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Saint Benedict's 50 Years Ago: 1967-1968

Peggy L. Roske

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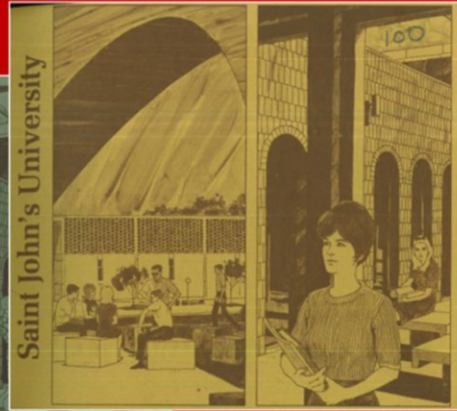
CSB 50 years ago: a 2018 look back at spring, 1968



The Record/The Torch March 28, 1968, p. 1
<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/445/rec/29>

"One Co-operative Venture": The 1960s Planning for CSB/SJU's Jointness

(From last year's history lesson on the "Jointness" between CSB and SJU that was solidified with the issuing of the first joint catalog for the 1967-68 academic year)



1967-68: the first joint catalogs are issued

One of the things I found along the way was a joint newspaper issue combining CSB's paper, *The Torch*, and SJU's, *The Record*. This joint issue was published on March 28, 1968.

CSB-SJU UNION UNDERGOES EXAMINATION

By John King

The past year and a half of study concerning cooperation between SJU and CSB will be brought into focus May 27 and 28 when the local six-member study committee meets with study director Dr. Lewis Mayhew and his staff.

At that time they hope to bring forward the first recommendations and possibly a guiding plan for constitutionization of St. Ben's and St. John's.

Until now there have been no recommendations. Much of the 140,000 Hill grant has been spent on hiring experts in the field of education like Dr. Mayhew, President of the National Association of Higher Education, and his consultants Dr. James Fisher of Illinois State University and Dr. Robert Henniger of Notre Dame.

Also, much time and money have gone into extensive study of other schools that are merging and the

problems they encountered. Major and co-constitutionization are taking place with increasing frequency across the country and this fact will weigh heavily when SJU and CSB decide whether to merge or not.

Early this year the local study group composed of academic deans Fr. Hilary Thimmonck and St. Francis and Dr. John Leung, St. Elizabeth, Fr. Gordon Tavis and Terence McKenna conducted a faculty opinion survey on co-constitution-

ization and found it favorable. Next month Dr. Mayhew's people will conduct a student opinion survey.

Although most of the effort has been directed toward exploring the problem, the two schools have led the district, if limited, impact of the efforts.

The most beneficial, of course, has been the unified calendar and curriculum. With a minimum of trouble students can take advantage of courses on each campus. For the first time a Rose, for example, can major in psychology and a Johnnie can reap the benefits of the rich dramatic program at St. Ben's.

Recently, every department on the two campuses has recognized their efforts and as a result they usually complement and enhance each other.

Increased inter-campus bus service, joint meal periods and the joint bulletin are all the direct result of efforts towards cooperation. The January Term, when many students literally exchanged campuses, demonstrated that SJU and CSB can function together.

Also joint faculty and departmental meetings have been occurring since a year ago last September. Also, for those years since the St. John's Computer Center has been handling the registration, grading and billing of students from both campuses.

But there are still many drawbacks and difficulties in the cooperation efforts. Every administrative department at St. John's has its duplicate at St. Ben's. In order to remedy this administrators from the two schools

have been meeting weekly to explore the advantages of unifying their efforts in an administrative merger.

Also, many courses are still being duplicated. Both campuses want to retain their natural science departments, but obviously it is wasteful to have two where one will do. The local study group is exploring the possibility of giving each campus exclusive rights to certain departments, thus eliminating the duplication.

Whenever the various study groups come up with will be presented at the May meeting and they may formulate any possible recommendation from complete merger to cooperation, much as is happening now, or even to completely severing connections and leaving each school to its own fate.



The Record

Student Newspaper of St. John's University

Volume 81

Collegeville, Minnesota 56321, Thursday, March 28, 1968

Number 5

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mirroring them. The emphasis within the papers themselves and the choice of their readers seem to be varied.

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Some know about co-constitutionization can be learned from the program of this paper. First, composition is an essential feature of vo-

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of the obvious need for communication between the schools.

More and more aspects of St. John's and St. Ben's are combining. Eventually the Record and the Torch will be used. Whether the resultant publication is entitled the Torch, the Record, the Torch, the Torch, the Torch or the What Have You, it will not be the Record or the Torch.



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Volume 4

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Campus Vandalism Springs Forth

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Two mastheads –
for *The Record* and
The Torch

– and a page 1
piece on the
discussions about
whether the two
institutions should
merge...or do
something else.

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Volume 4 St. Joseph, Minnesota

Campus Vandalism Springs Forth

By Thom V...
With the opening with the St. Patrick...
...month of break...
...semester full of...
Local vandals be...
...of the bookst...
...rock festiv...
...IM have rep...
...prompted Fr. B...
...comment that...
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THE FUTURE - COINSTITUTIONALIZATION

"Coinstitutionalization"??

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JIM BORGESTAD

This Johnnie
did a rather
extensive
examination of
issues involved
in the
"coinstitutional-
ization"

A subtle movement is rolling across the St. John's campus. In fact it's so discreet that most members of the St. John's community have taken it for granted without much serious consideration. The name of this drive goes by the arcane title of "Constitutionalization." It began in 1940 when St. John's invited a few professors from the nearby College of St. Benedict to teach a number of art, sociology and English courses on the SJU campus. Since then it has grown by staggering leaps and bounds until now there are over 540 students taking part in the academic constitutionization program. In addition to looking at the academic program, one need only view the interim projects, inter-campus eating privileges, hourly bus service, and free inter-campus mail delivery for other tangible signs of cooperation.

One would have to admit that all of these programs have added a distinct flavor to the St. John's campus. One could even say that these attempts at cooperative ventures were quite beneficial in allowing the student of St. John's greater exposure to the feminine side of the social world. But what is the price for this academic and social contact? And what will be the results of any further attempts at an expanded constitutionization program? Please allow me to speculate upon these questions and to express the realistic sentiments of a large number of viewers of this movement. A contrasting picture of the two colleges is needed; and such a comparison of the overall assets and liabilities of the two institutions will certainly lead one to believe that only a complete merger between Macy's Department Store of New York and Linneman's General Store of St. Joe could equal the "deal."

The first item of comparison that one should concern himself with is that of academic tradition and public image. It is no overstatement to say that St. John's has established itself as a concerned institution of higher education. An outstanding history of over 100 years in the business of instructing young men has led many to look up to and respect the educational products that this campus puts forth. Last year's graduating class, for example, sent over half its members to graduate or professional schools. Fellowships such as the Daugherty, Woodrow Wilson, Atomic Energy Commission, and Columbia Graduate were among the awards bestowed upon several of its members. High academic standards and competition breed a desire to achieve; without these, the caliber of students and the name of St. John's will not maintain their superior rating. It is unfortunate, but nevertheless very true, that our sister college does not have an equal achievement. For example, a sample comparison of the S.A.T. entrance scores of the class of '71 reads as follows:

	Percentage of entrants above 500		Percentage of entrants above 500	
	St. Ben's	St. John's	St. Ben's	St. John's
Verbal	25	41	48	64
Math	27	41	46	60

With constitutionization will St. Ben's raise its achievement standards? Or will St. John's be forced to jeopardize its rating and lower theirs? What will be the final academic product that St. John's puts out if complete constitutionization does come about?

Some will point out that the St. John's student will be exposed to a greater number of competent faculty and stimulating courses through such a merger. Again one begins to wonder at the overall truth of such statements. The educational background of the faculty of St. Benedict's is in general is not on par with St. John's. This may be a bold statement, but I don't feel I'm being overly presumptuous with this belief. St. John's faculty holds a greater number of graduate degrees. According to a June 1967 bulletin from the Office of Admissions, St. John's faculty holds 15 master's degrees and 42 doctorates; St. Ben's, on the other hand, masters only 48 M.A.'s and 14 Ph.D.'s. This means that with constitutionization St. Ben's would be able to reap the benefits of a maximum of 137 St. John's graduate degrees, while St. John's students would be exposed to only 62 CSB graduate degrees. A school must offer lucrative salaries to obtain instructors with graduate degrees. St. John's

dict's. To state it bluntly, "St. Ben's needs a little burning of the habit!" Some of the policies which govern the institution make one wonder if someone from the time of St. Scholastica herself isn't determining the school policies. If a student comes in five minutes late in the evening, she may expect to be greeted by a nun who will quickly write her name down and hector upon her a "campus." If one decides not to sign out, she's guilty of another mis-misdeemeanor. Any attempt at wearing slacks in Mary Hall Commons is still another No-No. Smoking in a dorm begins a minimum \$5 fine. Open houses are also taboo (gentlemen never enter a lady's bedroom). And so on. But then these are only the minor irritants of the CSB system.

