

LINDENWOOD COLLEGE



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PUTTING



ARCHERY

NEW SPORTS AT LINDENWOOD

LINDENWOOD COLLEGE

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AUGUST, 1922

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TENDENCIES IN MODERN LANGUAGE TEACHING

By E. LOUISE STONE, Head of the Department of Romance Languages

THE INSISTENT demand of the age for greater efficiency and less waste of time and effort has led to varied reforms and so-called new methods in the educational world.

Nowhere has this been more evident than in the modern language field.

A generation ago, French and other living languages were taught by means of the old grammar method, employed then as now in the teaching of Latin and Greek. Gradually educators awakened to the fact that the former are living languages, and that the student has a right to the knowledge of them as such. As a result more and more attention is now paid to pronunciation and the oral side of the language, while retaining grammar and translation as all important aids.

Conversation receives a large amount of consideration and should do so, especially during the first and second years. After this period, however, this phase of the study may well be given over to the regular classes in conversation which are open to students who are interested in becoming proficient, and who will work hard to this end. To the average

college student, the literary and cultural values are of more importance during his junior and senior years.

At the time of the recent war a new and added impetus was given to the value of pronunciation, when it was discovered that students who had devoted several years to the study of French were quite unable to use their accomplishment because of faulty pronunciation. What use to speak a French that a Frenchman could not understand? Something surely had to be done!

A valuable aid in this important matter has been found in the knowledge of phonetics, about which much has been said in general, but little practical information given. The phonetic method is really very simple, definite, and sure. The student learns carefully the sound of language, how these sounds are made and how these sounds differ from those of his own tongue. Having learned the sounds, he then learns the phonetic symbols for these sounds—symbols which serve much the same purpose as the figures instead of words serve in mathematics.

When sounds, symbols, and their combinations have been mastered, then the regular spelling of these sounds and combinations is learned. In some cases, the regular spelling is learned side by side with the phonetic spelling, the latter being used as a sort of crutch to be discarded when the necessary strength has been acquired.

In this matter of pronunciation, as well as in that of conversation, the phonograph, with suitable foreign records, is a valuable "instrument de travail." It affords a laboratory method, much enjoyed by students, who listen, practice, memorize, and discuss the excellencies and shortcomings of the speaker. The phonograph also makes the student feel

that he is dealing with a language which is really alive and real.

To this latter end, language clubs and the occasional performances of a play serve a real purpose. They also help to arouse interest and are a very practical aid to the acquirement of a "working vocabulary."

It may be well said that the modern tendency to stress the oral and the utilitarian in foreign language study should not be allowed to withhold the beauty of the language, and the appreciation of the great thoughts of its writers, for, after all, to the college student the mastery of a foreign tongue is ever the important acquisition of a key that will open the door to a storehouse of treasures in verse and prose.

NOTES FROM THE ENGLISH DEPARTMENT

By JEANNETTE M. COLLINS, *Instructor in English*

DO NOT fail to mention the work we are doing and planning to do in the literature classes," said Miss Pugh, head of the English department, when asked what BULLETIN readers ought to know of the work done in the department this year and planned for next year. "For," she continued, "the study of literature is the best possible preparation for life." Miss Boyce, who does most of the work in freshman rhetoric and composition, would doubtless have said: "Write in letters of fire, *He who cannot use the English language freely and easily is crippled for life.*" The writer, whose dearest subject is newswriting, does not hesitate to seize the opportunity to emphasize her faith: that once freshman

rhetoric has been completed there is no surer, straighter path to the mastery of writing than the path the reporter follows.

Toward these ends the department has done many unnoticed things and some that in the telling seem more tangible, though they be no more worth while. The Shakespeare club and the class in Shakespeare, in addition to writing several morality plays of general interest, have, under Miss Pugh's direction, written a Lindenwood pageant which, aside from being a faithful representation of the spirit that has marked Lindenwood through the years, is a valuable historical document and a worthy piece of literature that we hope may some day be

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printed in finished form. Possibly there has never been such a class in British romantic poets (the last class always seems remarkable). Be that as it may, there has never been any finer, more individual criticism produced by a Lindenwood class than this last year's class has given. That means that these girls have made their own the great thoughts of the nineteenth century. The American literature class has devoted most of its time to the reading of the short story and largely as a result of this reading a freshman produced the story that won the Hobein medal.

