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CEP: The Community Education Project, aka "The Farm": An Intentional Living Community for CSB/SJU Students, 1968-1970

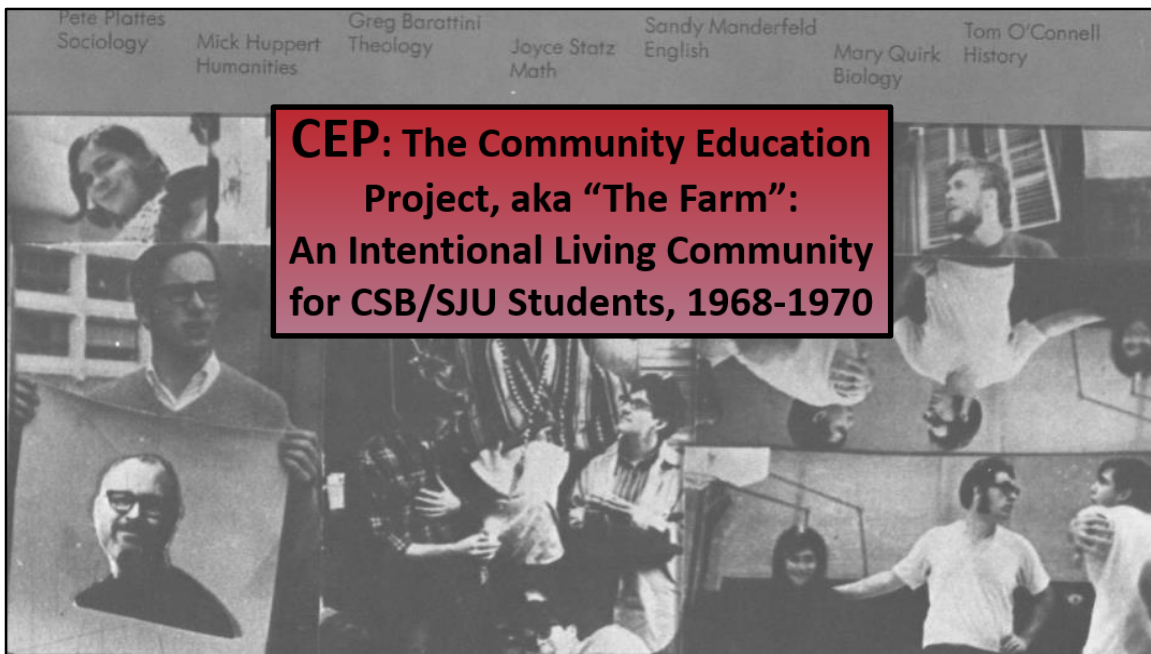
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Background: Back to the 60s!

In the 1960s and 70s, there was increasing emphasis on interpersonal relationships unconstrained by old codes of conduct. So-called sexual liberation included a growing acceptance of nudity, sex outside of marriage (and the use of contraception), and homosexual relationships.

The SJU and CSB campuses were either liberated or scandalized, depending on one's outlook, by events on campus in the late 60s such as a performance of the Twin Cities' Firehouse Theater*, which included nudity, and the increase in contact between the male and female students, who by then were attending co-ed classes on both campuses.

Another point of controversy was "The Farm," aka the CEP (Community Education Program), a student-led effort in the fall of 1968 to permit students "to maintain regular class schedules, but also participate in unstructured, individually-styled community living and learning." Read on...

* An earlier "history lesson" <https://apps.csbsju.edu/sjuvignettes/FirehouseTheater4Web.pdf>

<https://www.csbsju.edu/sju-archives/sjuhistory/60s70s/sexualrevolution>

Spring 1968

SUMMARY REPORT: THE COMMUNITY EDUCATION PROJECT

The Community Education Project was born two months ago when a group of students from St. Ben's and St. John's (many of them enrolled in the Tri-College program) gathered in the Gold Star Lounge of Mary Hall to consider the possibility of constructing a new experimental education community. Since that time, the group (with a few additions and subtractions in the membership) has done research, taken field trips, spent weekends together, and lobbied its way to its present state of "almost readiness." At last we are ready to make a fairly comprehensive report on the total project: its goals, academic program, physical layout, and financial needs. Needless to say, the group doesn't have all the answers, as yet. Many of them will simply have to be lived. However, we do hope the following summary, brief as it is, will give the respective administrative bodies of St. John's and St. Benedict's enough information upon which to base a final decision.

The Beginnings:
A group of students gather to "consider the possibility of constructing a new experimental education community."

A. Physical Arrangements.

A house managed by Mr. Roger Julkowski will be in Flynttown to serve as the center for the project. The house is approximately a ten-minute walk from the St. John's campus. A neighboring farmer rents the land and will take care of snow plowing and removal of rubbish. The first floor will be used for community activity: cooking, eating, studying, discussing, etc. The second will serve as the mens sleeping quarters. In addition, Mr. Julkowski has agreed to remodel the basement for use as a study room.

The women will live in a mobile home installed adjacent to the farmhouse. The home will be purchased by the community and sold back at the end of the year. The mobile home chosen by the girls should be more than comfortable. Its dimensions are 12 x 60, with three bedrooms, living room, kitchen, full bath etc.

The Members of the CEP:

Kathy Neuse
Sandy Manderfeld
Mary Quirk
Pete Plattes
Hank Moore
Joyce Statz
Tom O'Connell
Diana Lamb
John Sall
Mick Huppert
Jim Zwicker
Tom Maus
Tom Williams

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Summary Report- The Community Education Project.pdf (undated, but presumably spring 1968)

The Community Education Project

The Community Education Project has recently been granted permission by the Educational Policies Committee of St. John's to subsidize individual study projects under faculty guidance for both elective courses and the January work requirements for graduation. The faculty moderator is to evaluate study projects in lieu of credit.

For the further implementation of this project we are seeking permission allowing us to erect a community in which interested faculty and a small group of students from St. John's and St. Benedict's can share with one another their unique academic and personal lives on an extended, authentic basis.

The proposal is for the 1968-69 school year for the limited number of students who initiated the project and is not to be taken as a universal blueprint for education or a universally applicable approach to community living.

We have three basic aims:

1. To provide an opportunity for the members of the project to experience in a very genuine way what it is to live in a small-scale Christian community.
2. To provide an opportunity for the members of the project to experience in a very genuine way what it is to live in a small-scale Christian community.
3. To have college courses supplied:
 - a. by reserving the possibility of a two-year free university for the Tri-College campuses
 - b. by organizing week-end retreats, seminars, encounters, teach-ins, etc., for the student bodies of both schools
 - c. by sponsoring open house nights for discussions on controversial topics

Thus far five women of St. Benedict's and eight men of St. John's plus several faculty members on each campus have expressed a desire to actively participate in this project. A mobile home for the female members will be placed adjacent to the proposed farmhouse in Flyntown.

May (?), 1968

The CEP seeks permission to "live in a small-scale Christian community."

For the further implementation of this project we are seeking permission allowing us to erect a community in which interested faculty and a small group of students from St. John's and St. Benedict's can share with one another their unique academic and personal lives on an extended, authentic basis.

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\The Community Education Project.pdf

May 7, 1968

The CEP gets permission to
substitute projects in lieu of credits

On May 7, 1968, the Educational Policies Committee approved the following request:

The Community Education Project requests permission to substitute individual study projects under faculty direction for elective courses and interim courses which would otherwise be needed to meet graduation requirements. The individual faculty moderators will be responsible for determining credit evaluations for the respective projects.

From...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Memo from Hilary Thimmesh to Father Patrick McDarby about EPC and CEP, 24 February 1969.pdf

May 23, 1968

The CEP's proposal is rejected by the powers that be:

Community Education Program

The Administrative Council and the Educational Policies Committee of the College of Saint Benedict met on May 22, 1968 at nine and one o'clock respectively to consider the most recent proposal submitted on the subject of the Community Education Project. After nearly two hours of weighing the strengths and weaknesses of the proposal each committee adjourned without reaching a conclusive vote. Since it appeared that the final decision regarding the proposal must be made by both Educational Policies and Administrative Council acting in concert, an invitation was extended for Educational Policies to meet with Administrative Council on the following day.

Both groups met jointly at nine o'clock on Thursday morning, May 23, 1968. Again, the strengths and weaknesses of the project were weighed. By 10:45 one of the members called for a vote. While most members approved of the concept of the project, they expressed dissatisfaction with the inadequacies of its formulation. The project was rejected for the fall term of 1968-69 by a vote of twelve to three. The rationale of the two groups is explained below; following that is a list of recommendations.

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Community Education Program, 1968.pdf

August 8, 1968

SAINT JOHN'S UNIVERSITY
Office of the Dean

DATE: 8 August 1968
MEMO TO: Father Colman
FROM: Hilary, O.S.B.
RE: The Community Education Project

Please allow me to add my word of strong recommendation in support of the Community Education Project. At this point what the students desperately need is an assurance of financial backing in order to install the mobile home which the male students intend to live in. This whole venture is a risk, I hope a calculated risk, in higher education but I think it is a risk that we ought to take even if it means some financial hazard for the University.

As I understand it, the Dean of Students at the College of Saint Benedict has consented to the Julkowski house being used as a residence for the women enrolled in the project. The male students intend to live in a large house trailer next to the Julkowski house. In order to get the trailer in place before school starts with utilities functioning properly they will need about \$7,000.

They tell me that they are quite confident of the ability to pay this sum during the course of the year. For the moment, however, they do not have the money in ready cash and need backing from the University or from some-

I'll spare the rhetoric about new developments in higher education and the plight of the disaffected and disaffiliated intellectual among our college students. You know it all better than I do anyway. We have a great opportunity here in the persistent concern which these students have manifested about their own education. I hope we won't miff it now because of financial difficulties.

HX/Sc

...but it must have been reconsidered and approved; by August, Dean of Students Father Hilary Thimmesh, a supporter, is assisting with their funding for housing.

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Memo from Father Hilary to Father Colman about the Community Education Project, 1968.pdf



August, 1968

They end up finding housing in a local farmhouse on the edge of Flyntown (once the Roske homestead, and now known as Marmion, the Eco House)

SJU Archives: O:\Archives\SJUArchives\Images\Buildings\Flyntown\Roske+Tholl homes 2012; photo by archivist Peggy Roske



The Record

Student Newspaper of St. John's University

Volume 81

Collegeville, Minnesota 56321, Friday, September 6, 1968

Number 9

SJU - CSB TRUSTEES SAY MERGER IS DESIRED

September 6, 1968

Tom O'Connell tells CEP's story in *The Record*



It's What's Doin' Down at the Farm

Brothers,

Thought you might be interested in knowing what we're doing down here at the farm. I'm sure most of you have heard at least vague rumors that there's some kind of educational experiment going on in Flyntown.