Other more important items which jeopardize the name of St. Benedict's lie in the disorganization which seems to permeate their administrative offices. The scheduling for the Benedictus Arts Center is a prime example of this. To schedule events but fail to publicize them results in an empty and echoing auditorium that has so often been the case at the Arts Center this year (not to speak of the embarrassment of the artists or the host school). A few weeks ago, a group of actors from the University of North Dakota came to St. Benedict's to perform two shows. It certainly appeared as though little foresight and less publicity went into the preparations. Fewer than a dozen people turned out for the show; as a result one of the performances was cancelled. Where was the organization that one expects from a professional institution?

But this is not the only unorthodox group that administrators at St. Ben's. The Treasurer's Office continues to mystify students by telling a girl that she's paid in full for the semester and then presenting her with a notice that she still owes \$300 due to a subtraction mistake; or that another individual owes \$200 more and then that same office will remit \$200 to her due to another miscalculation of figures.

The Registrar's Office is also a fascinating group of administrators who could use a class in organization techniques. The prime example here would have to be the case of several seniors who upon signing up for second semester courses, were told by the CSB Registrar's Office that they had completely fulfilled all of the necessary course requirements for their majors. After the second semester had already begun, they again returned to that same office only to find that the Registrar had made a slight adding mistake; they were short one course. Subsequently they were forced to drop the necessary classes that would have fulfilled the requirements for a minor, and instead had to enroll in an additional course in their major's Studies of organization!

Now does the administration of our sister college appear to be in any hurry to face the reality of the times. To change its path and to progress with a bold and realistic spirit is the institution's only salvation. If St. Ben's fails to accept this course, then St. John's must go its own way, for only through a complete re-thinking on the part of the St. Benedict's College administration or a complete takeover by the St. John's administration will the fruits of a successful constitutionization community be reaped.

One segment of St. Ben's and constitutionization provides the most optimistic note: the students. Currently they are that institution's most valuable asset. Most of these students desire to mold the school into one of respected academic and realistic social norms. They have struggled successfully for changes in women's hours and car privileges and are currently coming to grips with the general motherly attitude of many nuns. They refuse to remain in the limbo of false respect for outmoded rules and structures. Let's hope that their intentions are not going to result in blind effort without results. The change in St. Ben's will only come from within and from these students. I wish them luck!

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The Record/The Torch March 28, 1968, p. 6
<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/450/rec/29>

Full page image →

I mentioned that it was extensive!

The Bennie's contribution on the same page leaves a little to be desired, by comparison.



The Record/The Torch March 28, 1968, p. 6

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The Johnnie finds CSB lacking, in comparison to St. John's, with regard to SAT scores, faculty credentials, financial assets, low demand among Johnnies for CSB's strongest majors (education, fine arts), etc.

JIM BORGESTAD

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The Registrar's Office is also a fascinating group of administrators who could use a class in organization techniques. The prime example here would have to be the case of several seniors who upon signing up for second semester courses, were told by the CSB Registrar's Office that they had completely fulfilled all of the necessary course requirements for their majors. After the second semester had already begun, they again returned to that same office only to find that the Registrar had made a slight adding mistake; they were short one course. Subsequently they were forced to drop the necessary classes that would have fulfilled the requirements for a minor, and instead had to enroll in an additional course in their major's Studies of organization!

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One segment of St. Ben's and constitutionization provides the most optimistic note: the students. Currently they are that institution's most valuable asset. Most of these students desire to mold the school into one of respected academic and realistic social norms. They have struggled successfully for changes in women's hours and car privileges and are currently coming to grips with the general motherly attitude of many nuns. They refuse to remain in the limbo of false respect for outmoded rules and structures. Let's hope that their intentions are not going to result in blind effort without results. The change in St. Ben's will only come from within and from these students. I wish them luck!

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But, ultimately, he is optimistic and complementary toward the Bennies.

One segment of St. Ben's and constitutionalization provides the most optimistic note: the students. Currently they are that institution's most valuable asset. Most of these students desire to mold the school into one of respected academic and realistic social norms. They have struggled successfully for changes in women's hours and car privileges and are currently coming to grips with the general motherly attitude of many nuns. They refuse to remain in the limbo of false respect for outmoded rules and structures. Let's hope that their intentions are not going to result in blind effort without results.

He calls them St. Ben's "most valuable asset":

JIM BORGESTAD

A subtle movement is rolling across the St. John's campus. In fact it's so discreet that most members of the St. John's community have taken it for granted without much serious consideration. The name of this drive goes by the arcane title of "Constitutionalization." It began in 1940 when St. John's invited a few professors from the nearby College of St. Benedict to teach a number of art, sociology and English courses on the SJU campus. Since then it has grown by staggering leaps and bounds until now there are over 540 students taking part in the academic constitutionalization program. In addition to looking at the academic program, one need only view the interim projects, inter-campus eating privileges, hourly bus service, and free inter-campus mail delivery for other tangible signs of cooperation.

One would have to admit that all of these programs have added a distinct flavor to the St. John's campus. One could even say that these attempts at cooperative ventures were quite beneficial in allowing the student of St. John's greater exposure to the feminine side of the social world. But what is the price for this academic and social contact? And what will be the re-

sult? To state it bluntly, "St. Ben's needs a little burning of the habit!" Some of the policies which govern the institution make one wonder if someone from the time of St. Scholastica herself isn't determining the school policies. If a student comes in five minutes late in the evening, she may expect to be greeted by a nun who will quickly write her name down and bestow upon her a "campus." If one decides not to sign out, she's guilty of another mis-misdemeanor. Any attempt at wearing slacks in Mary Hall Commons is still another No-No. Smoking in a dorm begins a minimum \$5 fine. Open houses are also taboo (gentlemen never enter a lady's bedroom). And so on. But then these are only the minor irritants of the CSB system.

Other more important items which jeopardize the name of St. Benedict's lie in the disorganization which seems to permeate their administrative offices. The scheduling for the Benedictus Arts Center is a prime example of this. To schedule events but fail to publicize them results in an empty and echoing auditorium that has so often been the case at the Arts Center this year (not to speak of the embarrassment of the artists at the host school). A few weeks ago, a group of artists from the University of North Dakota came to St. Ben's show. It certainly appeared as though little forethought went into the preparations. Fewer than a dozen people, as a result one of the performances was an organization that one expects from a professional

amateur group that administrators at St. Ben's continue to mystify students by telling a girl that semester and then presenting her with a notice that is a subtraction mistake, or that another individual in that same office will remit \$300 to her due to an error.

It is also a fascinating group of administrators who employ antiquated techniques. The prime example here would be the CSB Registrar's Office that they had completely arbitrary course requirements for their majors. After the semester began, they again returned to that same office to find that they had made a slight adding mistake; they were miserably they were forced to drop the necessary classes that would have fulfilled the requirements for a minor, and instead had to enroll in an additional course in their major "Studies of organization!"

Nor does the administration of our sister college appear to be in any hurry to face the reality of the times. To change its path and to progress with a bold and realistic spirit is the institution's only salvation. If St. Ben's fails to accept this course, then St. John's must go its own way, for only through a complete re-thinking on the part of the St. Benedict's College administration or a complete takeover by the St. John's administration will the fruits of a successful constitutionalization for our community be reaped.

One of the most optimistic notes of the constitutionalization movement is that of the students. Currently they are that institution's most valuable asset. Most of these students desire to mold the school into one of respected academic and realistic social norms. They have struggled successfully for changes in women's hours and car privileges and are currently coming to grips with the general motherly attitude of many nuns. They refuse to remain in the limbo of false respect for outmoded rules and structures. Let's hope that their intentions are not going to result in blind effort without results. I wish them luck!

comparison of the S.A.T. entrance scores of the class of '71 reads as follows:

	Percentage of entrants above 500		Percentage of entrants above 500	
	St. Ben's	St. John's	St. Ben's	St. John's
Verbal	25	41	48	64
Math	27	41	46	60

With constitutionalization will St. Ben's raise its achievement standards? Or will St. John's be forced to jeopardize its rating and lower theirs? What will be the final academic product that St. John's puts out if complete constitutionalization does come about?