The freshmen have not spent all of the time allotted for English in grinding out themes that went no farther than the files. The Christmas prize was won by a freshman rhetoric student. Several pages in *LINDEN LEAVES*, clever parodies and imitations, were produced as regular class assignments. But, after all, this is incidental to the work in freshman composition. The big result that almost no one but the girl and her teacher ever realizes is achieved when a girl who couldn't write two sentences correctly and hated to even write love letters learns to write so well that she rejoices over her accomplishment. And many hours of digging in makeup English, many laborious conferences, and reams of theme paper have gone into the attaining of this last result. The students in expository writing and short story writing, the two courses that are open to advanced students, have done good work, too. One girl has already sold a story and has had the satisfaction of seeing it in print.

The members of the newswriting class shot one rocket this year: they got out a Saturday edition of the *St. Charles Banner-News* and the editor says that they did it exceptionally well. However

that may be, every student in the class is more determined than ever to be a real reporter. We ought to mention, of course, that one of them has become the new editor of the *BULLETIN*, succeeding a member of the 1921-22 class who has been editor this past year.

Next year greater things are to be done. This must be so, of course, if the English department is to grow with Lindenwood. There will be a new course in public speaking open only to upper-classmen, and aiming to train the student in original composition and in the proper delivery of speeches for any occasion. (We expect all of our future politicians and club women to take this course.) There will be offered for the first time a course in eighteenth century literature that will show the students the graceful easy prose style of this period in contrast to the long rambling or highly involved sentences used earlier, and at the same time give the students an idea of the slow, gradual growth of those democratic ideals that have meant so much to us as a nation as they became crystallized in the literature of the age.

A book of themes collected from the freshman work this year is to be printed and used as a supplementary text of models in connection with next year's work. The department is planning to have a student managed, faculty directed, literary quarterly that will further encourage self-expression and preserve the finest composition work done in all departments. We feel that some of the poems, stories and literary criticisms would give real pleasure to anyone interested in Lindenwood or in education in general. We hope that the alumnae will subscribe widely to the new literary magazine.

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THE GROWTH OF THE
CHEMISTRY DEPARTMENT

*By MARY E. LEAR,
Head of the Department of Chemistry*

PERHAPS no department of the college has experienced a greater expansion in the last five years than the chemistry department. At the beginning of that period, the work consisted of a five-hour course for one semester given to about twenty girls and repeated the second semester for about ten or fifteen students. The course was conducted in one room of a small building in the rear of Sibley Hall. An academy physics class also met in this same room. Now we have on the third floor of Roemer Hall a working space about six times as great. One large laboratory is equipped with sixty-eight lockers accommodating three sections of freshmen chemistry. Thirty girls this year, chiefly from the home economics department, continued their course, taking ten hours of inorganic chemistry and qualitative analysis. A second laboratory is equipped with forty-eight lockers and has been used for courses in organic and physiological chemistry. The lecture room, with an elevated and circular seating, is well adapted for demonstration experiments.

The office has been furnished with a

laboratory table and a hood so that instructors have an opportunity to do experiment work. For spectroscopy and polariscope work, a dark room is conveniently located across the hall. All the other rooms are connected with one another, making it possible to isolate the department to some extent, though the hood space is sufficient to carry away the fumes.

For next year's work a number of additions will be made to the list of demonstration apparatus; also the individual locker equipment will be more complete.

The school is most fortunate in securing the service of Arden R. Johnson, Ph. D., as head of the department for next year. Dr. Johnson is a man with the experience and ability to make the chemistry department the best to be found in any college.

