

# LINDENWOOD COLLEGE

Vol. 91

ST. CHARLES, MO., January, 1922

No. 7

*Entered at the St. Charles Missouri, Postoffice as second class matter*



SNAP SHOTS FROM "LINDEN LEAVES", 1921

## DEDICATION ADDRESS

By **Dr. Henry Noble MacCracken,**  
President of Vassar College

(Delivered at Lindenwood College upon the occasion of the dedication of Roemer Hall.)

Mr. President, in whose name we honor this building; and the Board of Directors, Learned Faculty, Friends of Lindenwood, Members of the College Body,—

We dedicate together, this building, to the cause of learning. As I have listed, one by one, these elements which make up the complex organism of a college, you must have realized how it is an act that we perform in common. We come jointly together here, to pledge our loyalty to this cause, and to dedicate with our work this building, to the cause of learning. And with you today, the other colleges of your land join; particularly the college that I have the honor to represent here, sends you her greetings.

It was only an accident of time that in another generation another man, Matthew Vassar,—a man like Col. Butler in many ways,—60 years ago this fall, felt that he must contribute his fortune to a cause, and pledged his reputation as well as his fortune—for in those days it was a risky experiment—in his faith in women, his faith in their powers and capacities, his trust in them, that they would never abuse the privilege that they would receive; his determination to see it through, upon the highest plane. By the mere accident of time—and time was and is the same now as it was then—a new building goes up today, which in completeness of equipment, and amplitude of resources, will well challenge comparison with any college on any campus in the United States, bearing the name of Roemer Hall. It stands here, a living testimony to the faith of the American people in the cause of learning.

We colleges are no longer competitors, but friends. I can remember days of real competition among colleges, just as I can remember in my own college days, when the classes did not like each other very much (laughter), and when there was hostility between class and class. We are changing all that, at least in the women's colleges, and the rivalry

between class and class is a rivalry in friendship, each seeing how it may be possible to outdo the other in kinship, in common interest and common joy. And that which is true of the classes within the colleges is true of the colleges, one with another. They are today not divided, but bound together by common interests. We are unable to take in all the students who seek our doors. We see before us, in the next 10 years, a progress in numbers at least, of the young women who seek learning, unexampled in this country.

We welcome every addition to the resources, such as this distinguished building, because we know that in strengthening one, we strengthen all; that in maintaining the standards of one, we help all others maintain their standards. And so the colleges of the land, from Simmons College in the east, on Massachusetts Bay, where I once taught, perhaps as an old faculty member I can speak of that—out to Mills College on the west, which reaches out from San Francisco Bay, I bring you greetings, one and all, and congratulate you upon this building. (Applause).

I am much more interested in the spirit of learning, than in what you study. I am much more interested in the attitude with which you approach your work than in your choice of a career. Those things have a deep personal interest to each one of you students, but to me as your interpreter this morning in the cause of learning, it is the unity of your work that I want to speak about, the unity that has brought you here.

It is an act of heroism, we may say, to get into college. One of our students, who had taken her entrance examinations just before going to Europe with her parents, left behind with the college a sum of money, so that she might at once know the result, by cablegram, of her examinations. She passed, and the cable was sent, reaching her in Paris very early in the morning. She routed out of bed her father and mother, hurried them into a taxicab, carrying in her own hand a small American flag. "Why, what is the matter?" they asked. "Never mind, never mind" was all they could get out of her, until going on down the Champs Elysees, they came to the Place of the Star, where the Arch is, when



placing the flag on her head, she said to her parents, "Now follow me!" and they all marched through the Arc de Triomphe.

There must be something of the spirit of Triumph in the heart of every American who has that opportunity of studying here in an institution with the high purpose of religion and good citizenship, devoting nobility of personal aim in so high a cause as that of learning.

May I for a few minutes this morning confine myself to just one element in that cause which seems to me to be too often neglected. I refer to the college bell. I am not here to preach a sermon upon coming promptly into class. I err too much in my own classes which I teach, too much at the latter end of the hour, to preach much about promptness. But I do want to talk to you about the time element in education.

You remember, in Shakespeare's "King Henry the Fourth", that Falstaff says to Prince Hal,

"Now, what time of day is it, lad?" and the Prince replies,

"Thou art so fat-witted, with drinking of old sack and unbuttoning thee after supper and sleeping upon benches after noon, that thou hast forgotten to demand that truly which thou wouldst truly know. What hast thou to do with the time of day?"