As a matter of fact, 15 of us are living here at Roger Julkowski's place and participating in a thing called the Community Education Project. We've got a 68-foot mobile home parked in the front yard for the guys to live in. There's one problem, though, the yard slopes—which means the trailer tilts. Anyway, the girls are finally getting settled on the second floor of the house. Needless to say, they're running out of closet space. It's unbelievable the amount of stuff those women brought with them. One actually pulled up to the house this morning with a U-Haul!

This whole project started last March when a group of us got together to figure out a new way to go to college. Some felt pretty frustrated about the way "education" was being dished out at St. John's-St. Ben's. Others were satisfied with things as they were, but felt ready to try something different. Certainly all of us were attracted by the idea of *community*. It's a magic word these days, you know, with all sorts of almost mystical attributes attached to it. Anyway, that attracted us, and so did the notion of "doing our own thing": pursuing individual academic interests that weren't offered as formal courses—making, in effect, our own curriculum.

At least, that's what we felt last March when the original group got together and decided to develop a model in which these things could

happen. After that, the work began. Weekend trips, planning sessions, meetings to attend, people to convince. Somehow we managed to build our model and win our battles. So here we are, the Community Education Project—nine guys and five girls living in a community, substituting their elective courses for individual study projects, *non-graded*. You might say we're pleased.

You know, a lot of people have been asking us questions about what we're doing. Most of them center around this community thing. "Why?" they wonder. "What's the big deal about community, anyway?" Well, believe it or not, there's a theory behind it all. What we are trying to do is to overcome some pretty serious fractures that have been allowed to develop in much of higher

FARM—Continued on page 3

<http://cdm.csbsju.edu/u/?/CSBArchNews,33770> and
<http://cdm.csbsju.edu/u/?/CSBArchNews,33772>

The Record Sept. 6, 1968, p. 1 & 3 **It's What's Doin' Down at the Farm**

Friday, November 22, 1968

November 22, 1968

Farm Cultivates Community; O'Connell Optimistic on Future

The goals of the "Farm," officially known as the Community Education Project, have not progressed on schedule. They have progressed in spite of a schedule. While for some, the realization of the ideal of academic freedom and for others merely a refreshing departure from academic rigor, the farm is beginning to understand what "community" really is.

Tom O'Connell, the farm's avid organizer, notes that community and academic sharing were the initial goals at the outset of the project. Individuals with common interests and common objectives constitute a community. The individuals can create an atmosphere that will allow the community to prosper. It is the building of such an atmosphere to which the farm lends itself.



O CONNELL
MR/MRS JO
691 SUMNE
ST PAUL,
TEL 699-1
CAMPUS EX
SENIOR MAJOR-HIST
OFF CAMPUS ADDRESS-
CEP
RR 2
ST JOSEPH MN 56374
OC TEL 363--8371

<http://cdm.csbsju.edu/u/?CSBArchNews,33806>

The Record Nov. 22, 1968, p. 6 **Farm Cultivates Community; O'Connell Optimistic on Future** By Jim Schneider

ID image from the 1968-69 Student Directory

Friday, November 22, 1968

November 22, 1968

Farm Cultivates Community; O'Connell Optimistic on Future

For example, the evening meal is surrounded with an air of relaxation in which the members sit down with guests and unwind. This, together with the frequent living room bull sessions, sets the pace for an interchange of ideas that would be much more difficult to accomplish, say, on campus.

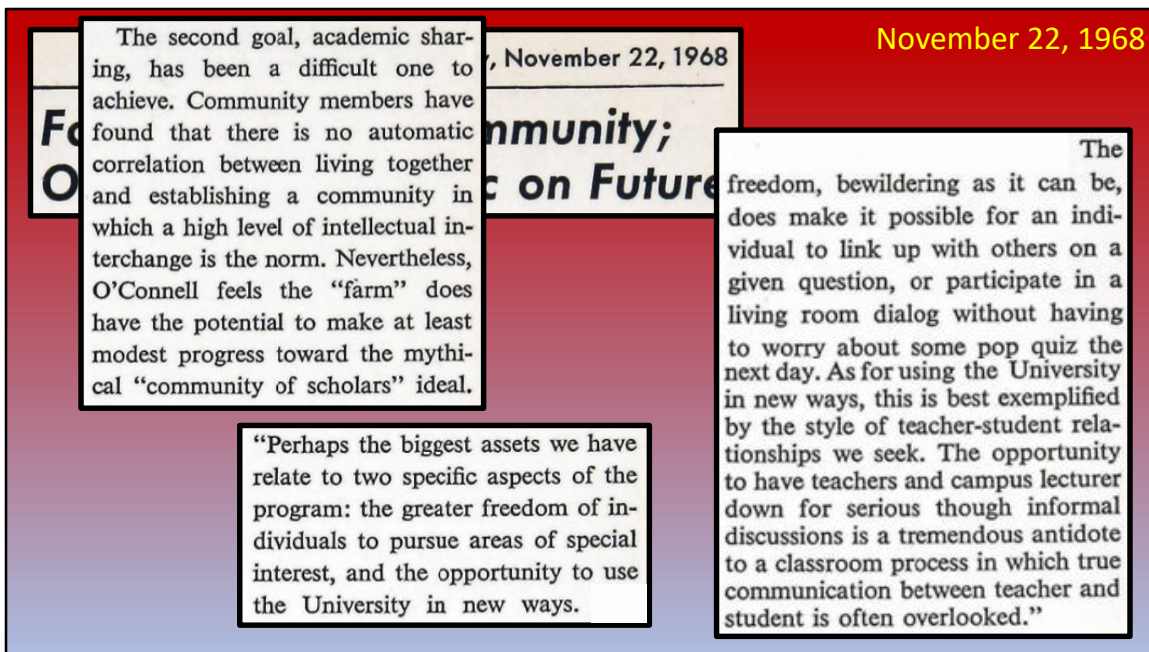
Since a major part of the day for the members consists of reading, a common library that pools all books owned by members has been very helpful, not only as a source of information for discussions, but also as a medium for the "meeting of minds."

Finally, the farm gives one a feeling of home, and that can only be described by each man in his own mind.

<http://cdm.csbsju.edu/u?/CSBArchNews,33806>

The Record Nov. 22, 1968, p. 6

Farm Cultivates Community; O'Connell Optimistic on Future By Jim Schneider



<http://cdm.csbsju.edu/u/?CSBArchNews,33806>

The Record Nov. 22, 1968, p. 6

Farm Cultivates Community; O'Connell Optimistic on Future By Jim Schneider

Friday, November 22, 1968

November 22, 1968

Farm Cultivates Community; O'Connell Optimistic on Future

O'Connell is pleased with the progress of the experiment, and is eager in drawing what conclusions he can at this point. He feels it is unanimous among the participants that the project has been very valuable. The presence of women in the community has particularly enriched the project, making it a Workshop in Sensitivity and a Communication in Honesty and Openness.

The future is bright. O'Connell feels that "We are moving to incorporate a community of scholars. There are groups presently working on similar projects for next year, and we are working with them. But, it's important for them to design their own program." Hopefully, the experiences of the members of this year's "farm" will be of benefit to all such endeavors in the future.

<http://cdm.csbsju.edu/u/?/CSBArchNews,33806>

The Record Nov. 22, 1968, p. 6

Farm Cultivates Community; O'Connell Optimistic on Future By Jim Schneider



<https://cdm.csbsju.edu/digital/collection/SJUArchives/id/49060/rec/5>



1969 *Sagatagan*
yearbook

<https://cdm.csbsju.edu/digital/collection/SJUArchives/id/49060/rec/5>

February 11, 1969

WANTED—PEOPLE INTERESTED IN FORMING COMMUNITY NEXT YEAR

Community Life-Style-of Learning Practicum (CLSL Practicum)

A practicum in design, planning, organization, and implementation of community-life-styles-of-learning will be offered in the Great Hall near Innovation Central. Two sessions will be conducted, participation being limited to 15 Johnnies and 15 Bennies per session. The sessions, lasting 2 hours each, will begin promptly at 4 p.m. and 8 p.m. with participants checking in at 3:45 p.m. and 7:45 p.m.

Besides experiential source material from members of the Farm and from designers and organizers from an "in process" community for next year, there will be a "wanted" list of persons, ideas, resources, plans, etc., and personal encounter interviews with other prospective community members.

If you are somewhat committed to an idea, ideal, dream, plan, design, theory, philosophy, perspective, etc., that fits into the community-life-style-of-learning bag, the CLSL practicum is the place for you.

Recruitment begins – to continue the program into the next academic year – with lots of opportunity for student input

The Record

HERE'S WHAT IS HAPPENING AT INNOVATION CENTRAL (THE GREAT HALL)

1. Tape Feedback center: Record your ideas, criticisms and comments about the day itself, or your educational experiences in general.

or determination of the delicate a panel ren him-chairman department, CSB interest

2. Innovations Brochure: Print-outs, articles, etc. about interesting things that are happening in other schools across the country.

3. Video tape documentary: "White Paper St. John's-St. Ben's." A special video tape production showing some of the more innovative things that are happening on our two campuses. The show will run on the hour.

4. The Big Board: The place to turn in written reactions, ideas, dreams etc. Will paste them all up to form a patchwork mosaic of where the students of CSB-SJU are at.

5. Dream Center: Paints, magic markers, poster paper, will be supplied for those who wish to express graphically their ideas, possibilities for new programs they would like to see. All "dreams" will be pasted on the Big Board and matched up on the following day.

6. Community workshop: 4 p.m.-6 p.m.; 8 p.m.-10 p.m. For those interested in exploring the possibility of living in an experimental community for next year.

7. "Do It" button pick-up.

<http://cdm.csbsju.edu/u/?CSBArchNews,420>

The Record Feb. 11, 1969, p. 4

WANTED—PEOPLE INTERESTED IN FORMING COMMUNITY NEXT YEAR

Community Life-Style-of Learning Practicum (CLSL Practicum)

February 11, 1969

Tom O'Connell pens another piece for a campus newspaper: not another CEP proposal, but his thoughts on radically changing higher ed systems

Toward An Alternative System

by Tom O'Connell

I don't think the problem is as difficult as most status quo people would like to think. For it isn't a question of building entirely new systems (systems are exactly what is **not** needed). Rather, it is merely a question of letting the present one collapse, of firing all the deans and bursars and department chairmen. Let the universities provide the great research centers and libraries and laboratories. Forget about credits, grades, classrooms, and IBM numbers. Instead, form communities, homogeneous centers of wonderment and vitality. Base these communities on the simplest principles of human growth.