BIOLOGICAL SCIENCES AT
LINDENWOOD

*By LOUISE LAIPPLE, Head of the
Department of Biological Science*

BIOLOGICAL sciences are very popular at Lindenwood. It is not unusual to hear a student say: "I'm so glad that I'm going to take botany; I've always wanted to know more about the different plants;" or, "I want to take zoology because I don't know a thing about the birds, bees, butterflies, and all the other animals." And so it was not strange that as soon as the new home for the department was completed in Roemer Hall there was a demand for courses along the lines of botany and zoology that it was not possible to offer in the old home in Sibley Hall.

In botany the work includes courses in general botany, bacteriology, ecology,

taxonomy, histology, morphology, genetics, and evolution. Some of these courses are presented exclusively in the laboratories and lecture room; some are pursued almost exclusively out of doors; and some are purely discursive subjects and can be studied outside of laboratory and field. For the laboratory work the department has two fully equipped rooms, as well as store rooms and lecture rooms. For the field work, the campus itself, as well as the community around it, offers a wealth of material. And for both of these, as well as for the discursive subjects, the library, too, holds valuable material.

In zoology courses are offered in invertebrate zoology, vertebrate zoology, physiology, anatomy, embryology, entomology and ornithology. The last named of these, more generally known as "bird

study," has proved a very popular course this last year. The subjects for study were of a most accommodating disposition, so that the class was enabled to study the life history of various bird families with great facility. For instance, a blue jay family grew up on the fire escape of Jubilee, a robin family on the fire escape of Butler, a turtle dove family in the hatchberry tree behind Niccolls, a thrasher family in the shrubbery at Niccolls, meadow larks nested on the campus back of Niccolls, cardinals chose to build in the rose bush at Eastlick, and others of the bird neighbors were quite as obliging.

The main purpose of the department is to bring to the student the leading facts of the sciences, and to enable her to accumulate more of these facts from her own observation and experience.

THE INTERNATIONAL RELATIONS CLUB DEBATE WITH WASHINGTON UNIVERSITY

By MARGARET SPAHR, *Head of the Department of History*

TO ASK the advisor of the International Relations Club to describe Lindenwood's first intercollegiate debate is very much like asking a fond mother to give her opinion of her infant prodigy. The description had best be prefaced by the time-honored maternal parenthesis: "Though I do say so, as shouldn't."

The dual debate between the students of Lindenwood College and the women students of Washington University crowned more than a year of preparation on the part of the Lindenwood International Relations Club, a club organized under the direction of the Institute of International Education in New York

City. At first the club had depended upon a political rally, lectures, papers and discussions in its endeavors to create an intelligent interest in international problems, but early in 1921 a debate was suggested as the most effective means of fulfilling this mission. A debate on the Monroe Doctrine was accordingly held within the college in the spring of that year, and not only spread interest in the club but also proved an end in itself. From that time there were realistic dreams of debating in the intercollegiate field.

During the past year the Washington and Genoa conferences furnished occa-

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sions for special International Relations Club meetings which attempted to interpret sympathetically the aspirations and ideals of foreign nations. But the season of the club's greatest activity was the winter term, when preparations were in order for the intercollegiate debate with Washington University. Lindenwood's challenge was accepted, try-outs were held, and the teams concentrated on the question, "Resolved, That the plan of the National Committee for Constructive Immigration Legislation should be adopted immediately as the basis for solving our immigration problem."

A Lindenwood audience was recently told that the test of true education is the ability to see both sides of a question at the same time. If so, the debate meetings of February and March must have contributed vastly to the education of both debaters and faculty coaches. All those present perceived with the affirmative that the National Committee's plan was timely and workable, a sure protection to the country's economic, social and political life, and the only honorable means of solving the foreign problems raised by dual citizenship and oriental immigration; and at the same time they realized with the negative that the plan was inopportune and impracticable, unadapted to national economic, social and political needs, and a veritable menace in its international complications.