Some will point out that the St. John's student will be exposed to a greater number of competent faculty and stimulating courses through such a merger. Again one begins to wonder at the overall truth of such statements. The educational background of the faculty of St. Benedict's in general is not on par with St. John's. This may be a bold statement, but I don't feel I'm being overly presumptuous with this belief. St. John's faculty holds a greater number of graduate degrees. According to a June 1967 bulletin from the Office of Admissions, St. John's faculty holds 15 master's degrees and 42 doctorates; St. Ben's, on the other hand, musters only 48 M.A.'s and 14 Ph.D.'s. This means that with constitutionalization St. Ben's would be able to reap the benefits of a maximum of 137 St. John's graduate degrees, while St. John's students would be exposed to only 62 CSB graduate degrees. A school must offer lucrative salaries to obtain instructors with graduate degrees. St. John's

STUDENTS' VIEWS

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Other topics that surface in the joint issue:

Student apathy...

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Students Held Culpable for Apathy

By Marilyn Myott

We've all heard over and over again how apathetic we Bennies are, and we've been urged to be more active and interested. But I don't think anyone has really become enthusiastic about changing the situation.

Well, here comes another plea against apathy. I'd like to share some thoughts I had after reading an article in the *Minneapolis Star* a while ago. The article attempted to find the cause of student unrest. It mentioned that young people are dissatisfied with the hypocrisy and dishonesty in the adult world. We want the world to be changed. However, when we are asked "changed to what?" we "become lost in generalities." We are unable to provide the solutions to the problems we are so angry about.

This certainly sums up the situation here at St. Ben's. Too often I've heard students complain about conditions without any plan to try and change them. I too am guilty of just

and the development of our world.

When we leave school we can't expect to become great activists automatically. This world will never get any better unless we are active. Soon we are going to be the adults that the young people will be criticizing. Will we be able to lead our country and our world to better things? Will we be able to meet the challenge of the future?

Our time of testing is right here now. The fact that we are a small school is an asset. Because there are so few of us we can and must take an active role in working for changes. We can't possibly be responsible adults in the future unless we face up to our responsibilities as students today. We can't expect to do great things unless we learn first to do little things.

What exactly are these little things that need to be done? Until recently I, too, thought this college was a pleasant place to live and learn. It

In the academic field there seems to be a need for greater student-faculty cooperation. When a student is dissatisfied with a course, she should make the effort to suggest changes. Some students may see the need for new courses. Lectures, panels, and conferences should be planned in cooperation with St. John's.

Since this is a Catholic college we certainly should be working to increase our spiritual life. Everyone should do some personal searching both individually and in discussion groups. We should all be willing to put our faith to the test. More of us could practice Christian charity outside the college atmosphere.

There seems to be a great dissatisfaction in social life. We need to come up with activities to replace and improve mixers. We shouldn't let the fact that we are a small college for women in a rural area keep us from meeting others and having new experiences.

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Triple Revolution . . .

Draft Info Concerns FOR*

By Sandra Manderfeld

How many people really understand what they mean when they advocate a continuation or even an escalation of the war effort in Vietnam? How many understand what war does to the young men who are sent overseas to carry out the government's foreign policy? How many support their position on the war with an understanding of the concrete facts?

Trying to decrease the number of people who are uninformed or misinformed and create a community of concern with reconciliation and peace as its goal, a chapter of the Fellowship of Reconciliation—an international peace organization—was established on St. John's campus this fall. It now numbers over 100 members.

Some of its projects this year have been films and discussions on the Vietnam war, a collection of funds for civilian victims of war in Vietnam (the national FOR has collected over \$20,000 for this purpose), a peace Mass in November, and a special showing of Felix Greene's film, "Inside North Vietnam." Its special project at St. John's now is to make information on alternatives to military service available to all. When armed services recruiters come to St. John's, the FOR is usually nearby with a table offering full information on the draft. Some of its members have been doing a great deal of personal draft counseling on St. John's campus.

However, opposition to war is not all of the FOR program. It is concerned with every form of social injustice. The national FOR, was in-

...the Vietnam-era
military draft...

Draft Physicals Set For Seniors

Minnesota Draft Boards will schedule college seniors and first-year graduate students for armed forces physical examinations starting in April. This is being done to enable those students who will be subject to reclassification early in the summer to plan for the future with more certainty, based on the results of their military physical examinations.

A registrant who is ordered to report for physical examination need not necessarily return to his own local board for this purpose. Selective Service Regulations provide that a registrant may request a transfer for his physical examination. This request may be made with any local board.

* FOR = Fellowship of Reconciliation, an international peace organization

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PR Auxiliary Stresses Service

By Linda Olson and Jack Stube
Besides fostering a spirit of brotherhood and the maintenance of an efficient drill team, Pershing Rifles offers more to the individual. The varied activities of each unit test the

qualities the society holds from its founder, General Pershing—self-confidence and self-control.

Confidence needed to perform or command in front of an audience carries over into other phases of

campus life. At the same time, self-discipline needed to carry on in the face of mishaps.

Activities of this year include the Madison Invitational Drill Meet, a drill meet with the University of Minnesota, and the establishment of the PR Aquesor Force (training in small unit tactics). Along with these was the establishment of an auxiliary.

A Pershing Rifle Auxiliary? What would you do? March? These were the first reactions to the proposed auxiliary, but the interest of about 25 girls changed these ideas.

The main objectives of the auxiliary are to advance and promote interest in the U.S. Army, and to aid and serve the Pershing Rifles, the ROTC department, St. John's University, the College of St. Benedict, and the community.

Just what does this mean? Projects include clerical work, socials, help with homecoming and the military ball, and a workshop for future military wives. Service projects include letters to Vietnam, parties for orphans, working at the Veterans' hospitals, and hosting at Pershing Rifle and ROTC affairs.

et For Seniors

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Once again CSB comes to SJU's rescue thanks to the girls in the Pershing Rifles Auxiliary.

...the
"Pershing Rifles
Auxiliary" ...

(Yes, the war was a
conflicting topic!)

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CSB Student Dress Code Modified

By Joyce Stutz

The action of the CSB House Committee on a revision of the dress code has spurred some interesting discussion about the campuses lately. House Committee voted to allow dress slacks, bermudas, etc. to be worn in the Commons of Mary Hall (except on Sunday) and to restrict jeans to only picnics, hikes, etc.

The issue which remains—what about a dress code? Does CSB need one? Should SHU have one? The opinions are varied widely on both campuses. Most students agree that currently the Johnnies and the Bennies, on the whole, dress quite well. Tom Schneeweis, a junior, agreed with many others.

"It's true," he said, "that the guys dress up a bit more when going to a class at St. Ben's." It is true for the girls, too, that they take more care to be neat when going to St. John's or just to class on their home campus.

In the eyes of some, like Karla Koch and Paulette Spoberg, juniors, the dress code should stay much as it is. "A girls' school like CSB should be this way; we should be well dressed at most times," said Karla. Paulette thinks that "at least for classes, we should stay dressed as ladies, and also on Sundays when we usually would if we were home, anyway." A sophomore, Kathy Wittrock, agrees with action. She said "I can wear slacks for one of my classes now (in art), but I don't."

Others feel, like Sue-Oda Crokin, a junior, that "a dress code is completely unnecessary. Young people of our age should have formed their own dress code and be able to wear what they please when they please. Their taste shouldn't be open to change by anyone else's opinion, including the teachers."

A junior Johnny agreed, "It's a ridiculous rule. The girls should decide. That's part of the myth holding St. Ben's to their stereotype of a 19th century, autocratic, domineering character." But he also noted that "the school does have a point in

behavior he doesn't see fit."

"The guys would be forced to 'type' girls, too," said senior Bob Bromen, "by the way they look in slacks. In view of the way some do look in them, I would say that it's not a good idea." With this, many Bennies expressed agreement. Another Johnny put the situation this way: "Most Johnnies would say they don't care if the girls do wear slacks, but they know that their girl won't."

What about Johnnies? What about their manner of dress. Senior Ann Kennedy said, "It doesn't matter what they wear, as long as it's clean; that's their freedom to choose. But I must say that dirty jeans and sweat-shirts just don't impress me very much!" Junior Sandy Manderfeld adds, "Most guys are well dressed, but the ones that really bother me are those who wear torn sweatshirts or clothes with holes torn in them.

I keep seeing the tears and it disturbs me in classes and around campus."

As Bob Bromen said, "There are always those with no socks and beat-up, taped, shoes that spoil the general appearance of Johnnies." Ann Bauder, a freshman, notes that, "Both campuses, SHU especially, need dressing up for mealtimes and some table manners, too! Most quality schools do dress for dinner at least." And in the words of another student, "There are always those guys who need a haircut, yet it takes so little extra effort to be neat."

