science tells us that the center of population in this country is under a certain tree in Indiana. Imagine a seeker of people at the exact center of population. Nobody at home where the greatest number of people are supposed to be! The stupidity of this paradox does not prove the uselessness of science. It does prove the stupidity of those who try to carry the methods of abstract science into the domain of individual human life where that method can have no validity. Theories of education have no more to do with the education of individuals than the center of population has to do with people.

Students are active. They have initiative. I have already expressed my interest in their activities. What are student activities? What are the things that students do? They talk, argue, play games, put on plays, look at pictures, draw pictures, sing songs, play musical instruments, listen to music, read books, go to parties, make dates, and say their prayers. These things students do on their own initiative. They have always done these things. Only recently have we made formal recognition to their activities. As recently as my own academy and college days most of the activities I have mentioned were forbidden or ignored or not encouraged. For instance, plays and dances were surreptitiously "bootlegged" or smuggled through. Library facilities were provided by literary societies. At a long last we are providing both democratic opportunity and professional leadership for expression. In what other way can we provide for the principal aim of all education and of life itself? This aim is growth and development of personality, social understanding and some skill in a communicative art. So have coaches, leaders, and directors whose names adorn the roster of the faculty. Personnel officers are coaches for social life and group living. The librarian is coach for the recreational life of reading.

Teachers of the fine arts should coach the whole college community in aesthetic expression and appreciation. As for religion, if it exists at all on the campus, it must exist as an original student activity. It is not for the president to be officially religious for the whole college. Religious requirements are not satisfied by catalogue statements. College spirit should be in leadership in this field. Religious living and the fine art of meditation and prayer are not departments of life or of the institution. Religion is a pervasive spirit as elusive and as real as the fragrance of a day in June.

In the foregoing review of ordinary problems of college administration I have recorded some judgments and revealed some attitudes. However, I formulate no rules to guide me in the conduct of my office. The inventor of intellectual formulae doubted their practical value. Aristotle, father of the syllogism, tells us in Nichomachean Ethics that purely intellectual laws and rules can never be infallible guides of conduct in life. Solutions for my problems will be provided by a dear little friend who dwells within me. Her name is Phronesis. She is intuitive judgment. As I grow into the duties of my office she will form and mature in me by experience and practice and by processes of informal logic which are too elusive, recondite and elastic to be imprisoned by words and formulae.

An executive, unless he be an autocrat, which I am not, cannot succeed without friends. Nevertheless there is an essential loneliness in every executive position. Grover Cleveland felt it when he entered the White House and wrote to his former law partner on that first lonely night, "Henceforth I shall have no friends." The boy on the burning deck is the most glorious figure in recorded history. Everyone else had skedaddled. There he stands alone. Everyone watches to see what he will do next, what plan he has, to hear what he may say, and, of course, to shout advice. Certainly he is heroic. One needs a bit of that sort of heroism.

Sometimes one feels alone and watched and has a feeling of being shouted at. But sometimes when all the world seems to shout, "You are wrong," Phronesis whispers, "You are right." Her's is the witness of the Spirit. To the leading of the Spirit I commend myself. I cannot do more or better. I cannot give you tabulated percentages by which I shall guide myself. I cannot wisely say that I shall do what I have done, the things that the majority of college presidents do, the things that a minority do or what the average president does. Phronesis will tell me what to do. In one respect she is Greek for common sense. In another and truer and deeper respect Phronesis is the Spirit who will surely lead me and our beloved college into the way of life.

Lindenwood Alumna Now Teaching at Ferry Hall

Miss Martha Malcolmson, Class of '36, has joined the faculty at Ferry Hall, Lake Forest, Ill. Ferry Hall is a girls' preparatory school and junior college. Miss Malcolmson, prior to going to Ferry Hall, was director of speech and dramatics at Missouri Valley College, Marshall, Mo. She will teach speech, dramatics and English at Ferry Hall. For the last two summers she has done graduate work at the University of Missouri. Her new address is 225 Lawton Road, Riverside, Ill.