At last it was the thirty-first of March. The affirmative team (Elizabeth Cowan, captain; Lucile Kirk, Alice Hafer; Carolyn Myll, alternate) departed for St. Louis—to be royally entertained by the Washington University Women's Debating Club, to debate with an ardor unquenched by the emptiness of the Memorial Chapel, but to lose the satisfaction of a victory. One of the judges failed to

find his way to the debate and the others so cast their votes as to render the decision a tie.

Meanwhile the St. Charles half of the dual debate was in full swing. The Lindenwood negative team (Ruth Roy, captain; Ruth Martin, Laura Estelle Myer; Frances Titzell, alternate) had received the visiting team at dinner, and every member of the student body had joined in the rush to the auditorium to "sit on the floor of the house" (as had been inadvertently requested). Every seat was filled before Dr. Roemer arose to introduce the first speaker for the affirmative. Then followed a debate that aroused such excitement as characterizes an intercollegiate football game. When a two to one decision for the negative was announced, Lindenwood rose to cheer her team with ecstatic fervor!

The success of 1922 does not mark the end of Lindenwood's career in intercollegiate debating. The plan of the International Relations Club for the coming year include a reorganization of the club on a selective basis, the adoption of a formal constitution already drafted by the newly elected officers (Carolyn Myll, president; Ruth Roy, vice-president; Ruth Martin, secretary-treasurer) an interesting program of meetings on vital international problems and—spirited participation in a triangular debate with Washington University and the University of Missouri!

Dr. and Mrs. John L. Roemer are spending the month of July in Colorado. A copy of the "Pike's Peak Daily News" for July 14 lists Dr. Roemer among those who made the trip to the summit of Pike's Peak that day.

SOME OF THE AIMS OF PHYSICAL EDUCATION

By B. LOUISE WELD, *Director*

MY POINT in this paper is hardly to present my department as the most important in the curriculum, nor is it to uphold for my department its rightful place among college subjects. It is, rather, to put physical education in its proper relation with the other college courses in the goal toward which we are all working, that of the well-rounded development of each student.

Let me call attention to some of the most outstanding aims of the profession. From a physical standpoint we aim to develop correct posture and poise. More and more emphasis is being placed upon posture, especially in the business world, for the employer is coming to require good posture as a requisite for an applicant for any position of responsibility. A person who walks with his head up (not necessarily with his nose in the air) gives an impression of force and directness. He meets you with a straightforward gaze as if he were willing "to dare and to do." You have, no doubt, found that the reverse is true. When you stand straight and walk with your chest in its proper relation to the rest of your body, you feel much more self-confident, much more elated, than when your head is drooping and your chest caving in.

Along with posture, poise is developed. Poise as it is developed in gymnastics and athletics is, at best, still in the cruder form. The poise gained through dancing is more finely tempered than that gained through the other two means. Unfortunately, few of those who are best coordi-

nated for formal work and athletics are able to excel in dancing.

The second aim is that of neuromuscular development. As you would suppose from the name, this is a conscious training of the nerve centers to send proper stimulus to the correct muscles in order to produce a given movement. The physical director develops the sense of the larger muscle groups, which are used in maintaining correct posture, in forming habits of carriage, and in performing other movements of every-day life. The movements given in formal gymnastics, for instance, are artificial in nature, but are given with the purpose of conscious development of the muscles which should be used in daily life.

Another of our aims from the physical standpoint is that of teaching the student to form the habit of regular and moderate exercise. Some advocates of this phase of our work have gone so far as to work on the principle that no form of exercise should be given which cannot be used in later life. These advocates would have us teach only tennis, swimming, gymnastics (which can be done individually), and leave organized sports out of the curriculum.

Going from the physical to the educational aims, the first in importance is training in concentration. A good baseball player never dares to divert his attention. While he is at bat, his entire mental attitude should be directed first toward the men in the field, then toward the pitcher, and finally and fixedly to-

ward the ball. If any of his opponents succeed in diverting his attention from the particular point he should be watching, the result will be a poor play on the part of the batter.