The opinions are many, and hard to formulate to a general view, but it seems that most agree that a dress code is unnecessary. They assume, hopefully with backing, that people of this age group are intelligent enough to dress wisely to fit the situations.



BENNIES MODEL LATEST FASHIONS
Rita Studer, Kathy Charrier, and Maggie Holman ask what will be the verdict on CSB's dress code.

...the CSB dress code...

A junior Johnny agreed, "It's a ridiculous rule. The girls should decide. That's part of the myth holding St. Ben's to their stereotype of a 19th century, autocratic, domineering character." But he also noted that "the school does have a point in wanting to preserve an image."

Many freshmen at CSB will agree that the dress code need not be. They would like to be able to wear slacks or whatever they wished to classes, too. An art major, a junior, also agrees that especially for art classes this would be wise. (Of course, in many cases this is already practiced.) But there are those of caution who, like one of the Johnnies noted, "If the girls go grabby, so will the guys again."

Also, a sophomore Benny sees that "some instructors would be distracted (and so would the guys in the classes) by girls in slacks." And as a Johnny puts it, "Teachers would probably show a prejudice for well-dressed students and rightly so. We pay to go to the instructor's class and he has a right to discriminate against

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Rejuvenated Johnnie Trackmen To Run Assault On Mac Dynasty

By Pat Sweney
The American League broke up the Yankees, the WIA took care of Cassius Clay, but can the MIAC stop Macalester's trackmen? For nine years running the Scots have dominated the track scene, but this year St. John's plans to give them a real run for their money.

How will they accomplish this feat? Start with the distances where last year the Johnnies failed to score. The trio of John Cragg, Jeff Brain and Chuck Cronsky has times equal to anyone in the conference. Going from the long of it to the short we come to dashes and senior Dave Lamm. Last year Dave dominated the 100- and 220-yard dashes and gave St. John's a strong anchor man on the mile relay team. This year Dave will be bolstered by sophomore Martin Lundy and freshmen Kevin Moehn and Bobby Fisher. Experience may be an important factor in the dashes as Lamm is the only up-epusman of these four.

Coach Jim Smith is counting on a number of Johnnies to do some high, long and hard jumping this spring. Jim Holmes, who has left his fingerprints on every backboard in the MIAC, will carry St. John's colors in the high jump. Al Hechtman, a freshman, has also shown real potential in this event and will be a stimulus to Jim. In the triple jump, St. John's has two very strong entries, Al Fis-

layson and Lundy. In a recent triangular meet at St. Olaf, they finished one and two in this event. The long jump (formerly the broad jump), last year one of St. John's weakest points, is being given some real attention by Wellington Pratt and Dave Sier. These two jumpers could turn the long jump into one of St. John's brightest spots. Also planning to do some quick jumping are hurdlers Ron Kluck and Denny Merritt. Denny, a soph, and Ron, a freshman, give St. John's two very good men in the high hurdles. Tex Martin will be the man to watch in the intermediate hurdles.

What do you do if you are six foot six and 220 pounds and want to participate in track? Watch Bill Thibedeau, Tom Schutta, Mike Paquette

and Tim Muller. These are St. John's weightmen. Thibedeau and Muller, two refugees from the basketball court, will throw the discus. Muller set the state high school record in the discus last year by sending a three pound eleven ounce sasser 176 feet. Schutta, a soph, and Paquette, a senior, will throw the shot put.

This is the track team. Their job is to go out and get Macalester. Last year the Jays finished in third place, one point out of second. This year the Jays have added a cast of very good freshmen to the returning lettermen. But just a minute, guess where the meet is being held—at Macalester, of course. Is this any kind of an advantage? Ask Coach Smith. Can we catch Macalester? Come and see the action on the green tартan track May 10-11.

Diamond Success To Key On Infield

By Jim Cunningham
As the spring sports scene converges on St. John's, baseball hopefuls are in preparation for a rigorous 1968 diamond schedule which calls for 17 games, including four double-headers.

Close to 50 Johnnies have been practicing for two weeks under the tutelage of new head coach Fr. Dunstan Tucker and his assistant, Tom Hamm.

The Jays will open their season April 9 when they entertain Minne-

...and there's always sports...

Coaching is Well-Rounded . . . Baseball Boasts Quality Mentors

By Jack Brevin
This year's baseball coaching staff brings together experience and youth in what will hopefully be a winning combination for St. John's. Fr. Dunstan Tucker, a veteran of many years of coaching baseball here, and Tom Hamm, from St. Cloud Cathed-

ral by way of Georgetown University and the Detroit Tiger farm system, will be the pair on the sidelines when the team hits the field this spring.

For Fr. Dunstan, this year's squad will be the 17th which has been under his guidance. He coached from 1933 to 1942 (with the exception of 1938), and again from 1947 to 1953. These clubs won three championships and were, on the whole, "extremely fine ball teams," according to Father. Sixteen players went into professional baseball from these teams. One player who did not gain his fame as a baseball player was Sen. Eugene McCarthy. He played first base for the team in 1935 and was the assistant coach in 1942. According to Fr. Dunstan, "Eugene was a good competitor. He was also a champion backer." Apparently, he hasn't changed much.

Father likes to emphasize "good pitching, hard hitting and intelligent baseball." He likes to make use of speed on the bases, whenever he can, to steal or go for the extra base on

ball star at St. Cloud Cathedral. He went to Georgetown University for three and a half years, and in 1965 he signed with the Tigers. He first played for Daytona, and last summer he played for Statesville, N.C., a Class A team, where he was an outfielder and batted .320. He is now working towards a degree in economics at St. John's. Tom came here simply because, "I wanted to get back to school."

Tom is working quite a bit with the batters. He says with regards to



Fr. Dunstan Tucker
"Experience and know-how"



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'Football Without Pads' New Fad; Rugby Added to SJ Sports Scene

By Jim Kramer

"This stone commemorates the exploits of William Webb Ellis, who, with a fine disregard for the rules of football, as played in his time, first took the ball in his arms and ran with it, thus originating the distinctive feature of the rugby game, A.D. 1823." Thus reads a plaque at Rugby School, England. Few people this side of the Atlantic have ever heard of the distinguished William Webb Ellis who revolutionized that gentlemanly sport of rugby. However, the weight of Ellis' influence will now be felt on the St. John's campus as the Johnnies form their first rugby team this spring.

Though not an official MIAAC sport, player-coach Tom Haigh is hoping to schedule a number of home and home series with other teams in the area. The squad has been practicing for the past week

those of American football are placed in the center of each goal line.

The ball used is similar to the American football except it's much "fatter" and less pointed. Points are scored on: a try (touchdown), three points; a successful conversion after a try, two points; a goal from a free kick on a penalty kick, two points; a drop-kicked goal otherwise obtained (on the run), three points.

Rugby differs from American football in that no one can run ahead of the ball carrier. Consequently there are no blocks and no forward passes. The ball is advanced by a runner who may lateral it sideways or backwards to one of his teammates. If a ball-player is tackled he must release the ball keeping it in play, there are no downs as in American football.

Play is continuous except when penalties, scores or out-of-bounds

plays occur. After a delay or certain penalties a scrimmage takes place.

In a tight scrimmage the opposing forwards (linemen) line up opposite each other and stand shoulder to shoulder with their arms around their teammates' waists. The ball is then tossed between the two lines of players whereupon the opposing lines push into each other trying to kick the ball behind them to one of their backs. Thus the scrimmage is an "impartial play" like a face-off in hockey or jump ball in basketball. Rugby is a more open game than American football with play fluctuating all over the field, and action is less often interrupted.

This is the game introduced at St. John's this spring. Who knows, maybe the Jays will have a William Webb Ellis of their own—the Johnny is never averse to breaking rules.

...at SJU, anyway

SPORTS SIDELINES

by jim thames

"Hello out there sports fans. Yes, this is it. The big game you've been waiting for, the interinstitutional struggle between the Irish and the Germans of CSB. From the looks of the squads in the pregame warmups, I can definitely say that the fans will witness a real spectacle here tonight. Whether or not basketball is a part of it is yet to be seen. The teams are huddled around their coaches now for final instructions and, more important, the last chance to check their make-up before game time. For those of you with color sets, the Germans will be clad in red, the Irish in either green, yellow or white. This is an innovation added to last year's skins vs. shirts game because of complaints the network received that the shirts were not distinguishable on the screen. Here we go with the jump, and the fiasco is on. . . .

"Man, what a half! The Irish jumped off to an unbelievable 5-0 lead mid-

No such thing as a sports column in
The Torch

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Sports at CSB?

“Waltz, minuet, schottische, fox trot and two-step in a 6-week program.”