Nine Lindenwood Girls Attend Veiled Prophet Ball

Nine Lindenwood students attended the annual Veiled Prophet's ball in St. Louis October 8, which formally opened the St. Louis fall social season. The girls who attended are: Marion Wettstone, Betty Beard, Betty Baggally, Elsie Meletio; Sally Dearmont, Estelle Blumeyer, Mary Jo Shepard, Eleanor Latal, and Annamae Ruhman.

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Big Sister Chairman



Doris Nahigan, who as chairman of the Big Sisters, had charge of welcoming new students to Lindenwood this fall. Doris, whose home is in Evanston, Ill., is a senior and is noted on the campus for her dramatic talent. She is president of Alpha Psi Omega, and of Beta Pi Theta and is a member of Alpha Sigma Tau, the honorary society. Last year she was literary editor of the Linden Leaves.

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Des Moines Lindenwood Club Meets

The Des Moines Lindenwood College Club held its first meeting of the fall recently at the home of Mrs. J. J. Buck (Margaret Kelloway, Class of '28). Miss Ruth Boyette reports the membership of the club is growing, and officers for the year will be elected soon.

"We have no definite purpose," she writes, "other than to renew friendships and reminisce of our days at Lindenwood, but most of us put in a profitable evening on our Red Cross knitting and other work."

Halloween Queen Selected at Annual College Style Show

Thirteen Freshman Candidates for Queen Model New Fall Styles Under Direction of Lindenwood's New Fashion Counselor

ALL the intriguing new styles for fall were on display in Roemer Auditorium the night of October 15 when Lindenwood's annual style show was held under the direction of Mrs. Virginia Staples, the college's fashion counselor. Mrs. Staples was the commentator.

The models were the thirteen freshmen who were candidates for Halloween Queen. After the show the candidates were introduced to the audience. The audience selected the new queen by ballot and her identity will be revealed at the annual Halloween party the night of October 31.

The style show was given with the cooperation of Scruggs-Vandervoort-Barney department store of St. Louis. Each girl modeled three different outfits with the matching accessories. The styles included clothes for campus wear, sports wear, informal afternoon dresses, and formal gowns for evening.

The freshmen who served as models and who will be special maids to the Halloween Queen are: Betty Baggaley, Winnetka, Ill.; D. D. Chapman, Flossmor, Ill.; Margaret Moles, Dike, Iowa; Ann Perry, Flossmor, Ill.; Thelma Nabors, McAlester, Okla.; Dorothy May, Evanston, Ill.; Dixie Poynter, North Kansas City, Mo.; Joyce Agapeau, Clayton, Mo.; Janice Hohntanz, Des Moines, Iowa; Eloise Rowland, Caruthersville, Mo.; Jacqueline Schwab, Oklahoma City, Okla.; Janey Rasdale, Ogallala, Neb., and Elizabeth McCabe, Minneapolis, Minn.

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Former Faculty Member Writes History Text

Dr. R. Hohn Rath, who was head of the Department of History last year at Lindenwood, has written a book entitled "The Fall of the Napoleonic Kingdom of Italy," which is just off the press. The book was a part of Dr. Rath's thesis at Columbia University, where he received his Doctor of Philosophy degree. He is now teaching at the Mississippi State College for Women.

Miss Ostner Speaks at Registrars Meeting

Miss Sarah Ostner, registrar of Lindenwood College, presented a paper, "Student of the Registrar" at a meeting of the Missouri Association of Collegiate Registrars at Boonville, Mo., on October 24. The meeting was held at the Kemper Military Academy.

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Dr. Linnemann Speaks at Alumnae Founders' Meeting

The Lindenwood College Alumnae Association met in the Margaret Leggat Butler Library clubroom at 2 P. M. on Founders' Day, with Mrs. Leland Cunningham, of St. Charles, president of the association, presiding. Members from other cities reported on alumnae activities in their communities.

Dr. Alice Linnemann, former head of the Fine Arts Department, and an alumna, spoke at the meeting. The association adopted plans to collect the alumnae fee from each senior before the close of the school year. The next meeting of the association will be held on the campus on Commencement Day next June.

