

Lindenwood College

BULLETIN



Another college year begins at Lindenwood. Here are some of the students arriving at the college. Lindenwood has a capacity enrollment this fall.

OCTOBER • 1941

In this Issue:

Objectives of Liberal Arts College

Page Three

Dr. Schaper Is Distinguished Alumna

Page Five

Dr. Gage to Be Installed on Founders' Day

Page Six

Chemistry at Lindenwood

Page Seven

Alumnae News

Pages Nine and Ten

LINDENWOOD COLLEGE BULLETIN

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Dr. Gage Outlines Objectives of the Liberal Arts College

Addresses to Faculty Appraise Traditional Concept of Liberal Education and Tell How College Can Keep Pace With Modern Needs

THE following addresses on "The Liberal Arts College" and "Objectives of a Liberal Arts College," were delivered at the conference of the faculty and administrative staff which preceded the opening of the college year:

THE LIBERAL ARTS COLLEGE

What constitutes a liberal education? Certainly not the type of education Plato described centuries ago, "Education prepares for the beautiful enjoyment of leisure time." I believe we may more nearly designate as liberal education the educational concept as expressed by Erasmus:

"The first and also the principal function of education is that the tender spirit may drink in the seeds of piety, the next that he may love and learn thoroughly the liberal studies, the third, that he may be informed concerning the duties of life, and the fourth, that from earliest childhood he may be habituated in courteous manners."

It is unfortunate that the educational philosophy of Erasmus was not translated into practice. Out of the period of Erasmus developed a formalized culture based largely on the classics and of no especial use, either culturally or practically. It may be emphasized at this point, in view of the regret at the passing of the classics from the college and university program, that Latin and Greek entered the curriculum of education for one sole purpose—to serve a distinct need in the lives of the people. They were definitely preparatory and professional, just as Harvard College was a preparatory and professional school in the training of ministers. The classical subjects were liberal then in that they prepared for participation and leadership in the affairs of the life. In a real sense, of course, this training was not cultural as the term is now understood, but professional and utilitarian. The classical languages have lost their importance in the program of liberal education because being taught for language structure rather than cultural content they lost their liberalizing power.

What, then, is our objective and how is it to be expressed in terms of our curriculum? How may we interpret the term "liberal education"? I believe the conception of Erasmus was sound then and it is sound now. May we not declare that the evidence of

a liberal education includes freedom from emphasis on narrow, selfish ends, that it comprehends an intelligent understanding of contemporary problems, refined tastes and manners, and a satisfactory ability in the skills necessary for making a living. To these may be added an understanding of the significance and purpose of our institutions, esthetic appreciation, and the ability and willingness to cooperate for the good of the group. In the achievement of these rather broad aims, I do not agree that any subject or group of subjects has a monopoly on the term "liberal" or that certain subjects are always liberal or that certain other subjects should never be so classified. Rather it would appear that *any* subject may be liberal for certain persons and at certain times.

The outstanding development of modern education is the emphasis of individual efficiency—the development of an individual capable of maintaining himself in a complex, democratic, industrial world. We cannot afford to maintain too great a love for a curriculum based, in the main, on tradition. There must be a definite relationship between the objectives and the program of the college and the life into which the graduate will go. Herbert Spencer defined what he considered a proper education in these terms: "How to live? That is the essential question for us; not how to live in the mere material sense only, but in the widest sense . . . In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all the sources of happiness which nature supplies; how to use our faculties to the greatest advantage of ourselves and others."

Is the educational philosophy of Herbert Spencer applicable in an appreciable degree to Lindenwood College? Is it possible to reconcile this philosophy with the objectives and the curriculum of Lindenwood College? I believe it is. I believe further that Lindenwood College should, in the light of the above statement, immediately give serious attention to the following problems:

1. Establish our purposes and objectives so we may
 - a. Determine the character of the curriculum we must organize

- b. Determine the class or group of students we may best serve
2. For student recruiting—offer an educational program that will make available to each student a clearly defined and unique educational opportunity.
3. Have we an obligation to serve a “general constituency” or may we select the types of students we wish to reach?