First, these little Educational "Utopias" must be

organic communities. Their primary goal would be to overcome that fracture between academics and life. Members of the community would live in houses rather than dorms. They would assume jointly the responsibility of decision-making and maintenance. What's more the community should be pluralistic—men and women, teachers and students, and ideally, members of different races. Together, the members would pursue their education, learning from each other, perhaps sharing their little epiphanies and sudden insights—getting worked up together. Gone forever the old dichotomy: classroom-education, student union-recreation, dormitory-relax-

ation. It's all there, blended together as it was meant to be—demanding a total response from each individual.

Secondly, the fracture of knowledge into "disciplines" and unrelated fields of specialty must be stopped. Individuals must be encouraged to pursue their own interests and talents (there is nothing particularly attractive about an intellectual dilettante) but at the same time they should be able to glimpse the "ground plan" as well. In a community of individuals with diverse interests, a natural dynamic would be a "centering" of the various fields and disciplines to a commonly perceived whole. Out of diversity, unity.

Thirdly, the community must acknowledge that the

best "learning situation" is present in an atmosphere of freedom and flexibility. Students should be free to pursue their own interests in their own way and to their own degree of intensity. Naturally, they would receive guidance from teachers living in the community, and it is likely too that their interests will be influenced by what the members of the community are doing. The important point, however, is that each student must have the freedom to choose and hence the genuine responsibility for his own "curriculum."

Finally, the community must have as their underlying goal the **growth** of each individual. They should see themselves as a healing body, a milieu for personal develop-

<https://cdm.csbsju.edu/digital/collection/CSBArchNews/id/418>

The Torch Feb. 11, 1969, p. 2

CEP Due for Relocation in 1969-1970

By Terry Garvey

They're not going to keep 'em down on the Farm anymore, for the owner of the property, Roger Julkowski, wants his house back. The University, however, has consented to the building of a house for the

Community Education Project (CEP).

A St. Cloud contractor will build the house, and the CEP members will pay the rent while they occupy it. Negotiations are underway between the contractor, the University

and CEP members over the type of structure and its location. The house will be built somewhere on outlying University property and construction, which is expected to begin by June, will be completed by September of this year.

March 21, 1969

A house is planned for the CEP

The "Farm" has had the worst public relations image since the reign of William Van Cleve, and the new CEP members hope not to inherit the negative image of the "Farm." According to Steve Muth, project organizer, "This is not the 'Farm'," and he doesn't want to be hindered by it.

The motivation of next year's CEP members is much the same as the "Farm" dwellers—a personal commitment to a philosophy of education. Muth cited a commitment to learning as the primary precept of the CEP.

When asked what the CEP has over other off-campus housing, Muth said the CEP will heavily emphasize learning, while the primary emphasis of off-campus apartments is social.

Like other students, CEP members are required to complete all academic requirements of the University. Many, however, will be taking independent study courses.

Seven Bennies and five Johnnies are tentatively planning on living in the new CEP house. Fr. Patrick McDarby will be the in-residence faculty advisor for the project.

<http://cdm.csbsju.edu/u/?CSBArchNews,33874>

The Record March 21, 1969, p. 1

CEP Due for Relocation in 1969-1970 By Terry Garvey

April 18, 1969

record opinion p

Editor . . . Le

Muth Roars

Dear Editor:

Mr. Garvey's article (March 21) outlining the progress of CEP for '69-'70 is inaccurate and necessitates clarification.

1) St. John's University has *not* consented "to the building of a house" for the future CEP. We have been negotiating with the University in this area of concern. As yet, no commitment has been made.

2) I am mistakenly referred to as "project organizer." CEP is a credit to the initiative of its members. The group has worked and developed with *no* individual leader.

One of The Farm's residents takes exception to the previous *Record* article

- No house yet
- No leader: they do things as a group
- No negatives

3) If a negative image of the Farm exists it occupies the minds of only those individuals attempting no understanding of the CEP concept, individuals whose maturity cannot accept the fact that men and women can live in an intellectual environment.

The Farm is no hindrance. We are "the Farm" only in the sense that we wish to continue and improve upon the excellent groundwork established by the concerted effort of this year's community.

The environment which we seek emphasizes living *and* learning. Mr. Garvey implies we wish to establish a learning environment with little emphasis on living. The two are inseparable. Intellectual stimulation and response is best facilitated in an environment in which living and learning are allowed to occur simultaneously. The community provides for such an atmosphere.

Steve Muth '70

<http://cdm.csbsju.edu/u?/CSBArchNews,33846>

The Record April 18, 1969, p. 2

Editorial: Muth Roars

April 7, 1969

OFFICE USE ONLY

RAYMOND J. JULKOWSKI
OWNER OF LEASE
27 N. E. HENNINGWAY
MUSKOGEE, OKLA 74401

April 7, 1969

To Members of the Community Education Project (CEP)
and all others concerned:

An owners of the farm, Mr. Julkowski and I here express our total disappointment with the members of the CEP and all those involved with running the household. There seems to be, and it is apparent to all, a tremendous wide diversity between what the initial concept of the group was and what it actually is at the moment. What the group talked about last spring as compared to what the situation really is now indicates that many people were misled by a smooth talking William Van Cleave and a bunch of smooth talking college students. I'm sure I'm not the only one who is disillusioned with the group and the concepts.

The initial ideas which presupposed the signing of the leases and the way things are now are poles apart. At the expense of a trite statement, if we realized then what we realize now, we would by no means have been party to what you call "Community Education Project"--which title probably has more implications than most people realize.

Upon our visit to the farm, Mr. Julkowski and I were utterly shocked and disappointed. And by the way, I'll state here right now that the supplement to the leases as I understand it does not allow Roger to visit the farm without sufficient notice to you, but does not forbid us, as any owner is certainly able to check his property particularly when he or she has found adverse rumors as to the way the property and house is managed, or as I saw for myself, certainly mis-managed. Even before my lease was drawn up or signed, there were certain verbal agreements made which presupposed the signing of the lease in the first place, and these verbal agreements were made not only in the presence of some of the current students involved, but with Mr. Van Cleave, Joseph Basmala, and Tom Williams present, not to even mention Roger. These I will detail along the way, but first of all some impressions and reactions.

When we arrived at the farm, we have never, ever, seen the home as dirty and ill-kept as it was, and even then, I didn't look everywhere. Previously, when students associated with St. John's or St. Cloud have lived there--and all fellows at that--the house was always clean whenever we stopped up, and we have always been known to stop up unexpectedly. Your group certainly is not representative of what we learned to expect from St. John's students. No wonder if we will rent to St. John's students again, but then again, we know that generally in the past, St. John's boys have always responded

Community Education Project

Troubles for The Farm:
The landlord's mother
is not happy with
what's happening there

I will ask you to submit your April rent of \$250 immediately or to remove yourselves and all your belongings from the house and surrounding property immediately.

Mrs. Rosemary J. Julkowski
Mrs. Raymond J. Julkowski

copies to: K. Hughes, Attorney
President, St. Benedicta
Sister Mary Mark
Father Colman Barry
Father Florian Ruggia
Father Hilary Thimimah
Father Aidan
Tom Williams
Roger Julkowski
Raymond J. Julkowski

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Memo from Raymond Julkowski to members of the Community Education Project, 1969.pdf

April 7, 1969

RAYMOND J. JULKOWSKI

ATTORNEY AT LAW
77 N. E. BROADWAY
MINNEAPOLIS, MINN. 55413

Page2

well. We were led to believe last Spring that the boys would be living in the main house, and that if the girls were allowed to join the project--which last Spring seemed a major impossibility--that they would be living in a mobil home moved on the property. When I realized that the girls were living in the house, and not the boys, I was very much upset.

“...girls are far more sloppy than men...”

I've always known from my own personal experience that girls are far more sloppy than men in the cleaning and upkeep of apartments, etc., and the situation that we saw only proves further my feelings. As I said, I've never seen the house as ill-kept as it was when Mr. Julkowski and I visited the house.

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Memo from Raymond Julkowski to members of the Community Education Project, 1969.pdf

April 7, 1969

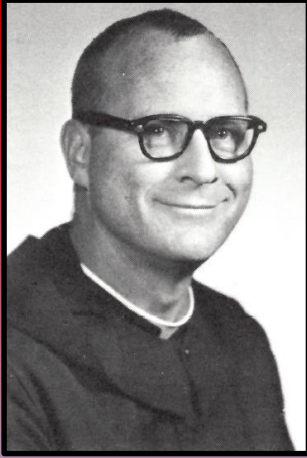
In addition to the above, some further observations in response to the letters you have written to us.

First of all, I am not making the accusation that there is any immorality evident at the farm household, but obviously there is a situation evident--perhaps moreso on weekends--which could and would certainly cause rumors. However, I realize that many people do not recognize rumors as rumors, but it is fairly well known that the image of the farm is not the best in the St. John's-St. Ben's school community, in the local community--I know how those people can talk--and even here in Minneapolis. Perhaps, again, all of this stems from the fact that the household is not directed or managed the way it should be.

“...the image of the farm is not the best...people can talk, even in Minneapolis...”

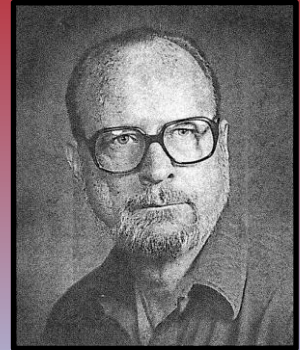
St. John's, because of this group, has lost very much esteem not only in our eyes, but in the eyes of many friends of ours. It is minus many points, and perhaps even dollars during its current fund-raising drive because of a public relations image destroyed by one small segment--a group that is blinded by its own idea of self-importance as far as educational innovations or community relations are concerned. How ironic is the word "community" in the group's official title!

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\Memo from Raymond Julkowski to members of the Community Education Project, 1969.pdf
Page 3, page 6



Fr. Patrick McDarby, the Faculty Moderator of the Community Education Project, sent a letter dated June 12, 1969 about student housing at “The Farm” to the Dean of Students, saying:

- “The ‘Farm’ should not, in my opinion, be approved for student housing next year...
- the members of the CEP had considerable trouble with the lessor...
- The experience of dealing with the owners was an education in itself... But it took emotional and intellectual energy that might have been better spent otherwise.”