And he continues his satire, to the effect that the only hours in which Falstaff is particularly concerned are the hours of meals,—“meal times”. Falstaff evades the charge, you remember, and contends he should have asked not the “time of day” but of “night”, the night being the time dedicated to him.

I think there are many college students who cannot “ask truly what they would know”; their time of day is wrong.

Here is one girl, studious, absorbed with study, pale with burning the midnight oil, gathering facts, amassing them as the ant brings supplies to the anthill; painstaking, never stopping to collate or to digest or to comprehend; shutting out current life, and devoting herself simply to this accumulation. What is the trouble with her time of day? She has engrossed herself too greatly in the past. Her time of day is all yesterday. She is gathering the facts of yesterday, and all the accumulated

yesterdays in the world make only yesterday. They do not make today.

Another type of student is the conventional materialist, the girl who comes to college for a good time, and a good time only; the one who lives on the surface of things, who takes conventional remarks as Gospel truths, whose judgments are simply the judgments of other people, who is nothing if not unanimous on every occasion, who has not the courage of independent conviction. What is the trouble with her? She has set her watch simply by the present passing hour. And as we all know, the present hour is not here, it is gone. As we stop to consider it, it has all gone into the past. To judge by the present is to have no fixed judgments.

Then take a third type of girl, the dreamy radical; the girl who is perfectly certain that everything is in the worst possible way, except herself; who is determined to overturn and reform everything; who sees only possibilities. She is not learning her own lessons well in college, she is not accumulating facts. She is above such things. She does not go into the Student Association, nor co-operate with others in any way, because in her heart she thinks they are only ignorant ninnyes who don't understand anything. She stands superior and apart, awaiting the time when her innate capacity shall be recognized by the world, and she shall be crowned for what she really is. What is the trouble with this girl? She has set her watch several hours ahead.

The faculty are not wholly free from such mistakes. I recall three types of faculty, too. (Laughter).

There is the authoritarian dogmatist, the man who knows it is positively so, who does not tax you to argue with him, does not ask you to agree with him; he admits he is right, and he lectures at you throughout the recitation, never giving you a chance to reply or ask questions, coming down with the pile-driver of authority upon every statement that he makes. What is his error? He has brought facts of the past to the present, and is setting his time by these two eras.

Then there is the formulation faddist, who takes up a new cause every year, and a new system of education every year, and tries desperately to make students

fit into this or that kind of education, whichever it may be, so that you have to keep your wits about you, lest you forget from hour to hour, which class you are in. One year it is "expression", another year "organic education", one year "progressive education" and the next, something else,—always a formula, always perfection, never satisfied with anything less,—the intolerance of a devotee of a temporary cause. What is the trouble? She has set her watch by the present and the future. She is thinking of students in terms of present and future only. Currents of today affect her like a weather-vane. She adjusts herself to the winds, rather than by the Seven Stars.

An there is always the romanticist, *laudator temporis acti*, the professor who bewails the present and looks back to glories passed by, who dreams of a future already past, and would have us return some day to other centuries. Here we have the blend of past and future, uncorrected by the thought of the present. Jam tomorrow and jam yesterday, but never jam today, is the motto the romanticist professes, and you cannot please him.

A new recipe is to be given, and you see how simple it is. It is that they should take time for one thing, past, present and future. Time is all one. We are not detached from the past, nor from that which is to come. In one recitation room, you are going to assemble your facts together; in another you will study the present; and all the time you will have an outlook on the future. The ideal curriculum seems to me to be a blending of all three.

We are interpreting history in a new way. We are making a comprehensive thing, the development of all life. H. G. Wells' book, *The Outlines of History*, has popularized the study as no other book in many years. In some of the countries of Europe, its contents, somewhat condensed, have been made a compulsory textbook. In this country, it is widely read. The secret is, that he has combined successfully, in a popular way, this question of time. The past is not past, but a living thing; the future is with the present; the present is not present, but looking forward to a future. People respond to that, and they welcome it, just as they respond to a

college student who is an all-round student, and to a member of the faculty who is an all-round member,—all around the clock, the past, the present, and the future.