STATEMENT OF THE PROBLEM

An examination of the history and development of the American college discloses the following principles:

1. The American College of Liberal Arts is a product of western civilization.
2. The primary purposes of the Liberal Arts College have felt the force of change, e. g., the tenets of religion have given way to the demands of secular interests, secular stress has shifted from the classical and cultural disciplines to the civic and utilitarian purposes.
3. The Liberal Arts College has, historically, exhibited a certain pliability and willingness to adjust its program to the needs of a constituency.
4. The so-called liberal studies often became routinized, uncritical, and remote from human affairs.
5. The notion has developed that if “skill in doing” becomes the chief end of instruction, such instruction has ceased to be liberal.
6. Rather rigid adherence to the theory that certain fields of learning, e. g., mathematics, have a monopoly in the development of the disciplined mind.
7. The Liberal Arts College has exhibited a fundamental weakness in that it has been unable to set forth any clear and commanding objectives to govern its policy and program.

SUMMARY

The American Liberal Arts College has permitted itself to be too much influenced by its traditions. It has become an institution “set apart” from the young life whose interests and needs must be served. Rather than transforming life it has insisted on conformity. However, there is nothing inherent in the nature of the Liberal Arts College that makes it immune to the necessity of developing new policies and procedures. The college has changed and, if conditions warrant, it should again face the issue of change with courage and intelligence. *The college should be as much concerned with what can be as what is and what has been.* The churches have shown a willingness to “Re-Think Missions.” The college should be willing to exhibit the same courage and intelligence.

It is very apparent that a refinement and re-statement of the purposes of the Liberal Arts idea is in order. It is no longer possible to support the idea

vaguely and without clear definition. We must support the Liberal Arts idea on the basis of definite and clearly stated purposes—purposes we have both the will and the resources to achieve.

OBJECTIVES OF A LIBERAL ARTS COLLEGE

The effectiveness of a college and its program will be determined by the success with which it educates students to be of social worth. Learning secured purely for the sake of learning has limited values unless it may be directed into the channels of active endeavor and accomplishment. We believe this may be best accomplished by the following three-fold program:

- (a) An introduction to the chief fields of human learning including reading knowledge of foreign language to give meaning and perspective to everyday living, and more specific direction to vocational purpose and preparation.
- (b) More intensive work in a special field in which a student wishes to concentrate.
- (c) The study of such subjects as relate to the student's field of concentration.

This three-fold program should be so organized and directed that the following objectives may be secured with respect to each student:

- (a) Proficiency in reading, writing and speaking English. If our students are to become intelligent citizens in this generation they need to be able to gain knowledge and information from newspapers, magazines and other periodicals with ease and facility. Some work in remedial reading needs to be done to teach students how to read rapidly both for enjoyment and efficiency. In oral English it is important that college graduates be able to express themselves easily and effectively. Clinics where proficiency in this direction may be developed and where they may receive instruction in poise and posture are highly desirable.
- (b) Understanding of the social sciences in relation to modern social problems. An understanding of the structure of society is essential if students are to become good citizens.
- (c) An understanding of the significance of science and the scientific method in the modern world.
- (d) A program of health education directed toward the appreciation of the values of physical fitness. In every practical way the students should be conserving and improving their physical health.
- (e) The development of a sound philosophy of life with resulting appreciation of spiritual and ethical values and ideals. Character and curriculum values

(Continued on Page 8)

Dr. Florence W. Schaper Is Distinguished Alumna of Lindenwood

Director of Student Guidance and Personnel Has Been Faculty Member Since 1922—Directed Family Life Conference

UNDER the picture of one of the faculty members of Lindenwood in the 1941 Linden Leaves appears this capsule character sketch:

"Energetic, tactful, altruistic, restless, blessed with excellent judgment and a knack of winning the confidence and friendship of girls."