Images: 1970 Abbey Directory; 1980 Abbey Directory

May 1969

SPRING SEMESTER REPORT
AND EVALUATION

This past semester has been the most rewarding of my college life. For the first time, I have had the opportunity to approach my work with care, appreciation, time, and without outside pressures. It has been a semester in which I am finally seeing how I am to approach ideas and thought. It has been a semester when I am beginning to put my life in balance, in unity, and in completeness. It has been a semester when I have begun to understand the university with its great resources, its many limits, and its unfortunate role as a sometimes stifler of creativity. It was in this semester that I did not bite off too much to chew. But rather, in my own healthy pace I explored many areas and I have done my most creative thinking.

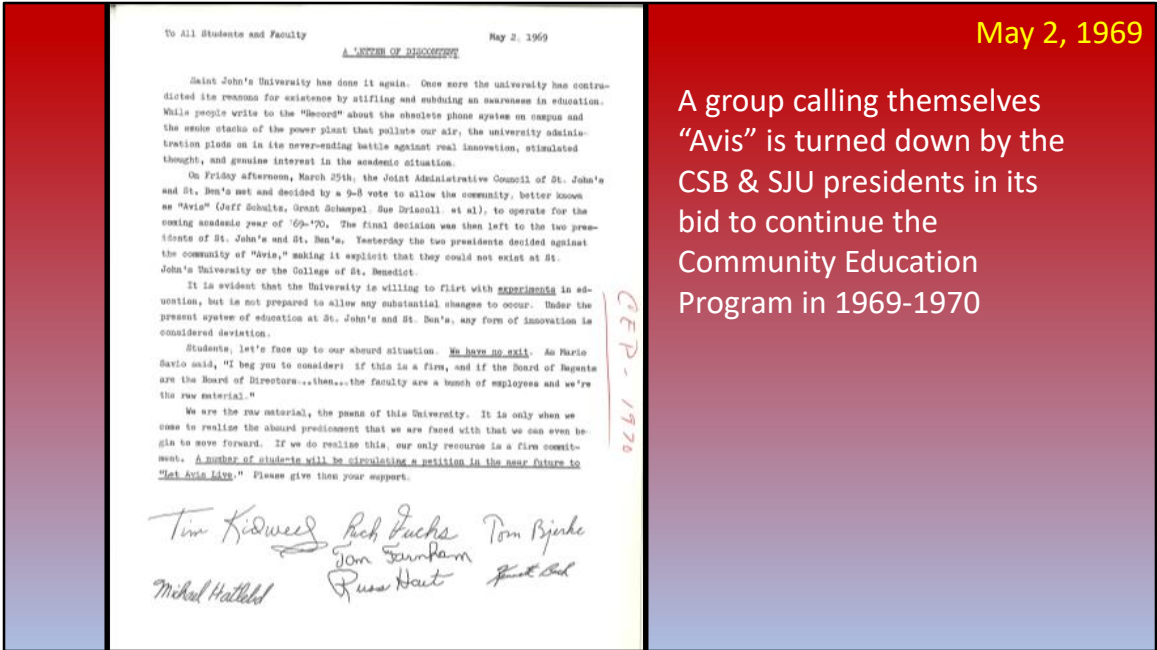
CEP resident Michael Huppert gives a glowing review of his community in his spring semester evaluation



HUPPERT MICHAEL
MR/MRS WALTER
RURAL ROUTE 2
RIVER FALLS, WIS.
TEL 425-6412
CAMPUS EXT 30
SENIOR
OFF CAMPUS ADDRESS
CEP
RR 2
ST JOSEPH, MISSOURI
OC TEL 363-84

much talk about communal living styles in the future. You see this year has affected us more than you all on the outside may have believed possible. We are digging this type of living and realizing its great potentials and its many possible forms. You see we feel that we are in the crest of a new frontier where we are the first architects. Our generation has a great many new priorities and we see the possibility of fulfilling these priorities through new styles of living. So many of us are planning to live in various styles of community in the very near future. For some it may be a group of single people, for others a community of newly married couples, and for others it may be an exploration of the possibility of silence, privacy and all that goes with the life of one living as a hermit. They are all part of the same and we take the leap and dare of looking further.

...\The Farm - CEP\Scans for Tom&Steve2011\SENT 2-14 Community Education Project, 1968-1969\\Spring Semester Report and Evaluation, 1969.pdf
Page 1 & 2
ID image from the 1968-69 Student Directory



May 2, 1969

A group calling themselves "Avis" is turned down by the CSB & SJU presidents in its bid to continue the Community Education Program in 1969-1970

...\The Farm - CEP\Scans for Tom&Steve2011\SEND 2-16 Community Education Project, 1969-1970\A Letter of Discontent to All Students and Faculty, 1969

Spring 1969

Another group of students
submits "A Community Proposal"
– to live in Aurora Hall at CSB

A COMMUNITY PROPOSAL

Rationale

"What we call education and culture is for the most part nothing but the substitution of reading for experience."

The above quote is taken from G.B. Shaw's Man and Superman; it emphasizes the need for a dual education. It is often quoted that ninety percent of one's education is learned outside the classroom; thus, modern concern has grown for a total educational experience within the personal learning environment of the university.

As Christian Liberal Arts colleges, St. John's and St. Ben's must consider education to be a total personal growth within the personalistic atmosphere of a Christian living community. Total personal growth is the experiencing of the two aspects of education, academic study and personal experience.

At the present time the segregated aspect of our campuses does not allow for the consideration of education from the total life contact perspective. The state of our campuses is a distortion of the total

Proposal

We propose that one wing of Aurora Hall at the College of St. Benedict be opened to our Co-educational community for the year 1969-70.

The physical layout of this floor would incorporate separate living quarters at opposite ends of the hall with common study-living areas in the middle. This central area would be the core for community activities, discussions, and mutual education.

John Sellner
Steve Filipowski
Gordon Karls
Steve Dirksen
Marsh Fielding
Jerry Siebal

Mary Brusseau
Kathy Cyrus
Jean Bischof
Mary Huber
Lou Cregg
Judy Sitarz
Carol Bormann
Kathy Hack
Toby Huntstiger
Maureen Flaherty
Sharon Warner

...The Farm - CEP\Scans for Tom&Steve2011\SEND 2-16 Community Education Project, 1969-1970\A Community Proposal.pdf

Spring 1969

A PROPOSAL FOR A MODIFIED EXPERIMENTAL EDUCATION PROJECT

The following people from St. Ben's and St. John's are proposing for the 69-70 school year a modified experimental education project:

Tom Beckley	Dan Langensalter
Carol Romann	Tom Miller
Sue Carpentier	Gordon J. Holitor
Alice Lerus	Tanya Reyerason
Don Frantz	Bill Richman
John Hiesel	Steve Vertin
Mary Huestiger	Judith Yaggie
Kurt Kaiser	Denny Leegat

This paper is to briefly explain the various aspects of our proposed experiment, including: (1) goals, (2) academics, (3) physical arrangements, (4) discipline and rules.

The proposed plan is an outgrowth of the interim course Contemporary Aesthetics, which during the interim established a common bond and rapport among those involved. Since this bond was founded in an artificial and limited classroom situation, we felt motivated to test and strengthen this rapport by sharing and living together in a more total and realistic context. We have spent many hours together at frequent evening meetings discussing and planning the project. A weekend was also spent at a cabin in St.

Another group proposes "A Modified Experimental Education Project" – complete with goals, academic plans, courses, and floor plans for remodeling 4th Bernard or Bonnie

...The Farm - CEP\Scans for Tom&Steve2011\SEND 2-16 Community Education Project, 1969-1970\A Proposal for a Modified Experimental Education Project.pdf

Spring 1969

Another group proposes living off-campus (and gives detailed calculations on how that would not adversely affect the housing income for CSB or SJU)

APPENDIX A

The Implications of Community in Modern Education;
Our Community Course Project

We have chosen this topic because it is the central concern of our group experience. We are proposing a closely related two-semester course. The second semester will be the practical application of what we have learned in the first semester. During the first semester we will be concerned with extensive reading in the areas of human values, group dynamics, and interaction analysis from various disciplines such as Theology, Philosophy, English, Sociology, Psychology, and History. This reading will supplement the actual experience of living and learning together.

During the second semester, with the knowledge and experience we have gained, we are confident that we will be in a position to relate to the larger community. We have come to the conclusion through our own experience that social stability for every individual is necessary before highly motivated scholastic achievement can be realized; in fact, before any kind of achievement in life can be realized. We are confident that our community experience will provide a degree of social stability for every individual. Our community solidarity will provide the base for this individual stability which is necessary for achievement in all facets of life. We feel that it is important that we become involved in education in the larger community (St. John's - St. Benedict's). A specific proposal for second semester at this point is unrealistic, but we do intend to organize an educational project to determine the implications of our community on education within St. John's and St. Benedict's.

Fr. Hilary, Academic Dean, has endorsed this community course project with full academic accreditation.

?
/

Our Community Philosophy

Mark Belisle
Kathy Kelser
Chuck Frank
Ron Silvers
Rose Blesener
Grace Kerian
Jim Wretkowski
Susanne Driscoll
Jan Johnson
Grant Schampel
Linda Miller
Jeff Schultz
Chi-Hung Chan
Dick Shannon
Rick Altoff

...\The Farm - CEP\Scans for Tom&Steve2011\SEND 2-16 Community Education Project, 1969-1970\A Community Philosophy.pdf
Page 4, page 2

F.W. C.E.P.
PROPOSAL: EXPERIMENTAL COMMUNITY

P
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This is to propose an Experimental Community at St. John's. Concepts have been developed from many similar setups throughout the country, among them Inner College at Macomber, Crisis Colony at Augsburg, Personnelage at St. Olaf, and the Living-Learning Center at the University of Minnesota. The following proposal is a compromise between total structure and unlimited freedom, but many of its elements are unprecedented and would be unique for St. John's.

NOTE: The philosophical ideas are not complex. The Experimental Community would involve coed living on campus with each floor determining its own four-credit "course" as a political unit. Faculty residents would share in the community with equal status.

Execution: All interested in participating would apply in some convenient manner. Before school officially begins in the fall, members of the Experimental Community would go through an orientation period designed to provide opportunities for meditation, questioning, discussion, personal awareness, social interaction, and adjustment. The purpose of this period would be to help students find out who they are, what they seek in life, and what role college should play in their plans.