The past we associate with facts. It is the study of facts, whether they be of science, history, language, or art. They are finished. They can be perceived, they can be comprehended, related the one to the other. Much of our American college curriculum deals sorely with the past—perhaps too much—and yet we can build on no other foundation. We cannot discard any part of the past,—the ancient languages or the sciences far more ancient than the languages. We think of Latin as not a living, but a dead language. What shall we say of Biology? The present is the time of things. We take here a deed, a thing, a building. We think in terms of matter, and we study our environment, we go out from college and bring our environment to us. We relate these things that are going on, to the assembled and related facts that Science has separated for us; we put them into various categories; we send a student out in vacation and in summer work, and on graduation, into this environment. The modern college curriculum must have more of this,—not a smattering, not reading up something in the newspaper now and then, but the real present study like an observational science—for you are hardly mature enough yet to experiment with it—not even the Government allows you to vote until you are 21.

But you must know your environment,—contemporary history, contemporary social science, contemporary political science and law, contemporary social effort of whatever kind. All of this must be built into the curriculum of today.

And there is a curriculum of tomorrow also. Just as factors are of the past, and things of the present, so persons are of the future. You are, of course, what you are going to be; let the dead past bury its dead; you are people of the future; you have your eyes set that way, and you are building a character on which the conduct of the future must be based. We must provide for the future. We must know you every one, naturally. There must be a



personal relation between the faculty and the students. We must, above all, make you know yourselves better, through psychological tests, through personnel tests, and in all ways possible we must make you know your own capacities. Even when you perceive failure, it is better, if you have courage and the true spirit of learning, that you know it now and adapt yourself to your capacity, than to go on with that which you can never hope to accomplish.

When I was a little boy, I used to weep because I could not find strawberries in green grass, and ripe apples in the tree loaded with fruit. Nobody told me I was color-blind. I was told I was careless. But I was not careless, I tried my best. Yesterday I found 25 four-leafed clovers in a little field; I could perceive form but not color, the same then as now. If I had known as a little boy, that I had this color-blindness, it would have spared me many hours of perplexity and embarrassment. So it is due to you that we provide you with knowledge of yourselves.

It is not sufficient merely to know yourselves. Character is based on action. We must provide you a laboratory of action, out of which your character shall come. That we have done, unconsciously perhaps, in student life. The thing that distinguishes the American college from the colleges of all other countries is precisely this quality or student life. By this stressing of rules, this making you subservient to marks and grades and degrees, and all the other devices of college discipline, we have actually all the while been welding and forging for yourselves this other thing, this extra-curriculum. It gives you a magnificent environment, it saves you from yourself, so that in your reactions you may have the activities of student life. Athletic, dramatic, religious, social, literary, whatever these activities be, everything that goes on is just as truly a laboratory as the recitations in this building, or the experiments in the scientific laboratories.

We are building, then a curriculum of the future. We must also not neglect Heredity in our provisions. We have a great deal to do with this science of the future. There is no real conflict between any parts of this curriculum. There is no real quarrel between Greek

art and archaeology and the science of heredity that is taught in the department of biology. It is all one great stream in the unified process of history, which Mr. Wells so cleverly describes,—the older curriculum of the age of Croesus, the newer curriculum of the sciences of our day, the still newer curriculum of the individual and her powers,—and we must have them all.

But the time-clock of college is to some extent independent of the time-clock of the world. It must be. Education itself is simply but a reducing in time of the world's experiences. We therefore cannot set our clock by the inexperience of the world. We must set you free, to see the mistakes of the past, and set you well to the future.

It is an ideal after all, college. You must draw from it your powers. You must have contrived, in your selection of studies, that harmony between facts and things and ideals which is essential. You will not be an all-round woman, unless you build this harmony, but if you do, you will be of the type of women of whom we are all proud.

A few years ago, a college graduate got a vacation for the first time in 30 years. She has held continuously an important position in City affairs, and in this long-delayed time of rest, decided to go abroad. First of all, she went to Italy. She went to Syracuse, a city she had wanted to see, because of her reading of Greek history. She planned to stay an indefinite time, thinking, "Here I shall peacefully dream over the past."

That night came the earthquake of Messina, and the next day a British battleship brought the dead and dying to the port of Syracuse. All was confusion. Everyone was panic-stricken. They were afraid the earthquake would come again. This American woman stepped up to the harbor, protected by the drawn swords of a line of soldiers, and presenting her card, asked to see the Commander of the battleship. There was authority in her voice, and she was allowed to go on board the ship. "I want to be of use", she said to the Commander, "Put me to work."

