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THE CURRICULUM OF STUDIES ADVANTAGEOUS TO GIRLS

Paper read before deans at Missouri State Teachers' Association November 11th, 1920, by Miss Lucinda Templin, Dean of Education, Lindenwood College.

The college curriculum has been the subject of criticism for many years. Some say it is too liberal—some that it is too conservative—or that too many vocational courses have been added. This very criticism has been an inspiration and resulted in decided improvements in the courses of study. More than 150 years ago Kings College, now Columbia University, had as their goal "the teaching of everything which would add to the comfort of life."

Acknowledgment is made to Miss Ev. Johnston for the copy of the following notice which appeared in a New York paper, May 3, 1774.

"a serious, virtuous, and industrious Course of Life is being first provided for, it is further the Design of this College to instruct and perfect the Youth in the Learned Languages, and in the Arts of reasoning exactly, and writing correctly, and speaking eloquently; and in the Arts of numbering and measuring, of surveying and Navigation, of Geography, and History, of Husbandry, Commerce and Government, and in the knowledge of all Nature in the Heavens above us, and in the Air, Water, and Earth around us, and in the various kinds of Meteors, Stones, Mines, and Minerals, Plants, and Animals, and of everything useful for the Comfort, the Convenience and Elegance of Life, in the chief Manufactures relating to any of these Things; And finally to lead them from the Study of Nature to the Knowledge of themselves, and of the God of Nature, and their Duty to Him, themselves and one another, and everything that can contribute to their true Happiness, both here and hereafter."

The so called "Classical" course of study with some modifications has prevailed for many years. From time to time criticism of the colleg curricula has induced some of the co-educational

colleges to introduce courses in Home-Economics for the women. Other schools have adhered to the rule that if the women come—they must take the same courses, which are offered for the men. This practice of retaining the old standard curricula seems to be one important factor which has led to the establishment of the colleges for women.

The last score of years has brought to the front the question of what courses should be offered for women. Should they take the same courses as the men? The women's college must answer this question. Clearly, the women's college must offer a training which is distinctive—or it has no reason for being. The *purpose* of the older colleges for women was clearly defined.

In November, 1836, Miss Mary Lyon founded Mount Holyoke College, for the purpose of putting "within the reach of students of moderate means such opportunities that none can find better, . . . a permanent institution consecrated to the work of training young women to the greatest usefulness"; . . . and "one designed to be furnished with every advantage that the state of education in this country will allow."

Again, in 1861, Matthew Vassar took his stand in the interest of the education of young women and secured the incorporation of Vassar College. In his public statement, he said, "It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right to intellectual culture and development."

"It is my hope to be the instrument in the hands of Providence of Founding an institution which shall accomplish for young women what our colleges are accomplishing for young men."

Earlier still in this section of the country there was an interest in education. In August, 1816, Major George C. Sibley, of Pennsylvania, was married to Miss Mary Easton, and acquired land "in the Indian country near St. Louis." In writing to his brother Major Sibley said—

"Several of the most powerful Indian Nations of the upper Mississippi threaten a continuance of their hostility towards the U. S., and we are informed

(I hope truly) that General Jackson is preparing a force to carry on very active and energetic war in the Indian Country. Altho' the Indians of my agency are peaceable and well disposed, yet I have some doubts as to the expediency of my going among them without a competent military force to protect my establishment from the predatory parties of the hostile tribes that will in all probability, as heretofore, infect the Missouri where I shall be obliged to pass, and that part of the Osage country where I propose to locate myself, that force, I am told cannot be spared me this fall. It seems very probable, therefore, that I shall not move from here 'till next spring, or if I DO go this fall, it will be merely to make a temporary visit. Either of those arrangements, you will allow presently will suit my convenience better than if I were to move up this fall, for you must know, my dear Father, Brother and Sisters, and all others interested, that I was married yesterday evening at 7 P. M. to Miss Mary Smith Easton, the eldest daughter of the Hon. Rufus Easton of this place. I may confidently ask all your congratulations on this event. I have the singular good fortune to obtain a young lady to be my friend and companion thro' life, who I am very confident, will not deceive my hopes of happiness. Her amiable disposition, mental acquirements and personal accomplishments, and most excellent bringing up, eminently qualify her for the task she has with pleasure and zeal undertaken, to make me happy. Such are the qualifications of my wife. She will be sixteen in January next, about the size and appearance of Anna Eliza, when I saw her last, but somewhat handsomer. Her fortune I know nothing about, I never enquired. Her father is reckoned very wealthy, he has seven children, and every prospect of having as many more.