Floors would be composed of applicants picked at random, hopefully of greatly divergent ideas and attitudes. Having the course as a common denominator, group members would be forced to interact and define themselves relative to the whole. Cohesiveness or a sort of "community" may or may not develop. The groups would continually evaluate and analyze themselves, and with their course as a catalyst,

Spring 1969

A document from a student named Rossini proposes yet another group's Experimental Community

The Experimental Community, it is felt, compares favorably to CEP. Basically, the present CEP has been a success in the "group" sense but a failure in relating to the University at large. By its nature, its membership is exclusive, necessarily a near-community before its official incorporation, and appealing only to people in a particular coterie. The group has had little effect on campus, campus participation being inconvenient, minimal, and not overly encouraged, and members, like people in current CEP-type proposals, tend to be group-centered rather than university-centered. The Experimental Community hopes to interest a wider range of people through its non-reliance on community as a prerequisite and should strongly affect both campuses with its on-campus location and the scope of the proposed "courses."

Thanks to Jim Quinlavin for typing.

...The Farm - CEP\Scans for Tom&Steve2011\SEND 2-16 Community Education Project, 1969-1970\Proposal- Experimental Community.pdf

May 7, 1969

Minutes of the Joint Administrative Councils

Minutes of the
Joint Administrative Councils
of the College of Saint Benedict
and Saint John's University
May 7, 1969

Members of Saint John's Administrative Council and that of Saint Benedict's met at CSB on May 7, 1969 at a dinner meeting at 5:00 p.m. Members of Saint John's Administrative Council included: Father Colman, Father Hilary, Father Florian, Father Gunther, Father Vitus, Dr. Farry, Mr. Humphrey, Dr. Lange, and Mr. Conway. Members of the CSB Administrative Council present were Stanley Idzerda, Sister Firmin, Sister Mary Mark, Sister Aaron, Sister Linea, Sister Emmanuel, Mr. McKenna, Mr. Sakry, Mr. Sassen, Mr. Schroeder, Mr. Zaczowski, Mr. Hoodscheck, and Kathleen Pfar

Dr. Idzerda distributed the statement which he and Father Colman had signed on the additional community educational proposals. This statement set forth the reasons why it is undesirable at this time to approve additional education proposals, -for financial and other reasons dealing with the debate by the faculties and by our off campus constituencies. "

The meeting was called to deal with the first proposal on community education. Tacit approval had been given to the students by the two presidents to go ahead and plan the program and to secure housing. Father Colman had asked whether the approval for this first community education project should be taken through the Educational Policies Committee and the faculties of both institutions.

There was much discussion about financing such a project, where such a project should be based, Avon, Saint Joseph, where? There was concern about financial arrangements and the responsibility of the students in taking such arrangements. Father Florian cited the responsibility of the students in taking such arrangements. Father Florian cited the responsibility of the students in taking such arrangements.

Dr. Idzerda restated the rationale for the project in relation to the one of 1968-69.

Some of the members of the committee were asked to discuss whether CEP I should go through Educational Policies and the faculty. Sister Firmin stated that this is not a good time to take a matter of this kind to the faculty. She would prefer the decision to be made by the presidents. Father Hilary agreed that he would prefer it not going to the faculty and to Educational Policies but he would do it if it was desired. In effect, the presidents have already authorized the group for next year. Housing at CSB is very unsatisfactory. Dr. Farry asked who makes the housing. He does not think it should be faculty responsibility to be living with the students?

The meeting was called to deal with the first proposal on community education. Tacit approval had been given to the students by the two presidents to go ahead and plan the program and to secure housing. Father Colman had asked whether the approval for this first community education project should be taken through the Educational Policies Committee and the faculties of both institutions.

After considerable discussion, Sister Mary Mark moved that the first CEP project proceed as approved by the presidents. Dr. Lange seconded the motion.

After further discussion, a vote was taken and the motion carried unanimously.

From SJU Archives 525:5 re: CEP Minutes of the Joint Admin Councils May 7, 1969

May 9, 1969

Presidents Turn Back CEP Proposals

By Grant Schampel

The second (Avis) 1969-70 Community Education Project at SJU-CSB has been vetoed by the two presidents. Composed of 10 men from SJU, including two priests, and six women from CSB, the group planned to live together for at least the school year, attempting to integrate their academic, social and personal lives.

The group spent three months developing the proposal in detail, both in discussions with administration officials and in a formal written statement. Some of the areas discussed included:

A Philosophical Position Paper explaining the group's views on educational endeavor, personal growth and maturity, and service to the larger community. It suggested that the educational goals of the project from members' experiences with individual responsibility, personalized courses and curricula, and creative course contents and structures at CSB and SJU. It also stressed the need for personal growth, responsibility and stability, and the belief that these were necessary for educational achievement. It concluded that, for the members of the group,

these goals could be best attained through a community education project.

An Academic Proposal for a year-long study of the role of communities and small groups in education. The group proposed to spend the fall semester reading a number of works in sociology, education, philosophy, psychology, theology and literature, as well as studying the processes occurring within the group itself. The spring semester was to be spent in developing ways to apply these findings in the larger academic community. Fr. Brian Millette (a member of the SJU sociology department who is doing research in this area) and Fr. Raymond Pedrizetti (SJU, philosophy) had consented to act as faculty advisors, and the academic project had the preliminary approval of Fr. Hilary Thimmesch and Sr. Firmin Escher, Academic Deans at SJU and CSB.

A Study of Enrollment and Dormitory Occupancy (reproduced elsewhere) compiled from recent statistics from Miss Constance Zierden and Fr. Donald LeMay, CSB and SJU Directors of Admissions, Sr. Mary Mark Donovan, CSB Dean of Students, Fr. Patrick Okada, SJU

Director of Student Housing, Mr. Terrence McKenna, CSB Business Manager, and Fr. Roger Botz, SJU Director of Financial Aid. According to the study neither school need suffer any dormitory vacancies from either or both CEP's moving off campus.

A Plan for a Public Relations Program to inform all those directly and indirectly concerned about the project. It was pointed out that with one CEP this year and one already approved next year, there would be an inevitable public reaction to rumors and misinformation unless positive steps were taken to explain the nature and goals of the projects. The Avis CEP proposed a program in cooperation with the Public Relations Departments of both schools to reach the news media from the Albany *Enterprise to Time* magazine (which has expressed an interest in doing a story on the projects), and to contact concerned individuals from the immediate neighbors to the Boards of Trustees.

Approval of the Parents of the individuals involved.

Approval of Academic Advisors for individuals' study plans beyond the

CEP—Continued on page 2

Bad news:
The Joint
Councils
approve, but
the Presidents
don't

group project.

Budget Advice from the current CEP.

It was agreed that the proposal would be presented to a meeting of the Joint Administrative Councils on April 25. The Councils received the Avis proposal, heard testimony from Fr. Brian Millette on the value of two CEP'S for sociological studies, and questioned two student members of the group. After lengthy deliberation the Councils voted 9-8 to recommend approval by the two presidents.

Despite the recommendation and their own previously expressed support of the project, the presidents announced on May 1 that they would not approve it. Although it was extremely difficult to obtain specific reasons for this action, Dr. Stanley Idzerda, President of CSB, eventually gave two: public opinion and financial considerations (see Presidents' statement elsewhere). Dr. Idzerda would not comment on the group's proposal for a positive public relations effort to help the projects' and schools' images, or on the question of whether a second CEP (Avis) would make a difference in public opinion after the first (Hertz) had already been approved.

Fr. Colman Barry, President of SJU, declined to elaborate on these or other reasons (see Presidents' joint statement). Informed sources acquainted with both presidents suggested that Fr. Colman's reluctance to make any unpopular decision precipitated Dr. Idzerda's action. Others suggested that the underlying reason was pressure from the trustees and alumni, whose role in such decisions has come under considerable fire this year.

<http://cdm.csbsju.edu/u/?CSBArchNews,33840> and
<http://cdm.csbsju.edu/u/?CSBArchNews,33841>

The Record May 9, 1969, p. 1 and p. 2

Presidents Turn Back CEP Proposals By Grant Schampel

EDITORIAL

Dew Drop Inn Seeks Dump

In keeping with the libertine philosophy that is prevalent at St. John's this year, we, the Dew Drop Inn (Develop Every Whim to Demonstrate Ribald, Obnoxious Practices for the Innovation of Norms of Nudity), humbly request a pilot project under the auspices of the Educational Innovations Board.

We recognize the fact that in "doing your own thing" many different academic policies can be pursued. Education is so multifaceted in its approach that it seems that anything is permitted. Some people feel that academic enlightenment can be found under the guise of cohabitation. The meager intellect of the Dew Drop Inn does not afford us the opportunity to develop such a covert plan. The way we see it is that you can learn a lot by shacking up with broads.

It is necessary to have a group study project. The DDI project would be an in-depth study of the various types of alcoholic beverages served in Stearns County between the hours of 7 p.m. and 7 a.m., and the uncontrollable effects it might have on a group of mediocre students. Moreover, we would like a voice in selecting our faculty resident. We

As far as the structure is concerned, we Dew Droppers would like the building constructed near the Sagatagan. Not only does it have a picturesque view, but its location has a medicinal purpose; it is a panacea for excessive dehydration after a weekend of "academic suits." Also, we have several athletic supporters (commonly known as jocks) among us. Because of this fact we shall need a work-out

In closing we would like to add that our sole claim to infamy is that we have had more students on social and academic probation at one time than any other group on campus. By looking at the relative merits of our unique community and our fervent desire to pursue academic goals, we can only say that if you are foolish enough to let us have this community, the only way the Dew Drop Inn could respond in good conscience is to wreak havoc on St. John's and its reputation.

Dew Drop Inn

May 9, 1969

The Record pokes fun at the proposals

"Education is so multifaceted in its approach that it seems that anything is permitted."

<http://cdm.csbsju.edu/u/?CSBArchNews,33841>

The Record May 9, 1969, p. 2

**Comments
from
the
Presidents**

It seems undesirable at this time to approve additional Community Education proposals. First, to multiply off-campus college-sponsored programs creates financial problems. Both colleges must continue to make full payments on the federally-funded dormitories whether they are fully occupied or not, and losses on these buildings do affect other educational activities.

Second, coeducational programs of the kind proposed are the subject of much unresolved debate by the faculties and by our off-campus constituencies...parents, alumni, trustees, etc.