She worked for three days in the battleship, and for four days in the monastery to which the victims were brought. They overcrowded the city.

# Lindenwood College

A Monthly Bulletin published by Lindenwood College.

Address all communications to the President of the College, Dr. John L. Roemer, St. Charles, Mo.

They had no clothing. They had to go naked into the streets. She organized the women of that town into sewing circles. She went to the agency of the Singer Sewing Machine Co., and said, "I want every sewing machine you have." The agent protested, he could not give them to her unless she paid for them; why he would "lose his job." "Unless you have every sewing machine you have, at the Magisteria at 12 o'clock tomorrow", she said, "when I go back to America, you will lose your job anyhow." So she got the machines.

She labored there for four months. Then when the last of the dead had been buried, and the last of the wounded had been cared for, when all the destitute had been clothed, and when all the families had been reunited, she was ready to

go home. Then Queen Margherita came and pinned the gold medal and the cross of honor of Italy, on her breast, in recognition of what the American woman could do in a crisis. With the learning of the past, the facts well stored in her head, and her knowledge of the Italian temperament, she could enter into the present, and concentrate on the human individual in work for the future. That to me is all-round education. Such a woman I would have you to be.

Make your own choice of studies, decide your own career; it makes very little difference in the long run, which one you pursue, but it is essential that there shall be complete womanhood. Lindenwood is to be a college made more complete with the service and the loyalty of completed individuals,—completed in religious faith, completed in mental capacity, completed in a stronger, fixed well-being, and giving to the future the promise of a morrow that shall be free of all our errors of the past. (Prolonged Applause).

## LINDENWOOD CLUBS

### St. Louis

On November 22nd at the home of Mrs. W. K. Roth the long anticipated Tea Bazaar of the St. Louis Lindenwood College Club was held. Five tables laden with attractive and tempting articles sought to entice the dollars of the guests into the club's coffer. This was successfully accomplished to the extent of \$145.00. The few remaining nickels in the possession of the guests after a round of the tables were painlessly extracted in the breakfast room, where delicious coffee and rosettes were served for the large sum of 15 cents.

While the attendance was not as large as had been hoped for, it was most satisfactory, only a few articles remaining at

the close of the afternoon. It was generally agreed that the Bazaar was one of the most successful and pleasant ways of raising money ever undertaken by the club.

Agnes J. Adams, Sec.

### Chicago

The Lindenwood College Club of Chicago met Nov. 11th with Mrs. Dinkmeyer, Lois Ely, and Mrs. Lown, Jean Vincent, at the home of Mrs. Dinkmeyer. In spite of a very bad day we had a good attendance. Considerable business was disposed of along with a delicious luncheon. Adjourned to meet in December.

Martha E. Flanagan, Cor. Sec.



## THE ST. LOUIS COLLEGE CLUB

The St. Louis College Club gave its annual benefit at the American Theatre, Monday, December 5th. The attraction of the evening was "The Famous Mrs. Fair." The play was one of the best and the representation of colleges and universities the largest. Every seat and every box was taken days before the play and a large sum of money raised to assist worthy girls secure a college education. Only colleges of standard four year courses are invited to participate. Between the acts each is invited to give a yell, sing a song, or do a stunt. Lindenwood girls were accorded a box seat and when called responded by singing the prize song of 1922. The quartette singing consisted of Miss Margery Wiley of Joplin, Missouri, Miss Gladys Sullivan of West Plains, Missouri, Miss Esther Saunders of St. Joseph, Missouri, and Miss Anna Louise Gumm of Paris, Illinois.

The vociferous applause of the other college people at the conclusion of the song gave abundant evidence that "our girls" were favorites in the musical performance.

## MARRIED

Margaret Helen McClelland and Harland A. Carter at Oklahoma City, Oklahoma, November 29th, 1921.

## BIRTHS

Joan Shriver is the name of the new arrival at the home of Mr. and Mrs. Paul W. Shriver in Pittsburg, Kansas, on December 4th, 1921. We extend the heartiest congratulations to the parents and kindly greeting to the new member of the Shriver household.

## THE HOLIDAY VACATION

December 15th the student body disappeared from the Campus for the holidays. It was a joyous crowd of girls heading directly for home and the good times prepared for them for the three weeks of their vacation. "Good-bye until January 5th, 1922" was heard on all sides. Everybody was happy to set their faces toward the home town with

the fond hope that after Christmas they would be back to rehearse the "wonderful" times they had. The faculty caught the spirit and "rushed matters" to get the first train out of St. Charles so as not to miss a day of the vacation period. Here's hoping that all will realize upon their expectation of the holiday joys.