The form of activity in which imagination plays the most important role is that of expressive dancing. (I say expressive dancing because "interpretative dancing" has been a term which has been most sadly abused.) The dancing which is taught here was "evolved," you might say, by Miss Margaret H. Doublar of the University of Wisconsin. Her theory of dancing is based upon the idea that everyone has feelings and emotions that demand some sort of expression—some give that expression through music, others through dramatics, and so on down the line. Her belief is that everyone can express these feelings through bodily movement.

Going next to our aim in social development, the first is that of cooperation. It is a well known fact that the girl has much to learn in cooperation that the boy already knows. Participation in athletics is responsible in a great measure for the difference. One must learn by experience. The boy who has played team games since he was "knee high to a grasshopper" has learned the lesson that he must subordinate himself at times, take the lead at other times, for the sake of his team. He has learned loyalty to his leader. The girl is beginning to learn at as early an age as her brother, but her mother had to learn the same lessons of cooperation after she had left the shelter of her home and was required to take her place in life.

I am not saying that cooperation is learned then through team games alone, because it is not. I am saying that a child learns team-work—the necessity for it

and the means to gain it—by playing team games after standard rules under supervised training.

This paper has been only a sketchy discussion of our department, but it will serve to show toward what goal we are working and how we are trying to attain that goal.

ALUMNAE NEWS

Miss Dorothea Montgomery, who was here in 1918-20, writes from Douglas, Ariz.: "I'm just in receipt of the June BULLETIN and I much appreciate your sending it to me. I enjoyed every word of it and especially Mrs. Arthur Gale's address. No Lindenwood girl could read that article without recollecting her own pleasures and associations. Personally I spent two of the happiest years of my life on the campus of Lindenwood."

Miss Virginia Keith, Vandalia, Mo., of the class of '21, has been made secretary of the Woman's Glee Club, of the University of Missouri.

Mrs. Victor W. Talley (Alma Mabrey), '17, writes: "I just received my BULLETIN with an account of the commencement exercises and I am delighted to know that Lindenwood is growing so rapidly. I read and appreciate every bit of news that comes from Lindenwood and would hate to miss any of it. I am very busy these days, as I am associate editor of the *Movie Weekly* and am very much in love with my work."

"The BULLETIN brings back the happy days spent at dear old Lindenwood—and while most of the names are strange, nevertheless the interest is there and I've enjoyed them more than I can say,"

writes Mrs. Ernest V. Smith (Ana Blair, 1890-91). "It is very gratifying to hear of the wonderful progress that has been made and I hope in the near future to 'come back'—I know I would enjoy it, and might find a few of the old landmarks."

MARRIAGES

Henrietta Boetticher, Clayton, Mo., to Lionel T. Haberstroh, July 1, 1922. At home after July 15 at 4152 Russell avenue, Clayton, Mo.

Lucille Wilson, Kirkwood, Mo., to Ernest R. Proctor, June 10, 1922. At home after June 25 at California, Mo.

Helen Craig, Woodson, Ill., to Alfred Lee Davis, June 23, 1922. At home after August 1, Jacksonville, Ill.

Artist Marie Garvin, Lawrence, Kas., to Philip M. Bryde, May 8, 1922. At home 1802 N. Lawrence street, Wichita, Kansas.

Esther Bertman, Sedalia, Mo., to David Cohen, July 3, 1922. At home at Marshall, Mo.

BIRTHS

To Mr. and Mrs. Theodore Schumucker, Betty Jane Schumucker, May 30th. Mrs. Schumucker was formerly Miss Doris Scroggin, a student in Lindenwood from 1911 to 1913.

To Mr. and Mrs. Harold H. Yount (Margery White), Statesville, N. C., Harold Alexander, June 30, 1922.

To Mr. and Mrs. Vern P. Meyer (Lena Gordon), St. Joseph, Mo., Anna Belle, June 21, 1922.

FORE!

When you hear this call watch out, or some Lindenwood golfer will bounce a ball off your cranium. Of course you should not expect to find a course here like those on the Country Club hills, as it takes years to build a finished golf course, but it will be a dandy little playground and with hazards difficult enough for both novice and expert.