To literally thousands of Lindenwood students, it would not be necessary to add that the person described is Dr. Florence W. Schaper, Lindenwood alumna, Director of Student Guidance and Personnel for the college and head of the Department of Sociology.

It was in 1916 that Dr. Schaper matriculated. Lindenwood had not yet become a four-year college so when she completed her junior college work in 1918, she moved on to the University of Missouri, where she received her bachelor of science and master of arts degrees. Because of the outstanding record in scholarship made at the university, she was called back to Lindenwood to teach in the Department of Sociology in 1922. The department then was headed by Dr. Lucinda Templin, and later when she resigned, Dr. Schaper became head of the department. Meanwhile she continued her graduate studies and in 1932 received her doctor of philosophy degree from New York University, with sociology as her major subject of research.

For several years Dr. Schaper had the responsibility of building up the Department of Economics at the college, and aroused great interest in that department. For a number of years she has had charge of the vocational direction of Lindenwood students, and two years ago she was named Director of Student Guidance and Personnel. She has carried on this work with the same enthusiasm and success that has always attended her teaching.

The influence of Dr. Schaper is seen in the present democracy and student government on the campus. Last year she planned and had charge of Lindenwood's Family Life Conference, which attracted wide attention.

Lindenwood is proud to claim her among its distinguished alumnae. There are few graduates of the college who have influenced the lives of as many persons as Dr. Schaper.

Serves Her Alma Mater



Dr. Florence W. Schaper

Lindenwood is Host to District Convention of B and PWW Clubs

One hundred and fifty delegates to the Sixth District Conference of the Missouri Business and Professional Women's Clubs met at Lindenwood on September 14, with Mrs. Martha Cunningham, of St. Charles, presiding. During the morning the delegates inspected the campus. At a luncheon at noon, Dr. Florence W. Schaper gave the invocation and at the afternoon session in Roemer Auditorium, Guy C. Motley, secretary of the college, gave the address of welcome.

Mrs. Cunningham, who is president of the St. Charles Business and Professional Women's Club, is also president of the Lindenwood Alumnae Association. She was Martha Miller Lemmon, Class of 1905.

Dr. Gage to Be Installed as Lindenwood's President on Founders' Day

*Alumnae Invited to Return to Campus for Celebration of
115th Anniversary of Founding of College
—Elaborate Program Is Planned*

LINDENWOOD will celebrate the 115th anniversary of the founding of the college with special programs to which the alumnae are cordially invited on Founders' Day, October 23. Special interest is attached to this traditional celebration this year because it will witness the formal installation of Dr. Harry Morehouse Gage as Lindenwood's president.

While the complete program for the day has not been announced, it will begin with a meeting in Roemer Auditorium at 10 a. m., and will include a luncheon at noon. The charge to the new president will be given by Dr. John W. MacIvor, president of the college Board of Directors and pastor of the Second Presbyterian Church of St. Louis. Dr. Gage will deliver his president's address of response.

Founders' Day commemorates "two illustrious pioneers in the education of women," Major George C. Sibley and his wife, Mary Easton Sibley, who came to the Missouri territory early in the nineteenth century and in 1827 purchased the land on which the Lindenwood School for Young Ladies was started a year later. It is one of the oldest colleges for women west of the Mississippi River. One of the traditional rites of Founders' Day is to decorate the graves of Major Sibley and his wife, which are on the campus.

* * *

Chicago Lindenwood Club Elects New Officers

Officers of the Chicago Lindenwood Club, elected in June are: Mrs. A. La Masters, (Arlene Ewing) president; Mrs. Herman Reinsch (Fay Pratt) vice president; Mrs. Frank Balthis (Margaret Skoglund) recording secretary; Mrs. Lyman Huff (Elizabeth Baird) treasurer, and Mrs. William Owen Davis (Genevieve Wild) corresponding secretary.