## PERSONAL MENTION

Miss Nye of the Home Economics Department spent the holidays at the College. Miss Elsie Byard, Assistant Dietician, also remained at the College.

The sincerest sympathy of faculty and students were extended Miss Anna Shelton, when she was called to her home in Chillicothe, Mo., upon the death of her father. Secretary Motley, uncle of Miss Anna, was with her father at the time he was suddenly stricken. Mrs. Motley accompanied Anna from the College to her home and remained until after the funeral.

Miss Ethel B. Cook, Bursar, accompanied the students as far as Kansas City. She was a welcome member of the hilarious group of Western students.

Miss Ethel K. Boyce of the English Department was a holiday guest at the home of Miss Sena Sutherland in St. Louis.

Miss Templin was the official representative of the College to the St. Louis Lindenwood Club, Tuesday, December 13th.

President Henry Longfellow Southwick of Emerson College of Oratory, Boston, recited before the student body the play "Herod". It was a masterpiece. The large audience present was held spellbound until the "curtain" was rung down on the last act. One of the amusing features of the introduction was that Dr. Roemer forgot his last name when introducing him and President Southwick was so shocked at this unusual lapse of memory on the part of Lindenwood's President that he could not give him any assistance in recalling his own name.

Any pupil in the dramatic art department, who has successively passed the try out is eligible to membership in the Dramatic Art Club. The purpose of the club is to teach the members to appreciate the best in drama, and to teach them how to produce plays. The officers are: Marion Stone, president; Ida Hoefflin, vice president; Marion Bowers, secretary and treasurer.

No account of dedication would be complete without comment on "The Newer Lindenwood" by Dean Templin. The following note from H. J. Waters of the Kansas City Star says it better than we can.

"I think I am indebted to you for the beautiful souvenir number of the Newer Lindenwood in commemoration of the dedication of Roemer Hall, which I prize very highly, and shall read with great interest and pleasure. It is a strikingly beautiful booklet, full of interesting things about your college, and worthy of a place on the shelf of any library."

"La Cercle Francais" has recently been organized with the aim of bringing about greater facility in using the French language, and of helping students to become more familiar with the French nation, people and customs.

Besides its regular programs and the giving of a French play during the year, "La Cercle Francais" hopes to become allied with the international organization "L'Alliance Francais".

The officers elected were: Ryle Nelson, president; Laura Cross, vice-president; Eleanor Innes, secretary; Hazel Coley, treasurer; Elizabeth Deming, Orreen Ruedi and Frances Titzell were selected to act with the executive committee. Miss Stone, head of the French department, is sponsor.

The first regular meeting was held in the faculty parlors of Jubilee. The constitution and by-laws were submitted and adopted, and other business matters were discussed. A social hour followed, during which refreshments were served. Esther Saunders sang the song "Te me Dirao" by Chaminade, and the members sang the Marsellaise. The phonograph which has recently been installed in the modern language depart-

ment promises to be of pleasure to the club throughout the year.

The Commercial Club was organized for the purpose of interesting its members in the business world. Any pupil taking two five hour courses in the commercial department is eligible. The members of the Commercial Club hope to go to banking houses and financial markets in St. Louis during the year. The officers of this club are Nellie Iler, president; Viola Boschert, vice-president; Sara Levine, secretary and treasurer.

253 names responded to the Red Cross roll call. The names and money have been gratefully acknowledged by that organization.

Miss Margaret Lind of Clark, Nebraska, was awarded the prize of having gained the most weight from the opening of school until the Christmas vacation. Her gain was 33¾ pounds, while the average school gain was ten pounds. Miss Marguerite Porter of the Expression Department led all members of the faculty in the weight gaining contest. Her gain was 11½ pounds. Miss Hazel Coley of Texarkana, led in the student weight reducing contest, she having lost eight pounds. Miss Ethel B. Cook took the honors for the faculty by losing 30 pounds.

## CLASS OFFICERS

### Seniors

The first Senior Class of Lindenwood College has elected Miss Louise Child, president; Miss Julia Horner, vice-president; Miss Eva Fleming, secretary and treasurer. Mrs. John L. Roemer was chosen sponsor.