"I anticipate the question from you all in one breath 'do you intend to take this charming wife with you among the Indians?' and I answer you all, yes. She has long ago expressed her perfect willingness to live *Anywhere with me*, and until I can withdraw from the Indian Service, she will willingly share with me the privations of a forest life. I mean to have a very comfortable establishment, and make us doubt we shall pass the time quite happily in the 'howling wilderness.'"

Mrs. Sibley's teaching began in that year. Under the date of July 26, 1816,

Major Sibley wrote his brother—"Mary amuses me and herself every day for an hour or two with her piano, on which she performs extremely well, and she has latterly undertaken to instruct her younger sister, Louisa (who is with us) on the instrument."

Major Sibley and his wife were both impressed with the need of a school for the higher education of young women in this sparsely settled Southwest. Young women came by stage and horseback and were taken into Mrs. Sibley's home and were treated as members of the family.

The curriculum of nearly a hundred years ago had as its basis the purpose which still exists today, "the training of young women to lead *useful, Christian lives*."

In a letter from a patron written in 1831 we find that the charges specified three accounts, "Schooling, Training and Improvements." The "Schooling" was to be both "useful and ornamental," the "Training" to "promote habits of industry and care". "Improvement" was to be desired in the daughter's *manner*, her *pronunciation*, her *walk*, and some of her *gestures*, and to train her "in all things considered good and useful."

The curriculum as outlined in an early catalog, shows a variety of courses:

English — Orthography, Elocution, Criticism.

Mathematics — Algebra, Geometry, Trigonometry, Surveying, Astronomy.

History — Ancient, Mythology, Modern, Classical, Archaeology, Guizot's 'Civilization'.

Geography — Classical, Man and Earth. Languages — Latin, Greek, French, German.

Natural Science — Well's 'Natural Philosophy'; Gray's 'Lessons and Manual of Botany'; Chamber's 'Zoology'; Alexander's 'Moral Science'; Hitchcock's 'Geology'.

Metaphysics — Hedge's "Logic"; Haven's "Intellectual Philosophy".

Bible.

Music.

As the college grew and the numbers increased certain modifications were made in the course of study. There is no wish to slight the formal classical course but there is a desire to furnish *practical*, efficient vocational training for certain students.

It has been found that over eighty per cent of the women marry and have children, and therefore, ought to have special training as Home Makers. These

women should be taught Cooking, Sewing, Keeping of Household Accounts, Home Nursing, First Aid, Interior Decoration, Cooking for Invalids, Care of Children, Ethics and Psychology.

Surely the time is past when women can make the mistakes which were not unusual a few years ago. One woman protested that she "could not have overdrawn her bank account when she still had three checks in her book". The girl of today must be able to run a house on a budget and adjust her expenditures to her income.

If there is any possibility of the student having a four year college course the prerequisite to these special courses should be the completion of the regular Freshman Requirements which hold in most colleges. This gives the student some knowledge of the various fields of knowledge and enables her to make a more intelligent choice of studies for later specialization.

The additional responsibility of suffrage, which has just come to women, means that they must be trained to "carry on" in still another field. A knowledge of American History, American Government—particularly local and state—and of the laws of the community, are essentials for intelligent citizenship. For the girl who knows that she will want to earn her own living, some other vocational courses should be offered.

I do not believe that the College for Women should expand the curriculum to include the technical courses, which may best be given by the Universities. The Woman's College should lay a foundation for this later study and should attempt only those courses, which they can present better than the Universities or Co-Educational Colleges.

The small College for Women can also furnish a training which is most essential, even though it is not listed in the course of study. This is a training in Ethics and the right life values. The improvement of future generations depends upon the children of today who will be the mothers and fathers of tomorrow. It is their task to help instill in the children of the future the proper high ideals and standards. The school of today must help prepare for this great task.

Further, it seems probable that the College curriculum will be so arranged that the traditional "classical course" will continue to be the foundation of the training, and these so called

Vocational courses will be given in Night-Schools and will be especially adapted to meet the needs of the time, and also of the community in which the College is located. The question of the amount of College credit to be allowed for this work, will be determined by the character of the course offered. In our own community we are offering a few night classes and will extend the course next year. It is the earnest desire of the College to give the ambitious young persons courses which will assist them in their daily task of living. A teller in a bank asked for classes in Economics, American Government, Accounting, etc. As fast as the demand for classes warrants it, the courses will be offered.