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Mrs. F. H. Fox Represents College at Inauguration

Mrs. Fred H. Fox, of Lakewood, Ohio, an alumna of Lindenwood, represented the college at the inauguration of Dr. Helen D. Bragdon as president of Lake Erie College at Painesville, Ohio, on November 1.

Mrs. Fox, who was Gertrude Wagner Bird, was graduated from Lindenwood in 1925.

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St. Louis Lindenwood College Club Elects Officers

Mrs. Virginia Sterling Krueger has been elected president of the St. Louis Lindenwood College Club succeeding Mrs. Willard Barnhart. Mrs. Helen Kuehner is the new first vice president, and Mrs. Ethel Wiese Neuhoff is second vice president. Mrs. Maureen McClure Milligan is secretary and Mrs. Virginia Bradstreet Ackert is treasurer.

ALUMNAE NEWS FROM FAR AND NEAR

MORE OR LESS PERSONAL

Miss Carol Robinson and Miss Jerrol Sandall, who attended Lindenwood last year, have enrolled this fall at the University of Nebraska and have both been pledged to Delta Gamma sorority.

We were proud to see the picture of Miss Doris Force, Class of '31, in a group picture of University of Chicago Press officials recently in "The Publishers' Weekly." Miss Force, who is head of the Sales Department, recently sent two new books for the Lindenwood Library.

Miss Ruth Williams, Class of '31, visited the college on October 7. Miss Williams is auditor of the Equitable Reserve Association of Neenah, Wis.

Miss Marjorie Ecker of 916 West Main Street, Crawfordsville, Ind., was host at a breakfast recently at the Municipal Clubhouse in Crawfordsville in honor of Miss Peggy Riemann, of Crawfordsville, a sophomore at Lindenwood and Miss Charlotte Rasmussen, of Minneapolis, Minn., a junior at the college. Two former classmates of Miss Ecker who were her house guests attended the breakfast. They were Miss Jean Osborne, of Culver, Ind., and Miss Dorothy Henning, of Chicago, Ill.

WEDDINGS

The marriage of Miss Allie Lou Conner and Kenneth Wilson Collins, a Lieutenant in the United States Army, was solemnized in the Rose Chapel of the Boston Avenue Methodist Church in Tulsa, Okla., October 18. Mrs. Collins, the daughter of Mr. and Mrs. Thomas H. Conner, attended Lindenwood in 1935-36.

Miss June Elizabeth Horstmeyer, daughter of Mrs. Edward A. Horstmeyer 7106 Glenmore, St. Louis, and Carl F. Kottmeier were married October 25. Mrs. Kottmeier attended Lindenwood in 1937-38.

Miss Patricia Nell Murphy and Lieut. Henry Gatling Gilliam will be married November 1 in El Dorado, Ark. The bride, who is the daughter of Dr. and Mrs. Garland D. Murphy, attended Lindenwood in 1936-37.

Miss Carolyn Kinney and Howard Fitts were married June 27, and are living in Washington, D. C. Mrs. Fitts attended Lindenwood in 1938-39.

Miss Virginia Anne Aylesworth and Charles Allison Greene, Jr., were married October 4 in Beverly Hills, Calif. Mrs. Greene, the daughter of Mr. and Mrs. Frederick A. Aylesworth, was a Lindenwood student in 1936-38.

Miss Amy Brenner and Carl Frederick Morisse were married May 24 in St. Louis, where they are now making their home, at 2626 South Kingshighway. Mrs. Morisse was a Lindenwood student in 1933-35.

Miss Kathryn Margaret Craig, daughter of Dr. and Mrs. Everet C. Craig and Robert E. Crouse were married September 27 in Louisville, Ill., and are living in Miami, Fla., at 3821 El Prado Avenue, Coconut Grove Station.

Hope of Tomorrow



These are the attractive children of Mr. and Mrs. Ralph B. Howard, of 1039 North Winton St., Indianapolis, Ind. Shirley, at left, is 9, and Gordon is 8. Their mother, who was Hilda C. Glenn, was a member of the Class of '30.

The wedding of Miss Marian Hanlon and Jack J. Laws took place in the Fifth Street Methodist Church in St. Charles on October 4. Mrs. Laws, the daughter of Mr. and Mrs. Frank William Knell, attended Lindenwood in 1939-41.