### Juniors

Miss Claire Ehleb was elected president of the largest Junior Class in the history of the College. Miss Kathleen Fleming was chosen vice-president, Miss Laura Cross, secretary; Miss Thelma Rich, treasurer. The class chose Miss Jeanette M. Collins, sponsor.



### Sophomores

The Sophomore Class elected Miss Adeline Ayers as its president, Miss Pauline Reeder, vice-president; Miss Josephine Erwin, secretary, and Miss Melvin Bowman, treasurer. By a unanimous vote the class re-elected Miss Louise Weld sponsor.

### Freshmen

The largest Freshman Class in the history of Lindenwood elected Miss Madeline Lasar, president; Miss Frances Titzell, vice-president; Miss Ruth Yourtee, secretary and treasurer. Miss Ethel Sykes was chosen sponsor.

### CHORAL CLUB CONCERT

The annual Christmas Recital of the Choral Club was given Monday evening, December 12th under the leadership of Prof. John Thomas of the Music Department.

The program was as follows:—

Four Leaf Clover.....	Brownell
Sweetest Flower.....	Van der Stucken
The Violet.....	Milderberg
Choral Club	
Colonial Days.....	Jacobi
Serenade.....	Zamecnik
Star of the Orient.....	Zamecnik
Meditation.....	Bach-Gounod
Orchestra	
Fantaisie—Impromptu.....	Chopin
Miss Blanche Traynor	
The Gateway of Ispahan.....	Foote
Only to Thee.....	Saint-Saens
Soft as the Voice.....	Scott
Lindenwood Prize Song, 1921-22.....	Julia C. Horner
Choral Club	

### MU MU CONCERT

The honor musical society, Alpha Mu Mu, gave their first concert of the year the night before the students left for their holiday vacation. It was a most excellent program, well given and received. The program was as follows:—

<i>Piano</i>	
Sonata Op. 2 No. 2 (Allegro Vivace).....	Beethoven
Lorene White	

### Song

Musetta Waltz (La Boheme).....Puccini  
Frances Becker

### Violin

Liebesfreud.....Kreisler  
Mrs. John Werner

### Songs

Leparlante d'amor.....Gounod  
Melisande in the Wood.....Goetz  
For you.....Cadman

Gladys Sullivan  
Chanson Provencale.....Dell 'Acqua  
Esther Saunders

### Piano

Valse de Concert.....Moszkowski  
Louise Clark

### STUDENT RECITAL

Thursday, December 8th, the last student recital before the holiday vacation was held in Roemer Hall at 11 A. M. The program was a most excellent one and every number was well given and warmly applauded. The program was as follows:—

### Piano

Mazurka No. 2.....Borowski  
Harriet Gum

A. D. 1620.....MacDowell  
Carol Greasley

Autumn.....Chaminade  
Ruth Shapiro

Sonata F Major (Allegro).....Mozart  
Virginia Bauer

The Juggler.....Wright  
Marie Louise Stevison

### Songs

Spirit Flower.....Campbell-Tipton  
Anna Louise Gumm

Dawn of Hope (Duet).....Coombs  
Helen Mesler—Louise Ponsler

### Violin

Serenade.....Drdla  
Nan Core

### Songs

Thy Beaming Eyes.....MacDowell  
Do not go, My Love.....Hageman

Patti Henty  
Se Saran Rose.....Arditi  
Esther Hund

### Piano

Scotch Poem.....MacDowell  
Louise Day

Sonata Op. 31 No. 3 (Scherzo).....Beethoven  
Josephine Ewrin

## DANCE RECITAL

The advanced class of the Physical Education Department gave a program on Friday, December 9th. It was a very creditable performance, showing the various dances and concluded with a theme "The Ice Palace".

The following is the personnel of the class:—

Adaline Ayers  
Marion Bowers  
Florence Bartz  
Elizabeth Cowan  
Kathleen Fleming  
Ida Hoeflin  
Dorothy Howard  
Mercedes Hicks  
Helen Lee Maupin  
Elinor Montgomery  
Marion Pohlman  
Caroline Schlitz  
Marion Stone  
Eva Mae Wiener

Crookedness never pays in the long run. Look at the corkscrew.—*Burlington News.*

## LINDENWOOD STUDENTS GIVE AWAY 100 DOLLS

Although the girls of Lindenwood College have departed for their Christmas vacation, which will continue until January 5th, they have left many presents behind them. Charity this year, in place of "war work" has engaged their activities.