The presidents' statement is published in CSB's newspaper, *The Torch*

May 13, 1969

Undue haste or lack of carefully formulated confrontations and discussions with all those who have expressed a concern about these departures by the colleges can only jeopardize the future of any programs of this kind.

We assume that a number of steps must be taken in the coming months: we must support the curricular proposals of the communally-oriented groups in every way possible, e.g., we would hope that the faculty Educational Policies Committees can approve course credit for the special courses these groups are designing, and we should seek space on campus for these groups to use as regular meeting places. The results of the courses and the communal seminars might be original and instructive for all concerned.

In addition, we must see to it that an intensive and extensive set of discussions on this and related subjects be developed and continued during the coming year. Such discussions should include, above all, the faculties and the students of both colleges. They should also include, as a matter of course, significant numbers of the other elements of the college community both off and on campus. Then, at the end of the year, we will not be faced with the idealism of a few and the misunderstanding of the many

**Stanley J. Idzerda and
Colman Barry, OSB
Presidents of CSB and SJU**

& CEP founder Tom O'Connell responds

**STATEMENT
of Tom O'Connell,
Chairman of the SJU Educational Innovations Board**

"I feel that the rejection of the Avis group is a real setback to the principles we have been advocating this year. It is regrettable that the learning needs and aspirations of this group were deemed secondary to considerations of internal politics and public relations by the presidents of our two institutions. It makes me wonder how much this rhetoric we always hear about freedom and trust in our students really means when the chips are down."

The Torch May 13, 1969 p. 3

<https://cdm.csbsju.edu/digital/collection/CSBArchNews/id/293>

The "first" CEP proposal for 1969-70 – apparently turned in *last* – is offered by some students who prepared a "comprehensive report, philosophy and proposal" for the presidents.

May 12, 1969

Statement
of the
COMMUNITY EDUCATION PROJECT 1969-70:
Proposals and Report

Submitted to: Dr. Stanley Idzerda
President C.S.B.
and
Father Colman Barry
President S.J.V.
on
May 12, 1969
by
The Members of the
Community Education Project
1969-70

The members are: Margaret R. Braun
Patrick J. Ellingsworth
Linda D. Hutchinson
— Steven R. Lepinski
— Thomas L. Macy
— Merodio A. Mankey
— Steven J. Math
M. Kristine Newman
Kathleen A. Pfarr
Patricia A. Radloff
James D. Zwicker

Community Education Project 1969-70

Introduction:

The following is a comprehensive proposal of the Community Education Project 1969-70 presenting the group history, philosophy, academic program, housing proposal, financial statement, external relations report, and proposed program for evaluation. It is also our explicit intent for this proposal to serve as written proof of our commitment to this program.

Our group was initiated in November of 1968 with interested students discussing their ideas and ideals concerning community living. From this initial group of students, there formed a core group of twelve persons who recognized their common goals for living and learning as patterned after the original Community Education Project, Sep. 1968-69. Since

May 13, 1969

The Avis Is A Phoenix

Editor's Note: Grant Schampel is a member of SJU's class of 1969.

by Grant Schampel

The second (Avis) 1969-70 Community Education Project at SJU-CSB has been vetoed by the two presidents. Composed of ten men from SJU, including two priests, and six women from CSB, the group planned to live together for at least the school year, attempting to integrate their academic, social, and personal lives.

The group spent three months developing the proposal in detail, both in discussions with administration officials and in a formal written statement. Some of the areas discussed included:

A philosophical position paper explaining the group's views on educational endeavor, personal growth and maturity, and service to the larger community. It suggested the educational goals of the project from members'

bany Enterprise to *TIME* magazine (which has expressed an interest in doing a story on the projects), and to contact concerned individuals from the immediate neighbors to the Boards of Trustees.

Approval of the parents of the individuals involved.

Approval of academic advisors for individual's study plans beyond the group project.

Budget advice from the current CEP.

It was agreed that the proposal would be presented to a meeting of the Joint Administrative Councils on April 25. The Councils received the Avis proposal, heard testimony from Fr. Brian Millette on the value of two CEP's for sociological studies, and questioned two student members of the group. After lengthy deliberation, the Councils voted 9-8 to recommend approval by the presidents of CSB and SJU.

Despite the recommendation and their own previously expressed support of the pro-

Denied students detail their efforts...

the project from members' experiences with individual responsibility, personalized courses and curricula, creative course contents and structures at CSB and SJU.

It also stressed the need for personal growth, responsibility, stability, and the belief that these were necessary for educational achievement. It concluded that, for the members of the group, these goals could be best attained through a community education project.

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The spring semester was to be spent in developing ways to apply these findings in the larger academic community. Fr. Brian Millette (a member of the SJU sociology department is doing research in this area) and Fr. Raymond Pedrizzetti (SJU philosophy) had

not and their own previously expressed support of the project, the two presidents announced on May 1 that they would not approve it. Reasons for this action, according to Dr. Stanley Idzerda, president of CSB, were public opinion and financial considerations (see President's statement).

Dr. Idzerda would not comment on the group's proposal for a positive public relations effort to help the projects, and schools' images, or on the question of whether a second CAP (Avis) would make a difference in public opinion after the first (Hertz) had already been approved.

Fr. Colman Barry, president of SJU, declined to elaborate on these or other reasons (see President's joint statement).

Informed sources acquainted with both presidents suggested that Fr. Colman's reluctance to make any unpopular decision precipitated Dr. Idzerda's action. Others suggested that the underlying reason was pressure from the trustees and alumni, whose role in such decisions has come under considerable fire this year.

When the decision was an-

May 13, 1969

...and some may leave CSB/SJU

When the decision was announced, there began to develop a movement among the students and faculty of both campuses, independent of the Avis group, in support of the group's proposal and in protest against the alleged arbitrary nature of the decision. The extent and outcome of these efforts is not known. There also appeared a statement (in this issue) by Tom O'Connell, chairman of the SJU educational innovations board.

At last report, several members of the Avis group were planning to leave the two schools and inaugurate the community at some more congenial institution. Others, in different circumstances, were planning to remain at SJU-CSB for a year or more and join the rest later.

The Torch May 13, 1969 p. 3

<https://cdm.csbsju.edu/digital/collection/CSBArchNews/id/293>

What Happened To Coed Dorms?

May 13, 1969

by Mary Brusseau

There have been a number of rumors, plus quite a bit of discussion and misunderstanding, concerning the topic of "co-ed dorms." I would like to attempt to clarify the idea for readers of *The Torch*.

The Idea

The term "co-ed dorm" is actually somewhat of a misnomer. Co-ed dorms—that is, men and women living in the same dormitories, with no thought of any sort of community development—have been tried on various campuses and universities around the country. The general consensus of these colleges has been that co-educational dormitories fail to provide any new insights or experiences in education.

Some students at St. Ben's and St. John's have come to feel a lack in the present dormitory situation. Realizing that co-ed dorms, as experienced by other colleges, have failed to afford any real means of filling this void, they have proposed that both campuses open living space within a dormitory for the use of co-educational communi-

ties. They feel they have a good idea, and plan to try again next year.

The communities are not without support. The Student Administration Board has agreed to set up an ad-hoc committee to assist the communities in any way possible. With SAB assistance, the benefit of the experience of having tried once and lost, and the knowledge garnered from a lot of summer homework, the co-educational communities intend to try again next year to obtain living space within existing dormitories on both campuses.

In addition to growth through formal education, the community would attempt to grow through fairly intimate relations with the larger campus community. It would attempt to hold events, such as frequent discussions, open to the entire campus. Perhaps the community could present an experimental, inter-departmental course. The possibilities for this type of experimentation seem endless.

The Torch provides some historical perspective

...of co-educational communities.

As proposed, these communities would be primarily educational in function. First of all, the communities would attempt to demolish communication barriers between the sexes. Men and women are complementary by nature. They possess different viewpoints, different ways of thinking and expressing themselves, and different ways of reacting to any given situation. Hopefully, a co-educational community would recognize and value these differences, giving them ample room to inter-act.

Such a community would attempt to grow together by learning together. Thus, a common educational experience, such as a course taken in common, would become an integral part of community life.

What Happened?

A steering committee, representative of the entire community movement (which encompasses four separate communities), presented this basic rationale for community living at St. Ben's and St. John's. St. John's refused to take a unilateral position on the proposal; that is, the University refused to support the proposal or to discuss it, before seeing how St. Ben's stood on the matter.

The steering committee presented the proposal to the CSB faculty on April 11. After discussion, the faculty agreed to vote on the proposal by secret ballot. The proposal was defeated by an overwhelming 47-13.

What Next?

Though the general proposal was defeated this year, members of the various communities have not given up

The Torch May 13, 1969 p. 3

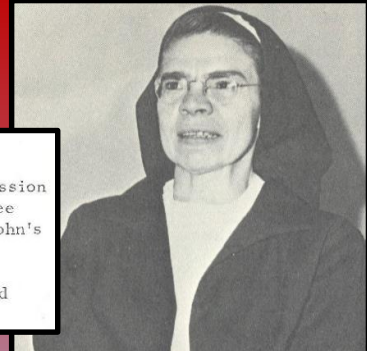
<https://cdm.csbsju.edu/digital/collection/CSBArchNews/id/293>

September 8, 1969

From the Minutes of the CSB Board of Trustees:
One group of "five boys and five girls" were given permission to establish a Community Education Project after all – in "two identical apartments in Avon."

COMMUNITY EDUCATION PROJECT

Sister Mary Mark reported that five boys and five girls were given permission to establish a Community Education Project. Now there are six girls and three boys living in two identical apartments in Avon. Below are boys from Saint John's in two apartments. All are taking courses at either college, except for some independent study. Sister Mary Mark teaches them an extra-departmental community course. The students, all seniors, pay their own bills for food and cars. Mr. Schroeder and Mr. VanCleve will evaluate the project.



Mr. Idzerda stated his concern that the project not become an occasion of scandal for the people of Avon, where it is bound to be a subject of gossip and misapprehension. Miss Radloff emphasized their plan to work closely with the pastor, their efforts to get to know their neighbors, and their having established a bank account. Sister Mary Mark will give progress reports regularly.



Dr. Stanley Idzerda, Ph. D.
President



Sister Mary Mark Donovan, M. A.
Dean of Students

...\The Farm - CEP\CEP in CSB Archives\1969 09 08 Board of Trustees p.3-4.jpg
Image: 1969 CSB Faculty & Staff Directory
<https://cdm.csbsju.edu/digital/collection/CSBArchives/id/1933/rec/31>

New CEP Calls Avon 'Home'

After working together for six months and being juggled between indecisive administrations, a Community Education Project successor was allowed to survive while other groups were refused approval under the weight of alleged room and board financial difficulties at St. John's University and the College of St. Benedict.