The club held its first meeting of the fall recently at the home of Mrs. Byron Downing. Mrs. Sarah McClusky, a daughter of Dr. Irwin, a former president of Lindenwood, was made an honorary member of the club. The members present regretted the absence of Mrs. L. C. Funkhouser, a member of the Class of 1880, who is recovering from a serious illness in an Evanston hospital. Mr. Funkhouser, who was a charter member of the club, has attended nearly every meeting the club held since its organization.

Invitation to the Alumnae

Lindenwood extends a cordial invitation to all its alumnae to return to the campus and participate in the celebration of Founders' Day on October 23.

The alumnae are invited to attend the luncheon at noon and there will be a meeting of the Lindenwood College Alumnae Association at 1:30 p. m.

Officers of the association, who were elected on June 9, join in this invitation. They are: Mrs. Leland Cunningham, St. Charles, president; Miss Gladys Campbell, St. Louis, vice president; Miss Lois Null, St. Charles, secretary, and Mrs. Robert E. Wright, St. Louis, treasurer.

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Class of 1897



When Mrs. John F. Bealmer, of 5281 Westminster place, visited on the campus recently she brought with her this picture of some of the members of the Class of 1897, the year she was graduated from Lindenwood. Mrs. Bealmer, who was Viola Sears, is the second from the right.

Chemistry Courses at Lindenwood Related to Everyday Life

*Practical Problems in Analyzing Foods, Face Powders, Drugs and
Dyes Increase Interest in Scientific Knowledge*

By Miss Mary E. Lear
DEPARTMENT OF CHEMISTRY

ALL PERSONS interested in chemistry, including those at Lindenwood, are plunged in despair at the thought such specialized scientific knowledge is exploited by war's destructive forces. It seems a paradox that these same principles, otherwise directed, lead to health and happiness in living. Aware of these forces, Lindenwood College classes pursue their atoms and molecules in the hope the time may soon come when these need be used only in solving peace time problems.

Our first course leads into that fascinating question of the elements composing the universe. A student may be bored by the symbols, formulas, and calculations but she is always interested in the atom patterns of substances and how the atoms are constructed even though we cannot satisfactorily define the atom. The atom patterns appeal to the imagination of a few students as does an art design or a musical chord.

A minimum of test tube exploration accompanies this theory. Test tubes may break. Test tubes must be washed. But there are times when the chemical changes in the tube explain the principles of interesting processes. We hope that the ideal, "Scientific Method" stalks invisibly around the laboratory expressing itself in observation, reflection and constructive action.

Later in the first year, the student feels more at home analyzing baking powders, hard waters, face powders and alloys. These are practical problems accompanying the Qualitative Analysis course. They look into the distribution of the world's essential raw materials. Perhaps some could predict which household utensils need be contributed next to defense.

The second year's work in Organic Chemistry seems to have more appeal to the average student. This is due to the fact some knowledge of fats, carbohydrates, proteins, drugs and dyes is the goal of the course.

The third year's work is not popular, just as hours of practice in music or speech are not popular. This is the year in which a greater appreciation of the accuracy needed by a chemist or technician must be developed. Samples are weighed to four decimal places. At a science fair at Lindenwood last year, some of the visitors were intrigued to have their names weighed

to ten-thousandths of a gram but the student found this work more exacting than interesting.

If the student finds any thrill in her chemistry work, it is more likely to be in the fourth year studying Food Analysis and Biochemistry. She likes to compare milk samples in specific gravity, fat, sugar and protein content. To find the pollen in a honey sample under the microscope pays for the hours spent in learning technique. Extracting caffeine from coffee is fun. Different oils surprise her with varying shades of "antimony blue" according to their vitamin A content. To measure vitamin C in fruit and vegetable juices is not difficult.