Girls Explicate On Phy Ed Dancing

By Sue Liebl

Pairs of tennis shoes shape an oval circle. Toes squirm and sweat, anticipating Miss Henke's cues and demonstrations on their next challenge—a two-step. Accustomed to the contemporary free-step dance, these toes will now discipline their musical reactions in a traditional mode.

With formality and precision, sophomore physical education students attempt to master—to some degree of perfection or imperfection—the creative discipline of a waltz, minuet, schottische, fox trot and two-step in a six-week lab program.

However simple or complex this may seem, the following speaks for the class participants:

“For someone who can't dance, I sure try to fake it out!”—Mary Loh-

mann.

“It's a means of giving them confidence in social dancing”—Miss Henke.

“Run, run, run, hop; run, run, run, hop—you feel like a prancing horse”

—Sandy Beck.

“It's kind of different—not dancing with a boy”—Helen Riegger.

“It's part of our heritage...it's good for agility”—Sue Tell.

“I'm trying to develop grace so that I might be more graceful at Johnny mixers”—Carol Rehkamp.

“There are other things I'd rather do, like play basketball!”—Sue O'Connell.

“I can lead but not follow”—Cheryl Flicker.

“I feel silly dancing with the girls but I like it anyway. The teacher's great—she makes it a lot of fun!”—Mary Brauch.



Regina's smoke-filled smoker accommodates Bennies' zest for bridge. Donna Schmid, Cathy Sand, Betty Hollermann, and Alice Tillemans take advantage.

Bennies Bitten By Bridge Bug

By Mary Sexton

“Two passes to you.”

“One club.”

“One spade.”

“Pass.”

“Can't you answer me in anything?”

“Two spades.”

“Double.”

“Three diamonds.”

And so it goes. The endless hours of staring at little dots on small

The meal is prepared in four segments. The first dummy boils the water, the second watches the noodles, the third cooks the sauce, and the fourth serves the meal.

The bridge player must be in top physical condition. This is no weakling's game. She must be equipped with a sharp eye to see through the thickest blanket of smoke and a strong set of lungs to endure it. She must also be able to blaze a trail

...and playing Bridge

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Aim of Co-Institutionalization Is Union With Separate Identities

By Sue Lieb

Can St. Ben's and St. John's remain autonomous, co-existing on a limited coordinated plan? Are the present cooperative plans sufficient for the needs of each college? If coalition or federated plans are imperative, when and how will they generate?

Such questions are being asked on all levels of both CSB and SJU campuses. Speculations, enlarged enrollment and long-range building plans, a liaison committee, authoritative consultants and a panel of top-level educators represent united efforts to seek solutions.

This cooperative academic venture which began in 1963 on a departmental level is presently being investigated by three nationally acclaimed educators. With the aid of a Hill Foundation Grant, the College of St. Benedict and St. John's University

institutions will receive their recommendations and will proceed to act upon them.

Because both institutions are private liberal arts colleges, they already share common responsibilities. A committee report on coeducation at Colgate University, 1967, stated these:

"A private Liberal Arts College must offer a stimulating, intimate, academic environment to meet competition of larger tax-supported institutions... must maintain an exciting intellectual climate not removed from society but part of the national culture... must offer an academic program recognized for its excellence..."

To cultivate such ideals, administration and faculty opinion on both campuses points up the need for co-

"nerve center of the campus" according to Mr. Sassen. To prevent duplication of library facilities on both campuses, this center will not be a traditional library. Emphasis will be on the "learning" aspect. The most recent audio-visual equipment, tele-communications, taped lectures and closed circuit television will be installed.

If plans are viable, authoritative professors on a topic studied will be able to telephone lectures from anywhere in the country to any place on campus via the "nerve center." Students who have missed class lectures will have the opportunity to listen to a tape of this lecture. The construction of both the campus center and the library learning center will need government support, along with that of business and industry, friends and parents, and the success of the ten-year enlarged enrollment plans.

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CO-INSTITUTIONALIZATION ACTIVATED!!!

Aim of Co-Institutionalization Is Union With Separate Identities

By Sue Lieb

Can St. Ben's and St. John's remain autonomous, co-existing on a limited coordinated plan? Are the present cooperative plans sufficient for the needs of each college? If coalition or federated plans are imperative, when and how will they generate?

Such questions are being asked on all levels of both CSB and SJU campuses. Speculations, enlarged enrollment and long-range building plans, a liaison committee, authoritative consultants and a panel of top-level educators represent united efforts to seek solutions.

This cooperative academic venture which began in 1963 on a departmental level is presently being investigated by three nationally acclaimed educators. With the aid of a Hill Foundation Grant, the College of St. Benedict and St. John's University

institutions will receive their recommendations and will proceed to act upon them.

Because both institutions are private liberal arts colleges, they already share common responsibilities. A committee report on coeducation at Colgate University, 1967, stated these:

"A private Liberal Arts College must offer a stimulating, intimate, academic environment to meet competition of larger tax-supported institutions... must maintain an exciting intellectual climate not removed from society but part of the national culture... must offer an academic program recognized for its excellence..."

To cultivate such ideals, administration and faculty opinion on both campuses points up the need for co-

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Page 1 isn't the only place where a picture is worth a thousand words – or letters? – to spell "co-institutionalization"!

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The next issue of *The Torch* has a major announcement on page 1:

Sister Mary Resigns Her Post; Dr. Idzerda Ascends as President

By Marge Spehar

The resignation of Sister Mary Grell as President of the College of St. Benedict was announced recently. Sister Mary, fourth president in the 54-year operation of the college, held this position for five years.

During this time the academic program was re-evaluated and the 4-1-4 program introduced. Twenty lay men and women were added to the teaching and administrative faculty and the Associate Board of Trustees was expanded to double its former membership. Public relations, development, and business management offices, and a guidance program were also set up.

Sister Mary urged more participation of faculty and students in the operation of the college and encouraged more intensive cooperation with St. John's. She feels that the two campuses should be able to complement each other in practically all departments. She has strong convictions that any cooperation that

professorship in the biology department.

Sister Mary received her bachelor's degree from the College of St. Benedict. She holds a master's degree from St. Louis University and her doctorate from Fordham University, where she specialized in cytogenetics. In 1954-55 she carried on research at the Max Planck Research Institute in Germany as a Fulbright Scholar. She has also studied at the University of Minnesota, Columbia University, Colorado State University, Gonzaga University, and the Marine Biological Laboratories at Woods Hole, Mass. Sister Mary was also elected to the National Honorary Science Society, Sigma Xi. In 1959 Sister Mary taught a credit television course in genetics over KCTA-TV.

As part of a four member Tri-College Research Team, Sister Mary took a round-the-world trip in 1960. She was the scientist of the group which included also a sociologist, a medical doctor and an artist. The team

By Ginny Welter

"He is a distinguished educator both in the classroom and in administration, and he brings to St. Benedict's a broad cultural background." Mother Henritta, chairman of the Board of Trustees, was speaking of Dr. Stanley Idzerda, new president of the College of St. Benedict.

Dr. Idzerda will succeed Sister Mary Grell, OSB, who has held the position for the past five years. His duties will begin July 1. Dr. Idzerda and his family will reside in the Retreat House located on the college campus.

Receiving his bachelor's degrees from Baldwin Wallace College in Ohio and also from the University of Notre Dame, he furthered his education, gaining both his master's degree and doctorate from Western Reserve University. Military service included serving as a World War II naval officer, for which he received the Purple Heart.

He has served as assistant professor of history at Michigan State University Full professorship was obtained in 1958. In 1965 Dr. Id-

tales about his family and their activities.

Dr. Idzerda was very well accepted on campus. Students found they could talk about any subject. He is willing to listen to change-as long as it is well thought out.

He is a man concerned about people and willing to help. For orientation last September he sent a personal, handwritten reply.

Ann Kennedy, president of the Student Council, has also talked with Dr. Idzerda. She found him to be "sensitive, interested in others, open and responsive with people." He respects the individual and makes you feel that your ideas can be important too. He is interested in the type of girl found at St. Ben's, and was pleased with the ideas he heard.

Dr. Idzerda found our Benedicta Arts Center and programs held there to be a most exciting part of our college; and an important part too. He is also enthusiastic about cooperation with St. John's and is looking forward to working with the administration there. Dr. Idzerda is most concerned

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Concern About Plagiarism Evident on St. Ben's Campus

By Sue Stepan

Recently the CSB faculty expressed concern over the problem of plagiarism in our school. Since this practice is increasingly evident in the papers students hand in, they feel something must be done to inform students and stop plagiarism.