Miss Jo Arlene Meredith, daughter of Mr. and Mrs. William J. Meredith and Fred James Partridge, Jr., were married May 27 in Halstead, Kan. Mrs. Partridge was a Lindenwood student in 1939-40.

ALUMNAE NEWS FROM FAR AND NEAR

WEDDINGS

Miss Mary Frances Miller, daughter of Mr. and Mrs. Francis D. Miller, of St. Charles, was married to Vincent Brockgreitens on September 13 at St. Peter's Church in St. Charles.

A September bride was Miss Dorothy Ann Knell, daughter of Mr. and Mrs. Frank William Knell, of Carthage, Mo. She was married on September 30 at Carthage to Lieut. Arthur Miller Coombs. Mrs. Coombs was a member of the Class of '38.

Miss Jane Gill, Class of '37 and daughter of Mr. and Mrs. Roy A. Gill, of Chanute, Kan., was married at Chanute on October 10 to Noble L. Whiting.

From Hammond, Ind., comes news of the wedding on November 8 of Miss Corinne Zarth, Class of '38, to Lee G. Hall. After a honeymoon in Miami, Fla., they will be at home at 234 East Walnut Street, Portland, Ind., Mr. Hall is a graduate of De Pauw University.

Another October bride was Miss Barbara Amb Landenberger, the daughter of Mr. and Mrs. Albert C. Landenberger, of Independence, Mo., who was married to Edward Ewin McDaniels, Jr., on October 11 at Palacios, Texas.

Miss Virginia Louise Powell, daughter of Mr. and Mrs. Harold Q. Powell, of Great Bend, Kan., was married on October 12 to Glenn W. Shaw. The bride was a member of the Class of '39.

BIRTHS

Robert McIntire was born June 16 to Mr. and Mrs. Frank Pollard of 157 Vogel Ave., Ottumwa, Iowa. Mrs. Pollard, who was Mary Margaret Hedrick, attended Lindenwood in 1930-31.

Mr. and Mrs. Edw. Fullenwider of Magnolia, Ark., have a new daughter, Nancy Dee, born August 25. Mrs. Fullenwider was Kathleen Paschal, who attended Lindenwood 1938-39.

On July 7 Jean Paul was born to Mr. and Mrs. Charles F. Anderson, 2528 Arlington, St. Louis, Mo. Mrs. Anderson was formerly Mary Louise Tymms, 1935-36.

A daughter, Leslie Ellen, was born to Mr. and Mrs. Leslie Wood, of 147 North Prairie St., Galesburg, Ill., on October 6.

An unusual announcement in the form of an affidavit sealed by a stork tells of the arrival of Frank Scott Johnson on October 10. His parents are Mr. and Mrs. Frank A. Johnson, of 402 South Eye St., Tacoma, Wash. His mother, who was Barbara Scott, was a member of the Class of '33.

A son, Cyril Roark, was born on August 18 to Mr. and Mrs. Cyril Rickett, of 712 Faulkner St., Conway, Ark. Mrs. Rickett, who was Rubelle Roark, was a member of the Class of '36.

Another October arrival is Richard Arnold Favreau, son of Mr. and Mrs. Richard A. Favreau, of 3232 Lincoln Boulevard, East St. Louis, Ill., who was born October 9. Mrs. Favreau was Audre Johnson and was a member of the Class of '30.

Lindenwood Boy



Introducing Harold Allen Krause, 17-months-old son of Mr. and Mrs. H. A. Krause, of Sterling, Colo. Mrs. Krause, who was Marie Sherwin, attended Lindenwood in 1937-38.

Inadvertantly we recorded last month the arrival of a son to Mr. and Mrs. Alfred F. Meyer, of Orchard Farm, Mo. We regret the error and report the new arrival is a daughter. Mrs. Meyer, who was Rebecca Cox, attended Lindenwood in 1936-37.

An announcement from Dr. and Mrs. Kermit Westerfeld, of 8733 Riverview Boulevard, St. Louis, tells us they are the proud parents of Gene August, born September 29. Mrs. Westerfeld was Alice Belding.