One hundred beautifully dressed dolls have gone to the Markham Memorial Church, Menard and Julia Streets, for the Christmas party of the church kindergarten tomorrow morning, which will be in charge of Mrs. William A. Gantner and Mrs. Kate S. Marten.

Students in cooking who are members of the Home Economics Club at Lindenwood sent an enormous box of candy, which was sent by express to Markham Church, with a greeting from Miss Kathryn Fausett, secretary of this club.

The members of the sociology class, under Dean Templin, decided on gifts for fifty old people at the St. Charles County Asylum. The class visited the home and by conversation with the old

people found what each individual wanted. Nearly all the women can use crochet cotton and the men tobacco. The special desire of one old man was simply for a lead pencil, another wanted a calendar and some of them asked for more sugar, so that they could have it in their coffee. All gifts to the County Asylum will be delivered by a messenger on Christmas Eve.

—St. Louis Daily Globe-Democrat.

## LINDENWOOD SPIRIT

It was the night of the twenty-fourth of December and as I sat before a big blazing fire the events of the day passed before me. I saw again the spacious room with its Yuletide decorations, the burdened tree with its bright tinsel and presents, and heard again the exclamations of delight from the children, and their youthful voices singing "Silent Night". How their little faces had reflected the joy and unselfishness which they felt, when the presents were distributed. When Santa Claus arrived he stopped for a moment the buzz of voices and shrill laughter, as each child gazed with something of awe upon his jolly face. But only for an instant was there quiet, then every child had wildly waved his hands and demanded candy.

While I sat thinking of the gaiety, the excitement and the loving helpfulness that had been crowded into my Christmas there came to me the picture of Dedication Day. I saw again the girls with their state badges of mules, oilwells, and stars, as they ran up the stairs into the gallery of Roemer Hall upon that momentous day. There had been the usual dash for seats, and then someone appeared with programs. Upon the announcement that upper classmen came first, there was an instant's lull as the freshmen sank back into their chairs, and then every upper classman arose to her feet and, madly reaching and gesticulating, demanded her privilege.

In the midst of the clamor there came a silencing "s-s-sh-sh," and instantly every girl resumed her seat and sat rigidly awaiting the first chord of the "Lindenwood Hymn." The note was sounded, the student body arose, and with all



reverence sang the song dear to every Lindenwood girl, be she young or old, alumna or undergraduate. Upon every face was written the joy and love which every girl who has lived at Lindenwood feels for her "Alma Mater."

The fervor and reverence with which that hymn was sung, together with the happy anticipation which shone upon every face, proclaimed the fact that every girl had what we proudly call "The Lindenwood Spirit." The feeling was probably different in every girl's heart. In the heart of the freshman there beat the desire to show loyalty. The senior, less demonstrative, felt a love for and clinging to the school that had meant so much in the past four years. But, however she expressed it, each girl cherished that indefinable something that makes for college spirit. The alumnae in the audience recognized the "Lindenwood Spirit"—caught again the pulsebeats of those days of long ago and responded—many with tears in their eyes.

As the stately procession, led by the Dean of Women, the illustrious guest from our sister-school of the East, and Lindenwood's honored president, made its way to the platform, the verses of the old hymn proclaimed the traditions, the loyalty and love, that has been sung, year after year, with an added meaning.

Throughout the dedication program the students sat tense, every nerve alert to catch some praise for their beloved school, showing, by fervent handclapping, the appreciation they felt for their beloved schoolmates who took part in the program—glad that the talented ones could thus add to the glory of Lindenwood. It has always been this unselfish desire to give the best that has characterized the girl of true Lindenwood spirit.

After the dedicatory exercises were over the girls were eager to show their visitors the buildings and campus. They felt a great pride in displaying Sibley, the prized landmark, and hearing tales of the yesterdays as told by the girls of those days. And all visitors noticed the courteous and pleasing manners, the comradeship and loyalty of all the Lindenwood girls.

In the afternoon, when the band played, the girls, their duties as guides over, joined in a zigzagging line, with

hands holding one another's shoulders, gave a wild serpentine dance, blissfully forgetful, for the moment at least, of the lessons that must be done another day, of the academic standard which Lindenwood spirit prompts them to maintain.