Plagiarism is, in effect, stealing someone else's ideas and passing them off as your own. There are many degrees of plagiarism ranging from copying someone's writing word-for-word to "borrowing" another's term which aptly expresses what you are trying to say. Plagiarists are guilty of academic dishonesty because they fail to give proper identification to their source material.

We as students should be concerned about plagiarism since one of the goals of the college we are attending is to "develop self-educated Christian persons dedicated to the discovery of truth." Our Student Council has taken the lead by discussing the problem and setting up a committee of four students and one faculty member to inform students about plagiarism and offer some concrete suggestions to prevent it.

Do you think that, as in many

other schools, a penalty should be imposed on students caught plagiarizing? Express your feelings to committee members Kathy Pfarr, Carol Rehkamp, Sandy Harris, and Sue Stepan.

Plagiarism

Comments on the first – and the next year's – January Term

Retrospective View of Jan. Term Positive

By Joyce Stutz

The Interim left many students with a new attitude of study and an accompanying difficulty in adjusting to the second semester work. That month of January was a free-learning experience for most people. Granted, there were several courses which had cut-and-dried outlines to follow, but most of the experiences were uncharted and self-initigated. Thus, students on the whole learned to search for themselves, to defend their beliefs, and to find their own material to study.

People who were off campus agree that they learned much about themselves as well as about those they worked with. Those who went to Appalachia, for example, lived with the people there and learned about their way of life. But in the same breath, they learned much about themselves and cemented their own personal beliefs by having to defend them and explain them.

Similarly, those who spent the month doing observation and work at the state institutions at Fergus Falls, Cambridge, and Sauk Centre learned to understand people with problems as real people and as friends. Several of the students are hoping to return to "their institution" for the opportunity to do something similar again, perhaps during the summer.

Those who spent Interim on campus found many of the same benefits as those off campus did. They also had more chances to do things to enrich their lives.

Winter Term Abroad Program Set for Next Year's Interim

By Nora Irvine

Attention! all students who were dissatisfied and discouraged with their achievements during the past January term. Are you dreading another Interim session of endless card games, sewing bees, and reading marathons? Then you should consider the exciting 1969 Winter Term Abroad program sponsored by the Upper Midwest Association for Intercultural Education. Students from various Minnesota colleges are encouraged to apply for participation in "five weeks of intensive study in a dramatic foreign environment."

"But alas," you moan, "the only foreign language I speak is pig latin." This is not an impediment; there are no foreign language requirements for study tours in art, music, drama, nor for political, social, historical, and economic courses. On the other hand, language students can develop native fluency and expression through their frequent association with local people.

The comprehensive costs of these trips, ranging from \$250-\$850, are extremely reasonable for the extensive and impressive itineraries which are being planned. For instance, a group of Russian language and culture enthusiasts

will fly from Chicago to the Soviet Union by chartered jet and will be provided with hotel accommodations and two meals per day. Their five-week tour will include visits to Moscow, Leningrad, Kiev, Novgorod, and other cities. The students will be allowed organized contacts with Soviet citizens and will attend lecture and discussion sections. They will also enjoy excursions to the major Soviet universities, theaters, museums, industries and factories, as well as economic and political institutions. Enroute and returning from Russia, stops may be made in Paris, Warsaw, and East and West Berlin.

The selection of 18-20 CSB-SJU participants for this foreign study program will depend partially upon the date of application and \$100 deposit, so all interested students should fulfill these requirements as soon as possible before the deadline of May 27. Any questions can be referred to Sister Cathan Cullane, OSB, the January Term director.

Bonnie, if you are already shuddering at the grim prospects of another unprofitable Interim, take advantage of this once-in-a-lifetime opportunity to spend a thrilling and educational month in Europe or Mexico. I dare you to be bored during a London theater production or a tour of Paris!

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Student Power Gains Momentum

"We need a club at St. Benedict's," someone no doubt said a long time ago. "We need a club to run things around here and see things go as we want them to."

So this someone gathered up a few of her Benny comrades and they held a meeting. "We are a part of this place," they said, "and we want things to par up to our satisfaction."

They were all quite firm on this point and determined to make themselves known. After several meetings they decided they needed a name for their club—a name future Bennies would keep and follow through on the club's established standards.

"We'll call ourselves the Student Council," one bright girl said. "And we'll draw up a constitution for all members to follow."

"And we'll be mean," said another. "This club won't fool around with those who can't abide by the rules we set up and we'll get things done our way."

Everybody agreed, even the administration. But then they really had the administration "over a barrel" anyway because these girls were mean and tough. The administration might even have feared them a little, so they had to give in. Well, I'm not really sure on that point, since it was such a long time ago that this all happened. You understand; and it sounds a little bizarre to me besides.

I won't quibble over a small matter like that. The main point is that they agreed to give the students a say in matters of the college. This small group of students would represent all the students at St. Ben's and keep everybody happy, yes indeed!

The years passed and changes came with the times but the name still stuck and St. Ben's, to this very day, has a Student Council. That is, they have a president and a vice-president to carry on. Also there are representatives and voters and a few great orators to persuade the glum and inhibited voters. Isn't this all a club like this really needs?

St. Benedict's is growing old now and in our aging we've grown bold. So much so that at times we surprise ourselves. This leads me to ask the question: is our Student Council for real?

Student power –
perhaps in response to the
March piece on student apathy?

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St. Ben's Student Witnesses Tragedy

By Felicie B. Hazeur

It was a muggy day in Atlanta. Communication networks were set up all over the city, streets were congested with traffic, schools were closed for the day, places of business locked their doors. It was the kind of day that might have reminded one of Mardi Gras in New Orleans or Mobile. But the 150,000 spectators in Atlanta on that Tuesday were not masked in joyous celebration of Fat Tuesday, nor was the four mile parade from Auburn Avenue to University Center adorned with beautiful floats, marching bands, embellished horses, serpentine.

One was not able to see glittering costumes, nor hear familiar Sousa marches. What one was able to see that day in Atlanta were 150,000 spectators masked in disbelief, horror and dolor. One was able to see only a single cart, carrying a bronze coffin, led by a mule. One was able to see 150,000 spectators dressed mainly in black or white. One was able to hear only quiet chants of "We Shall Overcome." It was Tuesday, April 9, 1968. It was the day the Rev. Dr. Martin Luther King, Jr., was buried.

above the grave, "Free at last! Free at last! Thank God Almighty, I am free at last." I asked myself if these words were appropriate.

Dr. King believed that "our nation has a date with destiny." He believed that "now is the time to make real the promises of democracy. Now is the time to transform this pending national elegy into a creative psalm of brotherhood, now is the time to lift our nation. Now is the time to lift our nation from the quicksands of racial injustice, to the solid rock of racial justice."

Dr. King believed that "the price this nation must pay for the continued oppression and exploitation of the Negro and any other minority group is a price of its own destruction. For the hour is late, and the clock of destiny is ticking out, and we must act now before it is too late."

Dr. King believed that "God loves all of His children, and that all men are made in His image, and that, figuratively speaking, every man, from a bass black to a treble white is significant on God's keyboard."

Dr. King had a dream. He had a

...and a CSB student's experience in Atlanta –

for Dr. Martin Luther King Jr.'s funeral

buried.

It was indeed a magnificent event in the history of our country. It was indeed wonderful to see America pay tribute to a great man. But the circumstances by which that great tribute was perpetrated were not those of a nation founded on the theme of freedom and democracy. The causes of the event which took place that muggy day in Atlanta could hardly be regarded as an example of America's so-called value of human dignity.

As I participated in the activities of that day in Atlanta, I became more and more aware of the many Americans who shared similar sentiments of dolor, and who realized the urgency of the moment. As I stood in line for two hours waiting to view the remains of Dr. King, the night before, I found myself wondering whether or not this national tragedy was the price America must pay to achieve brotherhood, and human dignity for all her citizens. As I sang the verses of "We Shall Overcome," and wiped away the tears, I asked myself if America realized just how much Dr. King had done, and how much he would have at last started, had his life not been stolen by a fellow member of God's household.

As I journeyed from Morehouse College to Dr. King's temporary resting place, and as I studied the words inscribed on the stone

Dr. King had a dream. He had a dream that someday "all of God's children will be able to sing with new meaning 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father died, land of the pilgrim's pride, from every mountainside, let freedom ring.'"

Dr. King had a dream that, "if America is to be a great nation this must become true. So let freedom ring from the prodigious hillsides of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from every hill and mole hills of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles and Protestants and Catholics, will be able to join hands and sing in the words of that old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

I believe that when this dream becomes a reality, then and only then, will the words inscribed on the stone above Dr. King's grave be of any real significance.