In Biochemistry, the testing of the amount of sugar in blood or albumin in urine emphasizes the possible usefulness of a chemistry course. Students are ambitious to contribute to the solving of national health problems by working in hospital laboratories. One third of our students who have used their chemistry in some way after graduation have entered this field. Lindenwood is listed in a survey by Dr. Benj. Harrow of New York City College as one of eight colleges in United States offering both Food Analysis and Biochemistry.

Girls often say "Chemistry is so hard." We acknowledge it uses an unusual and symbolic terminology and that it has some difficulties. But the fact that hundreds of girls have studied chemistry and enjoyed some phases of it proves that no Lindenwood student need be turned aside from her goal because it includes a chemistry requirement.

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Omaha Lindenwood Club Gives Buffet Supper

The Omaha Lindenwood Club opened the fall season on September 9, with a picnic supper at the home of Miss Alice Buffett, Class of '27. Mrs. Lucille Benton and Marthena Hanford assisted. Reports submitted by the various committee chairman revealed a successful season is planned by the club. The report on the meeting was sent to the Bulletin by Georgia Bliss.

Lindenwood Alumna Writes of Life in Holy Land

The following review describes a book which has received enthusiastic approval by book critics since its recent publication. Miss Harriet Baldwin, who was a member of the Class of 1899, now lives at the Granada Hotel, 1000 Sutter street, San Francisco, California.

"In Galilee With the Galileans," by Harriet Baldwin. (The Fleming Revell Co., Philadelphia, Pa. \$2.)

This is a drama of native life in the Holy Land: of the fishermen around the shores of that matchless Sea of Galilee; of the village peasants as they plough the soil, sow the seed, and reap the harvest; of the semi-nomadic Bedouin in their tent settlements, hidden away among the hills; of the old-time, orthodox village Jews. It delineates Oriental home and family life, with its laughter and tears, in their primitive stone dwellings, especially of love, marriage and the picturesque Moslem wedding festivities; the honeymoon; the birth, with its traditional usages inherited from Biblical times. It paints vivid scenes incidental to blood feuds, and the inter-tribal wars of Turkish rule.

This book is out of the usual trend of writings on Palestine, being of the people rather than of the country, the simple-hearted peasants whose customs show an unbroken continuity with Biblical times. Written in narrative form, the stories are taken from real life, giving a true picture of village peasant life in the Holy Land.

The characters move before the reader as in a pageant. Real people they are, too, kindly and hospitable, simple children of Nature with whom the author mingled in their homes, in narrow, cobbled lanes, in Jewish settlements and Bedouin camps. Through them we are able to enter into the thoughts and motives of Bible characters. While eminently a Christian book it portrays the best in Moslem and Jew as seen by one who has, for many years, known and loved them all. It is a book which should be in every library.

It is beautifully illustrated with many original photographs taken by the author.

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Dr. Gage Outlines Objectives of the Liberal Arts College

(Continued from Page 4)

should be unified. Neither student nor college should be disintegrated by departmentalization. Institutional emphasis should be on unifying principle rather than on separate parts. The student should be given every incentive to understand and appreciate what religion has done and is doing for men. Obviously the best

New Faculty Member



Miss Mary Ellen Bibbee, who has joined Lindenwood's faculty as assistant to Dr. Florence W. Schaper, director of student guidance and personnel. She comes to Lindenwood from Bethany College, Bethany, W. Va.

teaching in this field is by example and this means further that college faculties in every department have a large responsibility to motivate for good.

(f) The development of esthetic values both through formal teaching and some opportunity for more informal study and observation. One learns to love good music by listening to it just as one learns to comprehend the graphic arts by looking at and studying art objects. It is necessary to have formal teaching in this field for those who wish to acquire the ability to produce art, but for the general student it is possibly best to surround him with art influences and the opportunity to look and listen.

(g) Vocational information sufficient to aid the student in the discovery and initial development of vocational aptitudes and interests. It may be remembered in this connection that vocational enthusiasm on the part of the student furnishes some incentive for learning.