The test of the College and the College curriculum cannot be measured by a few years. The real test comes through life, and the results of the College training should be the ideal which not only leads us on to greater endeavour, but must be an ideal to *live by*. It is only then that we may make some compensation to the world for the opportunity which has been ours.

The returns of a college education are summed up in this quotation, which was taken from the catalogue of one of our great colleges for men:—

"To be at home in all lands and all ages; to count nature a familiar acquaintance and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket and feel its resources behind one in whatever the task one undertakes; to make hosts of friends among men of one's own age; to lose one's self in generous enthusiasm and cooperate with others for common ends, to learn manners from students, who are gentlemen, and form character under professors who are Christians—these are the returns of a college for the best four years of one's life."

JOURNALISM AS A PROFESSION

Miss Mary A. McMahan

Journalism has no "gentle sex"—women are accepted on the same conditions as men, and are treated with exactly the same considerations. It is "equal pay for equal work", with an equal chance for the many opportunities open in newspaper and magazine offices, in publishing houses, and in business concerns.

In no other profession is there such a variety of positions; if one likes to write, there are positions as general re-

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CHRISTMAS GIFTS

Mamma got a sealskin cloak—
(Alas! It doesn't fit).
Ethel got a calendar—
(What will she do with it?)
Papa got a pair of gloves—
(He can't get them on),
Lucy got a handkerchief—
(From her old Uncle John).
Eddie got a clipper sled—
(There isn't any snow).
Harvey got a story book—
(He hates to read, you know).
Alice got a big wax doll—
(She'll be twelve next June).
Baby got a jumping-jack—
(He'll break it pretty soon).
Arthur got a pair of skates—
(He'll fall and break his neck).
Tommy got a train of cars—
(Already it's a wreck).
Georgie got a Christmas card—
(You ought to see him sneer).
It's just as well that Christmas time
Comes but once a year,
—Somerville Journal.

porters, dramatic and literary editors, interviewers, special feature and editorial writers, as well as opportunities for making a name for oneself by writing poetry, short stories, novels, plays or movie scenarios. If one prefers executive or business experience, positions are open as editors (magazine and weekly or small city newspapers especially), as department editors, and as publicity agents, advertising managers or members of advertising staffs. The rewards in journalism are many; success brings not only increased finances but increased prestige. It is a fascinating profession and a liberal education in itself.

The requirements for journalism are as multitudinous and as varied as the positions in journalism. It requires, first of all, three things—observation, interviewing, and writing. A writer must have a "nose for news", the ability to distinguish between what is news and what is not; he must be able to get the facts, all of them, regardless of the amount of determination and perseverance necessary; and he must be able to

state these facts clearly, concisely, accurately and interestingly. A woman journalist should be intelligent, perseverant and observant; she must possess the ability to make and to keep friends; she must be accurate, fair, generous; she must be "a trained observer with an intellectual background."

In preparing for journalism one must secure the widest and most thorough education possible. All lines of work which lead to a terse, colorful English style, all experiences which teach observation of human nature, a knowledge of current events with special information of economic and social phases, a study of the best current newspapers and magazines, and practical experience are the best prerequisites for a would-be journalist.

The course in journalism is planned to teach students the technique of journalistic writing, to give others a "taste" of journalism and a chance to decide for themselves whether or not they like it, to develop a broad outlook through a study of newspapers and their styles and problems, to emphasize the highest ethical standards, and to establish habits of accuracy, promptness and thoroughness.

In order that the student may have the proper foundation for later professional work, the first year is devoted to regulation college subjects: rhetoric, history, science and foreign language. In the second year a course in news writing is given, offering practical work in the gathering and writing of news and in the study of news values, sources of news, methods of covering news, selection and writing of features, and in the study of news policies.

Special feature writing is taught in the third year; in this course emphasis is placed upon the preparation of special articles for newspaper and magazine publication, with a study of successful articles and current markets. Special department work, such as dramatic criticism, book reviewing, motion picture and church departments, and woman's clubs, are studied during the last half of the year. A laboratory course in editing and rewriting copy, writing headlines, making up pages, and reading proof is also given in the third year, with a study of types and the processes of printing.