The new CEP is no longer a "farm." We are occupying two adjacent, upstairs apartments on the edge of Avon proper. Because co-educational communities were not allowed to exist at either the St. John's or St. Ben's campus, we were forced to accept the closest available housing for the members of our group. These people are: Steve Muth, Patty Radloff, Merodie Mankey, Linda Hutchinson, Tom Macy, Margie Braun, Ron Silvers, Kathy Farr, Kris Newman and Jim Zwicker.

We see ourselves as an educational project with goals that emphasize integration of living and learning, with the belief that we, as individuals, must be responsible for the determination of our academic and social environment. Inherent in our life style is the recognition of the importance of the presence of both sexes, as valuable to our general education, the establishment of an educational ideal, and a commit-

ment to a communal concept of striving for a shared understanding and knowledge of one another.

In regard to the co-educational nature of our group, we feel that co-educational communities can exist without fear of immature pressures from both inside and outside our community. Rather than ignore the meaningfulness and duality of sex, we have chosen to seek out and share the variant perspectives of the men and women in our community.

Educationally, we have attempted to learn with respect to our ideal of establishing dialogue among ourselves and others as an essential mode of education. We have spent much time in the past few weeks talking with various faculty, administration members, and students and see this in the future as one of our main sources of staying intellectually conscious of the problems and issues confronting ourselves as humans and students at St. John's and St. Ben's. An academic community course is now in progress, consisting of the members of our group and permanent and guest faculty from our two schools. This semester, we are studying the interrelated historical, technological and sociological development of the "commune" in American society.

As mentioned above, we do not hope for or intend to isolate our-

selves from the current educational, social, or political issues affecting St. John's University and the College of St. Benedict. We envision our life style as an alternative that may someday be incorporated more directly into the structure of these two institutions (that is, if there are people who would like to continue and/or expand on this program—in which case, we would offer whatever ideas and experiential guidance possible). While we are physically distant from both campuses, the members of our community hope to actively participate in student life at these schools through the Educational Innovations Board, the Educational Policies Committee, both student governments, and involvement as students in the classroom.

In the spring of this school year, we plan a short series of open houses for students and faculty. If you have any supportive or conflicting views on our goals or life style, please feel free to contact any of us before or at the time of our open house in the hope that through discussion and subsequent action we can either establish or reject this program as a viable form of education at St. John's and St. Ben's.

Protestants



<http://cdm.csbsju.edu/u/?CSBArchNews,33872>

The Record Sept. 26, 1969, p. 6

New CEP Calls Avon 'Home' [includes photo of the group]

New CEP Calls Avon 'Home'

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<http://cdm.csbsju.edu/u/?CSBArchNews,33872>

The Record Sept. 26, 1969, p. 6

New CEP Calls Avon 'Home' [includes photo of the group]

Page 3

Linda Hutchinson

CEP Hopes for Real Sense of Community

Robert Barman (S.J.) in his article "The World Needs Christian Community" (*Sisters Today*), asserts that love makes the difference between Christian community and any other community. Living in the community we experience many aspects of a given personality. We grow in knowledge of one another not just through the classroom and social events, but also through cooking, cleaning, dining together, meetings, planning events, sharing joys and frustrations, sharing a variety of experiences and experiencing the sharing. We get a more encompassing understanding of each other, a better understanding of the subject that matters—human relations. Also, in this atmosphere of better understanding, we feel freer to be ourselves.

HUTCHINSON LINDA
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son, for him as a person irrespective of his accomplishments, for his ideas, his concerns;

- 3) responsibility for another person, for their well-being, health and happiness;
- 4) a real concern and dare (inside and outside ourselves and the community).

So how do we the community education project hope to build a real sense of Christian community? How does the CEP experience facilitate going beyond the functional, organizational sense of community?

October 14, 1969

We want to be ourselves not only with women but also with men. The segregated aspect of dormitory living made total, normal friendship-type relationships with the opposite sex difficult. Sex, and the idea of sex objects, was blown out of proportion. We hope that relationships between men and women will be that of whole persons to whole persons. Sex, is a factor; it is an integral part of one's personality and can be seen rightly only in the perspective of the total personality.

Living in close contact in a community of ten, we have created an atmosphere simultaneously intense and casual. It is very easy to relax and be yourself and yet there is always present a calling forth to become better than we are, to become all that we are.

We are going to continue to dream impossible dreams and reach for unreachable stars—after all what's a heaven for—Christians.

<http://cdm.csbsju.edu/u/?/CSBArchNews,204>

The Torch Oct. 14, 1969, p. 3 **CEP Hopes for Real Sense of Community**

ID image from the 1968-69 Student Directory

December 1, 1969

From the Minutes of the CSB Board of Trustees:
Dean Sister Mary Mark Donovan is supportive of the students

COMMUNITY EDUCATION PROJECT

Sister Mary Mark reported that she had been negative last year concerning the community education project. This year she and Father Raymond Pedrizetti who meet with them weekly are impressed with the group in Avon. The project will be evaluated with a written report at the end of this semester. Given the nature of these students and their living-learning structure, she does not worry about their morals. She believes that the future holds several options for students here: a single-sex dorm or the Avon type of living in adjoining apartments, or possibly a co-ed dorm. She stresses the importance of having a faculty member living with them to help them form community. The parents of this group heartily approve.

The possible impact of this project upon the College's image was discussed. Defection of responsibility of administrators in this area has led to disaster on some campuses. We hold ourselves responsible for the formation of the whole student. We must consider these life styles in terms of our total philosophy.

...The Farm - CEP\CEP in CSB Archives\1969 12 01 Board of Trustees p. 3.pdf

"We can no longer pass along our responsibility. Our long sleep is over." These words from Dr. Lange's orientation address are indicative of the spirit of colleges across the country towards wider involvement in the key issues of the year. The new awareness of our basic commitments: to ourselves, our colleges, our institutions and the public, was to be reflected in various campus events. Moratorium Days provided the oppor-



1970 Yearbook p. 8-9

1970 Sagatagan Yearbook



Student involvement precipitated with the arrival of Time-out Day — a day set aside for examination and re-evaluation of the context of college living and learning. The counterpart for Time-out Day evolved into Do It Again Day; when students and faculty confronted issues concerning the obscure role of: the university as parent, the Community Education Project, co-ed dormitories, the Constitutionalization process, and numerous reforms of the college "establishment".



1970 Yearbook p. 9



Jim Zwicker, Fr. Ray Pedrizetti, Linda Hutchinson, Margie Braun, Merodie Mankey,
Tom Macey, Kathy Pfarr, Pat Rdloff, Kris Newman, Ron Silvers, Steve Muth.

1970 Yearbook p. 142

February 5, 1970

From the Minutes of the CSB Faculty: Dr. Idzerda has misgivings, and Sister Mary Mark feels the students should have had a faculty resident

Community Education Project -- Sister Mary Mark

Sister Mary Mark stated that the purpose for her being on the agenda was to give the faculty members some information on the present CEP as it exists at Avon. During the first semester, most of the CEP students took regular course work, some did independent studies and all took a community education course under Father Raymond Pedrizetti and Sister Mary Mark. These two moderators met with the students in Avon every Tuesday from 8:00 to 11:00 p.m. and discussed, from different aspects, the nature of community. Sister Mary Mark said she had been pleased with the students but felt we had failed them by not giving them a faculty member or other adult in residence. She was asked how many other students are now interested in a community education project for the future and Sister answered that there are about 45.

Dr. Idzerda said that the decision making process regarding the CEP is something that concerns him. The Board of Trustees had discussed the CEP. The President's Council has discussed the CEP. The Board of Trustees will discuss the CEP again during its next meeting and he will ask the Board to form an Ad Hoc committee to visit the site and talk with the students themselves. that if the Trustees say there will be no CEP, we're not going to have it. Dr. Idzerda

...The Farm - CEP\CEP in CSB Archives\1970 02 05 Faculty Meeting Minutes p. 2.jpg

CEP Vetoed By Board

by Ann Keefe

Possibility of a CEP (Community Education Project) for 1970 is "obviously not a reality," according to Sister Mary Mark, CSB's Dean of Students.

Upon the February 12 decision of the Board of Trustees not to continue the CEP independent study next year, much speculation and rumors have occurred regarding the "why" and "how" of the Board's disapproval.

The Board emphasized that the morality of any students in CEP is not being questioned, but rather the Board emphasizes CEP wasn't given enough outside positive support. Not enough persons were well informed as to what was actually going on in the community.

Because the College depends upon financial support from the surrounding area, parents, alumni and other concerned persons, and because it is impossible for the Board to control what is being said by the public in their interpretation of CEP, it was found necessary to discontinue this project in the future.

The two major concerns regarding the Board's action were the considerations of 1) interpretation and 2) support. That is, what the Board was hearing and the image created outside of the community. Sister Mary Mark feels that

people might possibly be taking what they had read previously concerning other communities (hippy types) and applying this to CEP, failing to delve into the deeper meanings of Christian understanding, and human association which permeate the CEP idea.

The second major concern was that of support. The Board could not promote or support something that works against the school, and the Board's job is to promote CSB. Again, the general consensus was that there is not enough good achieved by the program to balance the damage done to the College in the eyes of many of its constituents.

However, Sister Mary Mark stated that community-interested students are working on an independent study with groups of Bennies and groups of Johnnies (living on their respective campuses) striving to attain community on separate campuses.



THE TORCH

STUDENT NEWSPAPER OF THE COLLEGE OF SAINT BENEDICT

March 6, 1970

March 6, 1970



CEP'ers relax before dinner.

<http://cdm.csbsju.edu/u/?CSBArchNews,432>

The Torch March 6, 1970

CEP Vetoed By Board by Ann Keefe

CEP and Administrations

For the past two years the administrative community of St. John's and St. Ben's has flirted cautiously with the idea, but never the principle, of community living in education. During this two year period of judicial coquetry different students with different communal-type proposals have been dragged down a road of legalistic inconsistency that typifies the legislative process of this University.