(h) The college man or woman should have had the opportunity and incentive to develop poise, social ease, and social assurance.

ALUMNAE NEWS FROM FAR AND NEAR

WEDDINGS

Miss Louise Thygeson, daughter of Mr. and Mrs. Casper Thygeson, of Nebraska City, Neb., was married on September 18 to N. Paul Monson at St. Mary's Episcopal Church in Nebraska City. She was a member of the Class of '34.

On August 30 at Gary, Ind., Miss Helen Warner Wharton, daughter of Dr. and Mrs. Russell Owen Wharton, was married to Wilbur Adkins Ferguson.

Miss Marjorie Townsend, Class of '39 and daughter of Mr. and Mrs. Ray Townsend, of Clarendon, Ark., was married on August 7 at Clarendon to Solomon Bondi.

At San Antonio, Texas, on August 12, Miss Elaine Eckenroth, daughter of Mr. and Mrs. William Joseph Eckenroth, of San Antonio, was married to Lieut. Rollin Bascom Moore, Jr. They are making their home at Stockton Field, Stockton, Calif., where Lieut. Moore is serving in the United States Army Air Corps.

Another September bride is Miss Margaret Wepfer, daughter of Mrs. John G. Wepfer, of Hot Springs, Ark. Miss Wepfer, who was a member of the Class of '37, was married September 16 at Hot Springs to John L. Bauer.

From Attica, Kan., comes the announcement of the recent marriage of Miss Frances Margaret Ballard, daughter of Mr. and Mrs. V. B. Ballard, to Dr. Leonard Schiff. Dr. Schiff is a member of the faculty of the University of Pennsylvania and they are making their home at 4101 Spruce street, Philadelphia, Pa. Mrs. Schiff was a member of the Class of '31.

Miss Dorothy Margaret Keyes, daughter of Mr. and Mrs. Jesse H. Keyes, of St. Charles, was married on September 20 at the Immanuel Lutheran Church in St. Charles to Ramsey A. Lammers, Jr.

Miss Mary Courtney James, daughter of Mr. and Mrs. Russell Boswell James, of Western Springs, Ill., became the bride of Jack Winfrey on September 13 in a ceremony at the First Congregational Church at Western Springs. Miss James was graduated from Lindenwood last June.

Another August bride was Miss Georgann Garner, Class of '36, daughter of Mr. and Mrs. Frank Doniphann Garner, of Richmond, Mo., who was married on August 23 at Richmond to William Andrew Hope, Jr. They will make their home at Poplar Bluff, Mo.

Miss Jean Humphreys, Class of '38, daughter of Dr. and Mrs. Daniel Wilson Humphreys, of Cushing, Okla., was married on August 23 to Charles Lyle Smith at Cushing. They will live at Norman, Okla.

Future Lindenwood Girl



This attractive young lady is Betty Cayce McClure, of 5515a Rosa avenue, St. Louis. She is the daughter of Mr. and Mrs. D. J. McClure. Her mother was Eugenia Morris, Class of '28.

On August 30 at Atlanta, Ga., Miss Elizabeth Louise Riley, daughter of Mr. and Mrs. Amos Riley, of Lilbourn, Mo., became the bride of Horace Woodson Schmidt. Miss Riley was a member of the Class of '38. Mr. Schmidt is an ensign in the United States Naval Reserve.

From Pennsylvania comes news of the marriage last March 29 of Miss Bertha von Unwerth to Lieut. Raymond D. Clement, of the United States Army Air Corps. They are living in Middletown, Pa., where Lieut. Clement is stationed at an army air depot.

WEDDINGS

Miss Becky Jane Brown, daughter of Mr. and Mrs. Joseph L. Brown of Mexico, Mo., was married on September 6 at Mexico to Robert Joseph Elizondo. Miss Brown was a member of the Class of '36.