The problems of an editor, including a study of the organization and control of newspapers, editorial and news policies, the history and principles of journalism, the law of the press, and com-

munity betterment and editorial ideals, are studied in the senior year. The student is constantly confronted with the fact that a journalist's first duty is to his reader; that, although the newspaper and magazine may be privately owned, they are, after all, public institutions.

Part of the senior year is devoted to a study of newspaper editing, including the editing and rewriting of copy, headline writing, make-up, types, mechanics of printing, and proofreading. A course in advertising presents the problems dealing with the form of an advertisement, the writing of an ad, and the planning of a complete campaign.

ADVANCED COURSES FOR THE SECOND SEMESTER

Members of the faculty had charge of the chapel exercises on Thursday, December ninth, and discussed the different courses which will be offered next semester in order that the students might confer with their parents during the Christmas holidays about what courses they should elect.

Dean Templin, who has made a special study of social work and criminology, will offer a three hour course to follow up the first semester's work in sociology; this class will be open to upperclassmen.

In the physical education department, Miss Weld announced that the three hour course in anatomy would be enlarged to five and that the physiology class will be a five hour subject instead of four as previously. This will enable students specializing in physical education to make a more thorough and scientific study of the body.

Several courses were presented by Miss Laipple, of the science department. There will be courses in advanced vertebrae zoology for upperclassmen, one in college botany, one in field botany, one in biology for academy students, and a class in plane geometry will also be given by Miss Laipple. In chemistry, Miss Lear will offer a beginning class in general chemistry, limited to sixteen students, and will also have a continuation course of five hours, consisting of three laboratory periods and two recitations.

The journalism department will continue its three hours in news writing but a three hour course in advertising will be offered by Miss McMahan, which will make a survey of the writing of the advertisement, its form, and the

planning of the campaign proper. No new courses will be added in the English department, with the exception of a three hour in the writing of the short story.

Dr. Hollingsworth, professor of political economy at Washington University who last year gave a course at Lindenwood, will offer a course next semester on state and local government, which will be open to sophomores and juniors.

In the Latin department courses will be offered in Virgil and Horace; a new course in Greek and Roman life will also be given by Miss Hankin.

The home economics department will offer courses in housewifery, house furnishings, millinery and etiquette to correlate with serving problems.

A course in Spanish civilization will be offered by Dr. Hazlett, including the study of Spanish history, religious customs, literature and art.

The history department is beginning a five hour course in recent United States history open to all college students; elementary history will be offered also, and will be open to freshmen who have had European history or medieval and modern history in high school.

HORSE-SENSE

If you work for a man, in heaven's name work for him. If he pays wages that supply you your bread and butter work for him; speak well of him, think well of him, stand by him, and stand by the institution he represents.

I think if I worked for a man I would work for him, I would not work for him a part of his time but all of his time. I would give an undivided service or none. If put to a pinch an ounce of loyalty is worth a pound of cleverness.

If you must villify, condemn and eternally disparage, why resign your position and when you are outside, damn to your heart's content. But I pray you, so long as you are a part of an institution, do not condemn it. Not that you will injure the institution—not that—but when you disparage the concern of which you are a part, you disparage yourself.

—Elbert Hubbard.

THE CHRISTMAS PARTY

According to an old custom, and Lindenwood being nearly a hundred years old has traditions of our great grandmothers, the night before leaving for

home is celebrated as "family night". If you have never been to the Christmas Party at Lindenwood you have something coming to you. It is an occasion never to be forgotten. Assembled in Butler Gym, Thursday night December 16th, 1900, was everybody on the place. They came from dormitories and the kitchen, from the campus and the dining room, from the boiler house and the office. Big and little, young and old, black and white, were all in the Gym at 7:30 P. M. sharp. Jim Washington, who waits on the President's table and is general utility agent in the culinary department, was there all dolled up in the latest fashion. Charlie Johnson, whose smile no student will ever forget and whose face will never show a blush, would not have missed the march down to get his present for anything. He was there more than promptly. Miss Hostetter, Dietician, proudly ushered the kitchen and dining room helpers to good seats, and beamed when the colored contingent broke into song and were enthusiastically encored twice by the students. Superintendent Ordclheide, with his noble host of co-workers and their families, was there. The office force headed by Miss Waye and Adele Kansteiner, Secretary Motley's assistant, wouldn't have missed the fun for an extra-hour's nap after an arduous day's work. Miss Cook, the Bursar, belonged to the "Good Times Company" giving the show and sat on the stage with the artists. Well! as for the students. We were all there fortified with pillows, cushions, etc. to relieve the hardness of the floor on our anatomy. To economize space, only a limited number of chairs could be placed around the sides of the Gym. But we would not have been absent from the scene of activities and festivities for one of "Mike's Specials" and you all know how girls like ice cream!