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...but especially, there is reaction to the joint issue:

Readers Sound Off

Dear Editor:

After astounding all with such insights as "Education plays a major role in the life of an American today," Miss Mary Kay Vetz also states that "Graduates from this college (St. Benedict's) are not mere bearers of facts, but pure intellectuals." The tendency to accept this second statement because of being awed by her initial demonstration of intellectual ability must be avoided.

The "pitiful rude awakening" which Miss Vetz mentions in relation to a liberal education seems to have been mercifully spared her. This example of divine compassion should prompt us all to be as understanding as possible when lower forms of life inflict themselves upon us; but Miss Vetz should be cautioned that further examples of her mental ability need not be circulated in the five-state area. We at St. John's can only hope that she is not typical of St. Ben's, and that her school "excels" at more than having confidence in itself. As to what St. Ben's "has proven it-

ashamed, Miss Vetz? Also, in the future please have the courage to use your real name.

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Dear Editor:

The last edition of the *Record-Torch* doubled coverage and interest of both publications. Unfortunately, it also may have increased misinterpretations. In particular, Mr. J. Borgestad's article contains several misleading statements and comparisons.

Borgestad compares St. John's and St. Ben's freshmen SAT scores by the percent over 550. The figures seem to show that SJU is quite superior. In fact, if the total distribution of scores on the SAT is compared one finds a difference of 3 percent at five intervals, 2 percent at one, eight percent at another, and no difference at the interval 500-549 (all intervals are 50 points). The latter interval is in fact the modal score for both institutions. (Though CSB also has an equal percent at the next lowest interval.)

The irrelevance of Borgestad's comparison, which is propounded by many others at SJU, is further demonstrated by recent research at the University of Rhode Island. Researchers there found

history of the *Record of the Torch*. Hopefully, Borgestad does not really believe that this sort of bookkeeping illustrates anything of importance.

In sum, the observations above must surely indicate that Mr. Borgestad was, as the phrase goes, "putting us on."

R. P. Devine
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Dear Miss Vetz:

Maybe you are right. Maybe SJU and CSB should not combine, not because of what St. Ben's would lose, but for lack of what it has to offer. You would have me believe that St. John's turns out nothing but "specialists," whereas the good nuns' fairy dust turns out nothing but intellectual Cinderellas. So what happens at midnight?

And Miss Vetz, what do you have against specialists, anyway? This is an age of specialization; one can't have detailed knowledge in every field; therefore specialists are necessary. Besides, since when does specialization exclude intellectuality? As far as I know, St. John's still requires a certain minimum of liberal arts credits. Yet how many liberal arts students know anything significant

To the writer of "Grubby Americans":

Since when should a girl need an authoritarian policy to ensure that she is dressed properly. Neat shorts and slacks do not detract from most girls' appearance, but some girls detract from the appearance of shorts and slacks. A strict dress code doesn't necessarily make a lady. And nobody said that you have to go "grub" if you don't want to.

To Sue Babler:

Keep babbling, honey. I cannot condone the lack of aid given Miss Schendel, but did she ask for any? And as far as her injury is concerned, she should have been the first to know how badly she was hurt. Hobbling about for a week on a broken leg sounds like something one of Miss Vetz's intellectuals would do.

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Talk is cheap, but it takes money to buy whiskey. There's just too much talk and not enough action.

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It was sweet of you to inform us that the Viet Nam war is a "sticky" situation. Otherwise we might have never found out. As for information being withheld from the public, you must re-

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"...She contends that the St. Ben's grad, unlike most other college graduates, is a 'pure intellectual' – that St. Ben's girls know the difference between a Shakespearean comedy and a Bach fugue... One who has come into contact with St. Ben's girls might doubt the credibility of such a bold statement. However, merely by paging through the combined issue of *The Record* and *The Torch* we are provided with further proof of her statement."

John's can only hope that she is not typical of St. Ben's, and that her school "excels" at more than having confidence in itself. As to what St. Ben's "has proven it-

comparison, which is propounded by many others at SJU, is further demonstrated by recent research at the University of Rhode Island. Researchers there found

lectuality? As far as I know, St. John's still requires a certain minimum of liberal arts credits. Yet how many liberal arts students know anything significant

The Torch April 26, 1968, p. 2

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/191/rec/30>

Letters to the Editor

The Torch is Out

Dear Editor:

The Torch is out. Someone should light it.

Harris Mills

Not Pure or Intellectual

Dear Editor:

Your section on coinstitutionalization included an article by Miss Mary Kay Vetz in which she contends that St. Ben's, as one of the finest liberal arts colleges in the country, should be wary of a merger with St. John's. According to Miss Vetz the St. John's system of turning out specialists would ruin the unique place that St. Ben's has among American colleges and universities. She contends that the St. Ben's graduate, unlike most other college graduates, is a "pure intellectual." She goes on to prove this statement by saying that St. Ben's girls know the difference between a Shakespearean comedy and a Bach fugue. This is wonderful, although one who has come into contact with St. Ben's girls might doubt the credibility of such a bold

for stature. If you wish to attain male status, Miss Vetz, then be prepared to forsake your femininity. And if the boys pick on you, you can always run to mommy.

To the writer of "Grubby Americans":

Since when should a girl need an authoritarian policy to ensure that she is dressed properly. Neat shorts and slacks do not detract from most girls' appearance, but some girls detract from the appearance of shorts and slacks. A strict dress code doesn't necessarily make a lady. And

nobody said that you have to go "grub" if you don't want to.

To Sue Babler:

Keep babbling, honey. I cannot condone the lack of aid given Miss Schendel, but did she ask for any? And as far as her injury is concerned, she should have been the first to know how badly she was hurt. Hobbling about for a week on a broken leg sounds like something one of Miss Vetz's intellectuals would do.

To Miss Myott and Miss Pechtcl:

Talk is cheap, but it takes money

PUMPKIN cont'd page 3

The Record April 23, 1968, p.2 had already published these same two critical letters – as well as a new, shorter one

The Torch April 26, 1968, p. 3

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/192/rec/30>

April 23, 1968 *Record* p. 2 [letters]

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/33757/rec/44>

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nobody said that you have "grub" if you don't want to. To Sue Babler:

Keep babbling, honey. I condone the lack of aid given to Schendel, but did she ask for it. And as far as her injury is concerned she should have been the one to know how badly she was hurt. I'm babbling about for a week on a leg sounds like something you would do. Miss Vetz's intellectuals would be proud to Miss Myott and Miss P.

Talk is cheap, but it takes time.

PUMPKIN cont'd page

READERS - cont'd from p. 2

In response to Harris Mills' letter to the editor of the Record:

Dear Mr. Mills:

The Record is out. Turn it over and play a new tune; I'm sick of the old one.

Linda Ginther

Dear Mr. Mills:

Confucius say, "He who cannot see light of Torch, should not read Record."

Betz

Dear Mr. Mills:

The torch is out. Come on, baby, light our fire.

Cathy Sand

Dear Mr. Mills:

The span of your intelligence is as long as your letter.

Margie Gruenes

Dear Mr. Mills:

The Record has been stuck for too long—get into a new groove.

Martha Etzel

...to which several Bennies responded:

The Torch April 26, 1968, p.3

The Torch April 26, 1968, p. 3

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/192/rec/30>

April 23, 1968 Record p. 2 [letters]

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/33757/rec/44>

Nonetheless, the
students are (all)
ultimately
congratulated on
their joint issue:

Prof Commends Joint Issue

Dear Editors:

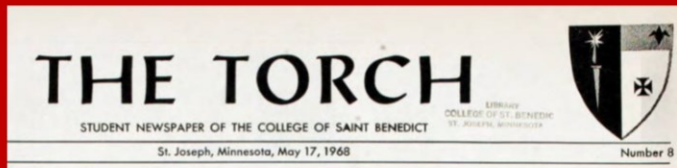
Congratulations on the joint issue of the *Record* and *Torch* of March 28. Last November so many said it couldn't happen. It did! It was not easy and required compromise. We all can learn from your example. All letters responding to the issue were concerned with the content (or lack of) of the articles. I just want to recognize the efforts of those who made it happen and say thanks to those who were part of it.

Dr. John Lange
SJU Mathematics Dept.

The Torch May 16, 1968, p. 2

The Torch May 16, 1968, p. 2

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/310/rec/31>



...and the next *Torch* issue – the last for the year –
mostly returns to Bennies' concerns:

The Torch May 16, 1968, p. 1

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/309/rec/31>

Up, Up & Away Provides Setting For Campus Day

By Jean Blaylock

1968's Campus Day was "Up, Up, and Away" for those who participated. It would have been difficult not to find an activity which one could join and enjoy.