BIRTHS

Somewhat tardily, we report the arrival of a new daughter, Kathleen Cappedge at the home of Mr. and Mrs. Vincent M. Carroll, of 424 Somerset Avenue, Webster Groves. Kathleen was born August 8, 1940. Her mother, who was Lillie Harrison, attended Lindenwood in 1918-19.

The announcement of the real life drama "A Bundle From Heaven" turns out to be news of the arrival of Charles Stephen Wunderlich on October 24. His parents are Mr. and Mrs. Charles Wunderlich, of 5957 Hi Pointe Avenue, St. Louis. Mrs. Wunderlich, who was Lillian Petersen, was a member of the Class of '35.

"Another future Lindenwoodite," writes the mother of Julie Kristen Holm who was born October 14 at Dilworth, Minn. Her parents are Mr. and Mrs. Elmer G. Holm, Jr. Mrs. Holm, who was Gertrude Anderson, was a member of the Class of '37.

Melvin Cheney Bloomfield is the name of the new son at the home of Mr. and Mrs. W. J. Bloomfield, of Fort Scott, Kan., born October 11. Mrs. Bloomfield, who was Mildred Jumet, was a member of the Class of '39.

Another October arrival is Linda Edith Lockwood, who was born October 7 in Kansas City. Her parents are Mr. and Mrs. Donald Edward Lockwood, of 24 East Concord Avenue. Mrs. Lockwood, who was Barbara Hirsh, was a member of the Class of '32.

Edward Lee Klopfenstein was born on October 20 to Mr. and Mrs. E. J. Klopfenstein, of 416 East Grand Avenue, Frederick, Okla. Mrs. Klopfenstein, who was Elizabeth Harris, was a member of the Class of '22.

A daughter, Pamela Storrs was born September 5 to Mr. and Mrs. Richard Wyman Wilson, Dublin Apartments, State Street, Dover, Del. Mrs. Wilson was Kathleen Storrs who attended Lindenwood in 1937-38.

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IN MEMORIAM

Word has been received of the death of Daniel K. Walker, of Butler, Mo., on August 9. He was the husband of Mrs. Ruby Pyle Walker, who attended Lindenwood in 1890-91, and the father of Miss Agnes Walker, Class of '22, who is now a missionary in New Mexico. Lindenwood extends its deepest sympathy to both Mrs. Walker and her daughter.

AROUND THE CAMPUS

Two former golf champions gave a demonstration of the fine points of the game on September 29. They were Miss Patty Berg, former national open champion, and Miss Helen Dettweiler, who was formerly western open champion.

Eighty Lindenwood girls visited the St. Louis Zoo recently on field trips conducted by Dr. Mary Talbot as part of the general zoology course.

The International Relations Club and the League of Women Voters are sponsoring a Red Cross Chapter at Lindenwood this year.

Lindenwood College's role in St. Charles' century and a half of history was depicted in historical sketches presented at the college on October 12, as part of the city's celebration of its 150th anniversary

Dr. Alice Parker of the English Department addressed the St. Charles public school teachers on "Summer Celebrities" recently.

Two Lindenwood students, Miss Frances Shudde, of Amarillo, Texas, and Miss Patricia Potter, of Des Moines, Iowa, gave a piano recital as guest artists on Radio Station KMOX in St. Louis on October 19.

A new archery club, "The Target," was organized on the campus recently with Mary Dillan as president; Dorothy Lance, vice president; Charlotte Galm, secretary-treasurer, and Phyllis Branstedder, reporter.

Four Lindenwood girls, Betty Merrill, Alanette Stallings, Carol Davenport and Hyacinth Young, attended the convention of the American Dietetics Association in St. Louis October 19 to 22.

Twelve members of Dr. Dawson's class in plant morphology visited Meramec State Park at Sullivan, Mo., the week end of October 18-19.

Ann Ferreira, a sophomore, was the winner of the annual poetry contest for the Poetry Society. The society has admitted sixteen new members.

Polly Pollock is the new president of the Residence Council, composed of the presidents and staffs of the residence halls. Judy Moore is the secretary-treasurer.