The Gym was decorated with one of the handsomest Christmas trees you ever saw, and the decoration of that tree was plain evidence that the Misses Sweeney, Lear and Laipple had gotten busy earlier in the day and had drawn generously on the talent of the electric light men. The stage surrounded the tree, of the tree occupied a large place on the stage, whichever way you want to describe it. Before the arrival of Santa Claus with presents for every helper on the place, (you must remember that the students and faculty don't want Santa to bring anything to them on Linden-

wood Family Night, they all "chip in" to help Santa bring the gifts to those who serve them at the College during the school year), the Faculty "performed". They called themselves "The Good Times Company" but they did not have half the good times we all had enjoying their performance.

Stately Dr. Calder, who teaches Bible for a living, could make a better living on the stage. Honest! that's no joke. As head of the "Destrict Skule" there are none better. He just had an awful time with that faculty. They misbehaved all evening and said funny things that made us laugh until our sides needed steel supports.

The costumer of the outfit deserves a prominent place in the League of Nations. Anyone that can fix up Director Thomas into such a charming young girl, and Miss Gaines into a dashing belle of sixteen, and Miss Hatch into a mischievous boy, and Dean Templin into a stately school visitor, has our deepest gratitude.

No one suspected that Miss Spahr was such a fine elocutionist, or Miss Findley such a "cut-up", or Prof. Dailey given to school boy pranks. Yes our faculty, and I wish I had space and time to give each one mention "did themselves proud" on that glorious last night before we started our homeward journey for the holiday vacation. We all carried the pleasantest memories of the occasion with us to our homes.

—Jane Doe.

CHRISTMAS CONCERT

The Christmas concert given by the Choral Club and Orchestra of Lindenwood College under the direction of Mr. John Thomas and Miss Agnes Gray was pronounced a genuine success.

Of particular interest was the singing of the Choral Club which, under the splendid leadership of our new director of music, Mr. Thomas, acquitted itself in a most excellent and pleasing manner. The first group of choral numbers consisted of the following, "Pack the Clouds Away" by Saunders, "Lament" by Harker, and "The Violet" by Dvorak; this last, a very captivating number, done in a graceful and charming way, elicited hearty applause. In the second group "Love's Benediction" was given with taste. In contrast to it was the ever welcome Brahms' "Around the Gypsy Fire". This, in point of artistic merit, was perhaps the most effective number; the rendition of it, character-

ized by energetic and spirited attacks, contrasting staccato pianissimos and correct interpretation, exhibited the ability of the choral club under the excellent schooling of its competent director.

The Orchestra, conducted by Miss Gray in her usual skillful manner, generously contributed five numbers to the program. The first of these was an animated interpretation of "March Petronel" of Bennet, followed by the attractive and graceful "Blue Bell and Violet Waltz" of Cochran. Handel's "Largo", played by the strings, was given with good intonation. Mendelssohn's "War March" was played at a vigorous tempo and with exquisite accentuation. The familiar "Pilgrims' Chorus" of Wagner was ostensibly their best effort.

Miss Ailee Norris merits mention for her artistic accompaniments.

CHRISTMAS VESPER SERVICE

The program of Christmas music given by the college choir on Sunday evening, December 10, under the direction of Miss Lucile Hatch displayed a splendid judgment in selection of numbers and a thorough mastering of their difficulties. Especially well sung were the "White Shepherds Watched" by Bliss and "The Angel's Song" by Gounod.

The choir in its singing during the regular Sunday evening vesper services is showing the results of the careful training being given by its director.

Besides the choral numbers, the program included two organ solos played by Miss Hatch. They were "Marche des Rois Mages" and "Toccato in G", both by Dubois. A very musicianly interpretation was given each solo.

Miss Gladys Sullivan, contralto, and Miss Frances Becker, soprano, gave much pleasure to the audience in their solo singing. The new Scott song, "There Were Shepherds", sung by Miss Sullivan, has not been heard here before. Miss Becker sang the ever-beautiful "Oh, Divine Redeemer" by Gounod, a sympathetic violin obligato being furnished by Mrs. J. H. Werner, Jr.