All three meals were well planned and prepared for the connoisseurs of fine food. Breakfast included carmel rolls, ham and eggs, while lunch boasted weiners and buns, potato chips, beans, fruit salad, and poppicles. Both meals were held in the Commons—convenient for the late risers. Final event for the day was the banquet in the cafeteria featuring chicken, dressing, smokey mountain beans and strawberry shortcake.

Sports fans and athletes busted themselves with volleyball, softball, and golf.

A scavenger hunt certainly tested the perception of the students, while losers admit that it would be better to be more familiar with the campus and its secret hideouts.

Various forms of talent were discovered in the class skits, and, of course, following the skits, the WRA candidates for 1968-69 office were announced, and Diana Lam, WRA president, presented Miss Henke, moderator, her annual "thank you" gift. This year it was a certificate for a pair of much-wanted golf shoes.

THE TORCH

STUDENT NEWSPAPER OF THE COLLEGE OF SAINT BENEDICT

St. Joseph, Minnes

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COLLEGE OF ST. BENEDICT
ST. JOSEPH, MINNESOTA



The annual
spring
"Campus Day"
— food, games,
and class skits



The best seats in the house! Bennies anxiously await the entertainment for Campus Day. See page 2.

The Torch May 16, 1968, p. 1

<http://cdm.cbsju.edu/digital/collection/CSBArchNews/id/309/rec/31>



Maggie Holman and Maria Garcia crack up the Campus Day audience with this scene from the sophomore class skit.

The Torch May 16, 1968, p. 6

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/314/rec/31>

Senior Year Time For Decision

These last few weeks here at St. Benedict's have been a turning point in the lives of the seniors. For some, it is a matter of four years down and four to go. For others it is calling it quits as a student and putting themselves into the world ready to serve. Whether it be the first grade child in a small country school or a secretary in a large metropolitan firm, you are ready to let the world see you.

Still for others next year will be a year of indecision: feeling you are not ready for the laboring economic society and yet feeling fulfilled as a student. I guess that this is part of the growth cycle. Not growing up really because by this time your growing up period is completed but I would rather call it growing about: looking back and around at the growing up you've done and letting it all sink in.

Calvin Coolidge once said of growth: "All growth depends upon activity. There is no development physically or intellectually and effort means work. Work is not a prerogative of intelligence, the only hood, and the measure of civilization growth is work!!"

It has been no easy, smooth sailing affair in your lives you have now reached. The period of growing up has been reached of you, but few have conquered the era of

The time for decision is here. As you look with what you see in your growing up period has passed you by?

Happiness has been compared to a butterfly beyond our reach, but if we sit very quietly

I feel the two, work and happiness, are a year was work, but the work is almost over its result.

This year was also a year of happiness, yet not through. You can remember happiness and happiness all the work every one of you wonderful years at St. Ben's.

For the three types of people—the student and the undecided I wish to close with the words of Henry Wadsworth Longfellow:

"I will be a man among men; no longer a dreamer among shadows. Henceforth be mine a life of action and reality. I will walk in my own sphere, nor wish it other than it is! This alone is health and happiness."

Bishop Shannon Addresses Grads

By Marge Spehar
Bishop James F. Shannon of Minneapolis will address the 1968 CSB graduates and those attending Commencement exercises on May 23.

As a scholar, Bishop Shannon graduated from St. Thomas with honors in 1941, and then entered

special significance was his appointment by former Governor Karl Rolvaag to the State Junior College Board. Bishop Shannon was the first clergyman to hold a position in public education in Minnesota. In 1964 he was elected vice-president of Minnesota Historical Society and a member of

Meda Ellen Sexton

...the anxieties of finals and graduating...

Final Exams: Crammin' Jammin'

By Liu Grant

It's hard to believe, isn't it? That this school year has actually passed. And now we're faced with the dread of final exams! (I'm sure we all realize that exams are a "risky situation!") Most of us shudder—but keep right on studying! Lights shine late, popcorn pops, and feet shuffle down the hall! Alarm clocks ring constantly throughout the days and nights, waking the ever-tired late "crammer" from her short naps. Even the atmosphere of the Regina Auditorium tones down a bit.

For seniors it means special memories of years gone by. Faced with the challenge of graduation, they accept it, and are now faced with a new challenge—making their own life meaningful by application of their education.

Seniors realize the seniority they soon will be assuming and work even harder for their goals and anticipations. As upperclassmen they will be respected for their views and positions, and therefore must fulfill their roles as responsible adult college women.

Freshmen and sophomores have proved themselves to be a most eager group for the improvement of our college in many areas. They must realize this potential, and especially hope to spread their enthusiasm among the incoming freshmen. They are anxious for success and, notably, the fresh have grown in maturity.

The realization of another year has gone by, let's hope we can say we tried our hardest. And then, look forward to another year, knowing we can improve both ourselves and our college.




The Torch May 16, 1968, p. 2

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/310/rec/31>

Shannon snip from p. 6

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/314/rec/31>


**ALMA
MATER...
Ever True**



**COLLEGE
STUDENTS**

Your School Emblem
on Your Personal
Checkbook Cover

As you begin your school year —you'll find your own personal checking account helps make money management easier. Stop in soon and open your account—we're anxious to serve you in every way possible.



**YOUR FIRST
50 CHECKS &
CHECKBOOK COVER
—FREE!—
A COLLEGE
CHECKING ACCOUNT
HAS MANY**

...and
coping
with the
real world.

THE TORCH Friday, May 17, 1968

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Shannon snip from p. 6

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A few articles had a focus beyond the campus

Friday, May 17, 1968

THE TORCH

Page 3



Bennies' Buddy Eugene McCarthy

Results of Choice '68, held on April 24, have been returned to Ains O'Keefe, director of the mock election on the CSB campus. The election was held at various colleges throughout the nation.

The total vote was 307, giving a rating of 51 percent, that is, the eligible people who actually voted. Voting was open to the entire student body and to the student Sisters.

Senator Eugene McCarthy received the highest percentage of votes as the first choice candidate with 43 percent rating. Senator Robert Kennedy followed with 18 percent, and third in the bid for first choice was Governor Nelson Rockefeller, 18 percent.

The second choice candidates were Kennedy with 36 percent, McCarthy with 27 percent, and Rockefeller with 17 percent.

Rockefeller received 26 percent of the third choice votes, followed by Kennedy with a 16 percent rating, and Senator Charles Percy with 10 percent of the votes.

In regard to issues, 43 percent of the students who voted felt that military action in Viet Nam be reduced, opposed to eight percent who asked for all-out escalation.

Suspension of bombing was favored by 37 percent, while 23 percent of the voters said the bombing should not be stopped. Only one percent voted for the use of nuclear weapons.

Voters regarded education, with 39 percent, as the most pressing urban crisis at this time. However, 28 percent felt that job training was a significant urban crisis too. Riot control received seven percent of the vote on that issue.

In relation to national results, CSB tallies were in agreement with the choice of McCarthy as the favorite candidate. He won with 263, 866 first place votes. Kennedy was second with 213, 832 and Richard Nixon third with 197, 162 first place votes. Other leading first place vote getters were Rockefeller, with 115, 937, and President Lyndon Johnson, with 57, 962.

On the issue of military action in Viet Nam, 18 percent voted for immediate withdrawal and 45 percent for phased reduction of military effort.

On the bombing, 29 percent chose permanent cessation and 29 percent favored temporary suspension of all bombing. Only four percent favored the use of nuclear power.

To solve the urban crisis, 40 percent thought education should receive the highest priority in government spending, while 39 percent chose job training. Riot control was given highest priority by 12 percent, housing received six percent, and income subsidy three percent.

Choice '68 was a public service

ALMA MATER... Ever True



COLLEGE STUDENTS

Your School Emblem
on Your Personal
Checkbook Cover

As you begin your school year—you'll find your own personal checking account helps make money management easier. Stop in soon and open your account—we're anxious to serve you in every way possible.



The Torch May 16, 1968, p. 3
<http://cdm.csbju.edu/digital/collection/CSBArchNews/id/311/rec/31>

...but then there were these matters of most significance to college students:



the "La" and "Sal's"

The Torch

La Playette sign May 16, 1968, p. 5

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/313/rec/31>

Sal's sign p. 4 <http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/312/rec/31>



**NO EXPLANATION
NEEDED HERE!**

The Torch May 16, 1968, p. 6

<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/314/rec/31>

The article headlined "CSB Welcomes New Hour Code" appearing on page 11 in last month's issue of *Record-Torch* was mistakenly attributed to Susan Schroll. Please note this correction.

Duly noted.
But then...*who wrote it??*

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Small clip on right is from *The Torch* April 26, 1968, p. 6
<http://cdm.csbsju.edu/digital/collection/CSBArchNews/id/195/rec/30>