I said that College spirit is indefinable, but isn't it perhaps just the loyalty and love that a girl bears her college. The girl with the true college spirit is she who does not yell for the sake of pleasure and appearance, but for the love of her school; who studies hard that the college may not disgrace because of her; who is ladylike and courteous so that no one may sneer at the institution which claims her; who, above all things, does not forget the ideal for which her school was dedicated—that ideal of service.

As the events of Dedication Day and Christmas Eve passed through my mind the realization came to me that Lindenwood spirit and the true Christmas spirit were the same—a compound of loyalty, unselfishness, love for fellowman, reverence, sacrifice, and honor.

—Alba Chapman.

## DO IT NOW!

**Scholarship Drive — What will you give individually or as a club? We want everybody to come in on this. Make your pledge now. Any amount will be accepted by the Treasurer—**

**MRS. A. C. TRUEBLOOD  
137 Plant Avenue  
Webster Groves, Missouri**

## A HAPPY NEW YEAR

To all readers of The Bulletin we extend the greetings of the year 1922. Our wish for all is that the new year may have many joys awaiting you. Like other years it may have sorrows and disappointments. Whatever may befall we wish you the grace and strength to uphold, comfort and sustain you in adversity and prosperity.

We enter the new year with a better hope of international understanding that will not only limit armaments but reduce the possibility of war to a minimum. The overburdened world is having a

gleam of better things yet to come as 1922 is placed upon the calendar. In business, in social life, in church life, there is prophecy in the times that we are to progress along lines that will bring "good will" to all in our lines of endeavor to make this old world what it should be.

A Happy New Year is dependent upon you to give rather than receive—to give the best that is in you to make 1922 the best of years.

### MAIL BAG

Dear Dr. and Mrs. Roemer:

I want to thank you for the beautiful book, *The Newer Lindenwood*, which I lately received. I am so proud of it and the many wonderful things that you are doing at Lindenwood. I am so proud to be one of the old L. C. girls and am looking forward to the day when my seven-year-old Esther will be a new girl.

The very best of wishes.

Sincerely,

Margaret L. Kaler.

Edina, Mo.; '08.

My dear Mr. Motley:

Many thanks for "*The Newer Lindenwood*." We have all read it with a great deal of pleasure. Tell Dr. Roemer Mrs. Galbraith died November 20—the first of our club to go—she was always so faithful we shall miss her sadly.

With best wishes for continued success,

Cordially yours,

Jean Vincent Lown.

My dear Miss Templin:

May I thank you for your very kind note of November 30th and for a most delightful visit at Lindenwood. I enjoyed every minute of my stay with you and was only too glad to help you out of a trying situation. I shall look forward to the pleasure of being with you again some time.

The booklet came yesterday and I took the greatest pleasure last night in reading of Lindenwood's activities. You certainly have reason to be proud of Lindenwood, and Missourians may point with the greatest satisfaction to the splendid work it is doing for young women. May I congratulate you per-

sonally on the booklet itself.

Please extend my thanks and best wishes to Dr. and Mrs. Roemer and to the student who so kindly took charge of me.

With best wishes for your continued success at Lindenwood,

Sincerely yours,

Marie Ames.

My dear Alice:

I am a little slow with my report of our club meeting, but am sending it with this. I also want to tell you that Mrs. Galbraith died yesterday afternoon—poor little girl, she had so much to live for—and I feel so sorry for the children and Mr. Galbraith.

The funeral will be Wednesday from their home, 3135 Wilson avenue. Have a notice in *The Bulletin*, please.

Our new club directory will be out this month, I think, and you will have one "instanter."

Yours sincerely,

Martha E. Flanagan.

Dear Miss Templin:

I belong in the class of 1881 so you see my place is far in the past, but I am always interested in the happenings in the *Lindenwood* of today, and rejoice in all the good that comes to the girls at this time.

The various publications that come to me are very much appreciated and I enjoy hearing in that way about the various girls I used to know. I expect to go to California again for the winter months and think I will make an effort to come in contact with the *Lindenwood Club* there. I have often thought of it before when there, but hardly thought there would be anyone whom I would know. However, I see in "*The Newer Lindenwood*," received recently, that those present at one of their meetings included some as early as 1859. So that was encouraging to hope 1876 to 1881 might also be represented.

For the winter my address will be 135 South Irving Blvd., Los Angeles. The address that always reaches me is 39 Orchard Road, Tacoma, Washington.

Very sincerely,

Agnes M. C. Shubume,

(Mrs. A. W.)

Class of 1881.