Miss Ailee Norris played with much good taste two organ numbers, "Acadian Sketch" by Stroughton, and "Scherzoso" by Rogers.

COLLEGIANS HOLD SCHOLARSHIP FUND PARTY AT SHUBERT

Alumni and Alumnae of Different Universities Entertain Between the Acts.

A college crowd in "Senior Prom" clothes, with all the mad enthusiasm of a group of students at a football mass meeting—a blaze of college colors and a fluttering of college pennants—that was the Shubert-Jefferson last night at the benefit performance of "Adam and Eva" for the scholarship fund of the College Club. Every box was taken by college groups, and there wasn't a vacant seat in the house. Everybody knew everybody else and old grads mingled with green freshmen at a real reunion of college people.

"Adam and Eva" played second fiddle last night to the college quartets and vaudeville stunts between the acts. George W. Simmons, representing Yale, led the singing, and it was due to his splendid direction that the responses were so enthusiastic and the mass singing so well put across.

Princeton had the first large box and the Princeton representatives gave one of the most interesting demonstrations of the evening. A splendid male quartet sang the Princeton Alma Mater song and other favorites.

When Yale's turn came, George Simmons arose, and as he called for Yale men no one stood up. "Is there no one to respond for Yale?" he asked, and Mrs. George Gellhorn, in the Bryn Mawr box, called out, "You do it," and George did—very generously and with a splendid voice. In fact, Mr. Simmons sang so well that it was rumored behind the scenes that the Yale men wanted him to be the whole show and sole representative of "Old Eli." The Bryn Mawr box sang some of the popular college songs and came out ringingly on the old yell, "Bryn Mawr! Bryn Mawr! Bryn Mawr!"

Missouri U. Saxophone Quartet

The University of Missouri group wanted to be especially distinctive so four Missouri U. saxophone players, dressed in black and gold clown costumes, rose from their seats when their call came, stalked down the aisle and straight through the Princeton lines to the stage, where they gave "Old Missouri" and the Engineers' song, "St. Patrick was an Engineer, He Was, He Was." The Missouri contingent went wild.

THE GATE FUND

At the beginning of the New Year a vigorous campaign will be conducted by the girls of today and the girls of yesterday to secure funds to beautify the campus entrance. A handsome gate should be put up next summer, if possible. If every L. C. girl in and out of school will be responsible to raise at least ten dollars we can get somewhere with the project.

LINDENWOOD GIRLS LET'S GET THAT GATE

Lindenwood College, which has recently been admitted to the standing of a senior college, had a box and four most attractive young girls formed a quartet and sang so sweetly that they attracted the attention of members of the "Adam and Eva" cast, who were so impressed that they requested introductions, and got them after the performance. It is said that both actors and students were equally thrilled, and Miss Molly McIntyre, herself, asked who the girls in the Lindenwood box were:

An Illinois alumnus sang a solo from the University of Illinois box, and Indiana was represented by one woman who sang for her college. Mount Holyoke College girls sang campus songs from a group of seats in the parquet. Washington University had a splendid quartet and gave some songs, reinforced by a large following in the audience. The entire gallery was occupied by Washington University people and high school students.

A clever stunt was given by two St. Louis University men. One with a heavy gray wig, was dignity itself and represented the college. He asked the other man, "Alumnus," what he was doing at a party for women. And the Alumnus answered, "Although I went to a school for men, these are the girls we married." Then the "girls", wives of St. Louis U. men, sang a song to the effect that they got their husbands at the St. Louis University.

Supper-Dance at Jefferson

After the performance several hundred in the audience got together for a buffet supper party and dance at Hotel Jefferson. The entire cast of Adam and Eva were guests of the College Club's board of directors, and actors and audience met and mingled informally.

The boys and nurses from the Reconstruction Hospital were guests of the College Club at the play.

The College Club's scholarship fund is the means of sending through college twenty girls who otherwise would not be able to obtain a college education. The fund provides also for loans to girls who wish to arrange for their own education, but who need some assistance. Last year the College Club fund netted \$1,800 from the benefit performance and it is expected that the amount realized this year will be considerably more.

The officers of the club are: Mrs. Roscoe Anderson, president; Miss Hildegard Frerichs, vice president; Miss Gertrude Blodgett, recording secretary; and Dr. Harriet Corey, treasurer. Mrs. R. G. B. Thompson had charge of the entertainment between the acts and twenty college groups co-operated with her.

—St. Louis Star, Dec. 15, 1920.