Another August bride was Miss Alice Harriet Kircher, daughter of Mrs. Harry B. Kircher, of Belleville, Ill., who was married on August 16 at Independence, Mo., to Stanley George Watson. Miss Kircher was a member of the Class of '31.

Miss Doris Jeanne Briles, daughter of Mr. and Mrs. Ernest A. Briles, of Stafford, Kan., was married to Richard T. Darnall, Jr., on September 14 at Stafford. The couple is now at home at Geneseo, Kan.

Another September bride was Miss Frances Knorp, Class of '30, daughter of Mr. and Mrs. Frederick W. Knorp, of California, Mo., who was married to Dr. Herbert Hugo Scholle, on September 14 at California.

Miss Hattie Veigh McFarland, Class of '39, daughter of Captain and Mrs. George Howard McFarland, of Port Arthur, Texas, was married to William Robert McElhannon, on September 9 at Port Arthur.

On October 12 at the First Methodist Church of Brady, Texas, Miss June Jordan, daughter of Mr. and Mrs. Wilson David Jordan, of Brady, will become the bride of Robert Bowen, Jr.

* * *

BIRTHS

Judith Ann is the name of the new daughter in the home of Mr. and Mrs. Gordon Gregory, of 214 Sunset boulevard, Mankato, Minn. She was born August 24. Mrs. Gregory, who was Betty Ann Johnson, was a member of the Class of '35.

Another future Lindenwood girl is Letitia Anne Edwards, who was born on August 26 to Mr. and Mrs. W. Owen Edwards, Jr., of 701 West Grand avenue, Springfield, Ill. Mrs. Edwards was Dorothy Jane Onken, Class of '30.

A daughter, Jane Trumbo, was born on September 7 to Mr. and Mrs. Strawn Trumbo, of Ottawa, Ill. Mrs. Trumbo, who was Jane Palmer, was a member of the Class of '26.

A new daughter, Mary Ann, was born on September 3 to Mr. and Mrs. C. R. Gordon, of Holly Grove, Ark. Mrs. Gordon was Gertie Rose Lambert, Class of '37.

An announcement from Mr. and Mrs. John C. Henry, of 7455 Tulane avenue, University City, Mo., tells of a "new addition" which they have named Frances Josephine. She was born August 9. Mrs. Henry, who was Charlotte Spreyne, was a member of the Class of '23.

Captain and Mrs. Robert J. Woolsey, of 1540 North Denver avenue, Tulsa, Okla., announce the birth of a son, Robert J. Woolsey, Jr., on September 21. Mrs. Woolsey was Clyde Kirby, Class of '30.

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IN MEMORIAM

We record with deep regret the death in July of Mrs. Carl McClain at her home in Purcell, Okla. Mrs. McClain, who was Wanda Vivian Little, was a member of the Class of '25. Lindenwood extends its sincere condolences to the members of her family.

Word has been received of the death on August 23, of Addison E. Sutton after an illness of several months at his home in Lexington, Neb. Mr. Sutton was the husband of the former Ruth Stuart, Class of '23. Lindenwood extends its sympathy to Mrs. Sutton and her two sons in their bereavement.

One of Lindenwood's oldest graduates, Miss Alice Jane Cayce, of Farmington, Mo., died at her home of the infirmities of age on June 18. A lifelong resident of Farmington, she was active for many years in civic and church affairs. She attended Lindenwood from 1865 to 1869. Miss Cayce was 89. Lindenwood extends its sincere condolences to the members of her family and her wide circle of friends.

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MORE OR LESS PERSONAL

Miss Estelle Miller, of Overland, Mo., who attended Lindenwood last year, is now teaching in the elementary school at New Hartford, Mo.

Miss Mary Jo Davis, Class of '33, is doing her bit for national defense by working in the Ordnance Division of the War Department in Washington. She writes that she is thoroughly enjoying her work and that Washington is very interesting. Her address is 1701 Seventeenth street, North Arlington, Va.