If you are a beginner and have access to a golf course or a strip of blue grass in the yard get a couple of old clubs and see how much you can learn before school opens in September. Do not invest a lot of money in expensive sticks, shoes and togs, as they do not necessarily make good players. A player of much experience who has won many matches, recently exhibited an old mid-iron which he had used for eighteen years, the original cost having been one dollar. From this you can see that the merit lies mostly in the player and not in the golf-stick.

Good golf clubs can be purchased in St. Louis for one dollar and a half or two dollars each. Do not buy a big bag of sticks for you can do very well with a brassie, a lofter or mashie, and a putter. In addition, a mid-iron will be valuable. Repaint balls can be obtained for twenty-eight cents each, and they do nicely for practise games.

If you want to read the rules, buy any standard rule book. Spalding's "How to Learn Golf" may help you to an early understanding of some of the points of the game.

If you are a player of the game you should practise up a bit so that you can instruct the beginners, and we can all get a lot of fun and healthful recreation out of the new golf course.

CLUB NOTES

MOBERLY

Monday afternoon, June 14th, Miss Marion Bowers was hostess to alumnae and former students of Lindenwood College, living in Moberly and nearby towns, who met to organize a Lindenwood College Club for the purpose of keeping the young women in closer touch with their Alma Mater.

Miss Alice Linnemann, head of the art department of the college, and official organizer of Lindenwood College Clubs, who was on her way to Wichita, Kas., in the interest of the club work, stopped over in Moberly to be present at the meeting.

The officers elected were Miss Martha Martin, Moberly, president; Miss Nina Fiorita, Moberly, vice-president; Miss Allene Guthrie, Macon, treasurer; Miss Frederica Priesmeyer, Moberly, secretary; Mrs. M. F. Holman (Juanita Ormiston), Macon, auditor.

The committee on the constitution: Misses Martha Martin, Helen Towles, Helen Lee Maupin, Mrs. Ollie Dameron (Maurine McMahan).

In acknowledgment of her efforts and interest in helping to organize the club, Miss Katherine Gaines, teacher of piano at Lindenwood, who was visiting friends in Moberly, was made an honorary member of the Lindenwood College Club of Moberly.

CHICAGO

The Lindenwood College Club of Chicago met with Mrs. Wild and Mrs. Davis in Highland Park on July 14th. We had a surprise when our hostess said we were to go to the beach and have a picnic. Lake Michigan was never more beautiful nor the weather more ideal.

Our cradle roll members, Mary Meredith Davis and Alden Joice, added to the pleasure.

Since our last meeting death has entered the home of one of our members and taken the beloved husband of Mrs. W. W. Durham: a man whom all honored; a good husband and a kind father. Mrs. Durham (Helen M. Burk), teacher in Lindenwood 1904-1907, has our heartfelt sympathy in her sore bereavement.

Next month we are planning to meet at Ravinia Park and to enjoy the beautiful music there.

Jean Vincent Lown, '89, *Secretary*.

ST. LOUIS

On Wednesday, July 12th, the members of the St. Louis Lindenwood Club enjoyed an all-day boat trip on the excursion steamer "J. S." The day was spent in dancing, knitting, talking about the good times we had at Lindenwood, making plans for the coming year, and enjoying the scenery along the Mississippi. We were fortunate in having Miss Alice Linnemann with us, but regretted that Dr. and Mrs. Roemer and Miss Templin were out of town and could not attend.

The membership committee is progressing with its work and we are pleased to announce that we have seven more new members: Mrs. R. H. Tilson (Ione Hoiles), Mrs. Alonzo Fitzporter (Marie Krebs), Mrs. R. E. Hammer (Adele Weber), Mrs. C. F. Clark (Sophia M. Roth), Misses Audrey St. Jean, Alice Blaikie, and Helen Kleinschmidt.

Mrs. Arthur J. Krueger,
(Marguerite Urban),
Corresponding Secretary.