This year, being no exception, the University structure is keeping alive its precedent of following no precedent whatsoever. In a meeting of the St. Benedict's Board of Trustees earlier in the semester it was whimsically decided that none of the women from St. Benedict's College would be allowed to participate in any Community Education Projects that might happen to emerge. The trustees' paternal decisiveness in this regard was deeply embedded in the one strength that so characterizes the "silent majority"; the "power of public ignorance" or as Raymond Pedrizetti, OSB, put it, in milder terms, "They came to a decision without doing much investigation as to what were the facts."

There are currently at St. John's and St. Ben's four different sets of proposals dealing with a communal orientation to education facing the administrations. All of these groups, like others in the past, are trying to open up channels of reasonable dialogue with the decision-making bodies (whatever they may be) of the two colleges. They are attempting to follow the much entangled communication processes of the University that have, previously, provided little means, if any, for mutual understanding. These groups are willing to adhere to the University principle of a "free exchange of ideas" while the trustees of St. Benedict's seem to disregard it at will.

It is evident that the students involved in these programs are willing to work responsibly with the University structure. Will the administrations respond by providing a means for reasonable discussion? With the possibility of four different groups the University has a chance to incorporate genuine innovations that concern many different elements in the educational environment. If the administrations cannot bear the risk involved, any communication will, at best, result in mere banter, and St. John's will once again be plagued with a token "experiment."

Fuchs

<http://cdm.csbsju.edu/u/?CSBArchNews,34693>

The Record March 20, 1970, p. 2

Editorial: CEP and Administrations Fuchs [Rich Fuchs, News Editor]

CEP Dies; Minor Academic Projects Approved

By John Thavis

With the help of the newly-formed Joint Council for Innovations in Education, two experimental learning projects involving students from both St. Benedict's and St. John's

seem well defined next semester. The Council for Innovations in Education proved both projects. The recommendations of the Policy Committee.

"The project is initiated by the

Another proposed experiment is being presented directly to the St. John's Educational Policy Committee, since it includes only St. John's students. This accredited, interdisciplinary course entails reading and discussing several books throughout the semester. At this point, its prospects for approval also appear encouraging.

Unfortunately, a major proposal that would have continued this year's Community Education Project seems quite dead now. After the St. Benedict's Trustees' decision refusing co-living for any experimental program, a meeting between the students, administrators, and trustees was scheduled so that both points of view could be understood. Three of

learning with the living environment on campus, and help break down many of the structural classroom barriers we now experience." Both involve a student-designed course for next semester. One course, "Human

the study of an life: the St. Benedict's on-campus in Indian, and er. The second means to be a ristianity from historical, post-; the Christian

as a revolutionary, and Christianity in other religions.

Hopefully, the projects will provide not only academic freedom for each participant, but also the opportunity to build a community relationship with his co-learners. Toward that goal, arrangements will be made so that students of each project will live in the same dormitory area. However, the possibility of both men and women living together—that is, a realistic community environment—has already been preempted by a St. Benedict's Board of Trustees decision last February.

the 11 St. Benedict's Trustees attended that meeting, and apparently their minds were unchanged. It remains to be seen what the official St. John's position is on this proposal, and undoubtedly will remain in question unless the Trustees of St. Benedict's retract their original statement.

Nevertheless, the Joint Council for

Innovations is one important development that has emerged in response to this recent clamor for educational experimentation. In considering virtually any experimental project, the Council could easily become a powerful tool for all students. Perhaps this one step can stimulate the "average" student into exploring the possibilities of his own education.

April 15, 1970

A new "Joint Council for Innovations in Education" is a ray of hope, even as the CEP comes to an end

<http://cdm.csbsju.edu/u/?CSBArchNews,34643>

The Record April 15, 1970, p. 3 **CEP Dies; Minor Academic Projects Approved** By John Thavis

April 17, 1970

Dear Editor:

This letter is in response to your front page story entitled, "CEP Vetoed by Board," which appeared in the March 6th issue of the TORCH. Being a member of the CEP, I think this letter deserves equal time and space. I have several comments about the Board's decision which I think are important for students, faculty, parents, and alumni to know.

In making the decision to discontinue the CEP program for the future, the Board of Trustees have made a mistake.

It shocks me that the most powerful decision making body of the College would make a decision about an educational program without attempting to discover any real knowledge based on empirical evidence about that program.

The second Board Statement which I think should be examined is the Conclusion that "... public interpretation of the C.E.P. is not within the control of anyone at the College." To me this is an absolute criticism of the Public Relations Office of the College of St. Benedict. Other colleges such as Macalaster and St. Olafs, which have programs similar to C.E.P., have given these programs official, positive publicity and have helped to create a favorable "image" of these experimental programs. Of course, St. Ben's has never attempted to give C.E.P. any publicity, much less positive publicity. However, it seems to me that the task of a Public Relations department is to favorably influence public opinion. Had St. Ben's attempted this, I wonder if the "image" of the C.E.P. Might be different than the Board of Trustees contends it is.

What all this means is that the Board of Trustees of the College of St. Benedict made a decision to discontinue the C.E.P. program on the basis of what I will call gossip and rumor. Since the Board had no factual knowledge about the C.E.P., they based their decision on "public interpretation" of the program. Since the Public Relations Office had given no official publicity to the C.E.P., I can only conclude that the "public interpretation" is without any factual basis and is therefore based on rumor and gossip. ♪

An Avon CEP student:
"The Board of Trustees have made a mistake."

I realize that all this may be a bit overstated, but I think the facts and issues are startlingly clear. If St. Ben's is an institution which is ultimately controlled by "public image" and money, I wonder how any instructor can feel reasonably secure in what he teaches. The issues involved here are ones of academic freedom and just decision making. The Board of Trustees in their decision about the C.E.P. have dealt a tremendous blow to that freedom and justice. I hope the board has the courage to admit its mistake.

Patricia Radloff
C.E.P.
Avon, Minn.

<http://cdm.csbsju.edu/u/?CSBArchNews,4761>

The Torch April 17, 1970 p. 2 Letter to the Editor by Patricia Radloff

April 17, 1970

Dear Editor:

After the last edition of the **Torch** there was much weeping and gnashing of teeth because of the Board's action on next year's CEP. But I wonder if all of the criticism has been properly channelled.

First of all, I do not think it unreasonable that the Board consider the welfare of the 621 students on this campus above that of the 10 students living in Avon. The criticism of the Community Education Project by outside sources could jeopardize this welfare. Whether this criticism is valid or not (I know that much of it is not) is not the question here. It exists, and as long as it does exist, I do not think that we can afford to lose prestige and money (sorry—that's reality) for the benefit of 10 students.

Now you're probably saying, "The CEP does benefit the whole school." Frankly, I have seen little evidence of this from this year's CEP. If they have con-

Another student:
The Board of Trustees
made the right call.

(cont. from p. 2)

tributed much, the majority of us don't know about it. And if that's the case, then the contribution is of little value.

So as not to put this matter entirely on a quantitative scale, let me take another point-of-view. **Ideally**, I think 10 students are as important as 600, and the CEP a worthwhile endeavor for these 10. **But**, are even these 10 really benefitting from it? We can talk all we want about the Christian ideal of community living and learning, but when we get right down to the every-day reality of the matter, has this really worked this year? Maybe it has. But just for once, how about an honest and complete evaluation of the CEP totally devoid of emotionalism and lofty idealism???

Maureen Curran

<http://cdm.csbsju.edu/u/?CSBArchNews,4761> and

<http://cdm.csbsju.edu/u/?CSBArchNews,4762>

The Torch April 17, 1970, p. 2-3 Letter to the Editor by Maureen Curran

May 11, 1970

INSTITUTIONAL COORDINATOR

DR. SYLVESTER F. THEISEN

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Columbia, Missouri 65201
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May 11, 1970

Intrepid "Institutional Coordinator" Dr. Sy Theisen relays the results of a student survey:

Leadership Groups Involved with the College of Saint Benedict and Saint John's University

Dear Friends,

This letter will serve to inform you. Students are excited about these days. Administrations have occasionally discussed housing on our two campuses. After disadvantages, we concluded that we consists of a campus for men and an academic program. Students of the in the library, in the dining rooms, their living quarters divided into two personal judgment has been that we unique situation for the questionable

However, a number of students from both campuses have insisted that co-ed housing would make associations between the sexes more social and intellectual with less emphasis on dating and on the sex differentiation. A small group of Saint John's students on Wednesday, April 29th, discussed this amongst themselves with the aim of taking action to achieve change. They persuaded about 150 Johnnies to join them in having an all-night discussion in Mary Hall Commons on Thursday night, April

The group discussion was conducted of Mary Hall. The students took care and that they could be trusted to live opportunity in future years. Nobody they were in the Commons that night should not have been there at all.

It was agreed that a vote of all student interested students with top administration was held by the student leaders on 82% of the 517 students voted and 88% 896 or 61% of the 1477 students voted.

It was agreed that a vote of all students would be taken, and that a meeting of interested students with top administrators would take place. A referendum was held by the student leaders on May 4th. The question was whether they were agreeable to having co-ed housing on both campuses. At CSB, 425 or 82% of the 517 students voted and 88% of the voters answered "yes". At SJU, 896 or 61% of the 1477 students voted, and 83% voted "yes".

...and mentions a remote chance of the decision being overturned. **It wasn't.**

During the meeting with several hundred interested students on the evening of May 5th, the two presidents emphasized that no decision in favor of co-ed housing would be made on the basis of a student vote. Dr. Idzerda told them he was confident that not one of our adult advisory groups would approve. However, it was agreed that the question could be taken up with parents, alumnae, and advisory or governing boards. If these groups all agreed to co-ed housing on both campuses, practical steps would be studied.

TheFarm - CEP\CEP in CSB Archives\Coed Comm Contrv AC05.01F02Box1 1969-70\1970 05 11 Theisen.pdf

April 28, 1969

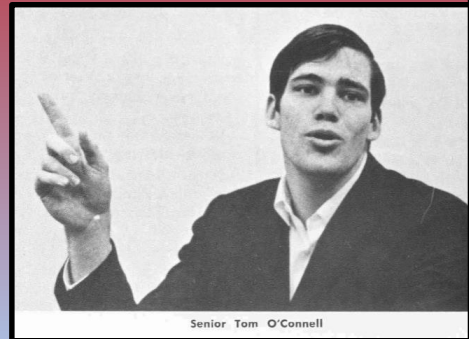
INTRODUCTION

1968 - 1969 has been a significant year at St. John's - St. Ben's. For the first time, large numbers of students have begun questioning the educational environment in which they find themselves. And they have started to propose models with a definite view toward improving that environment. Moreover, the results of all this activity will appear beyond the plans, the proposals, the dreams and schemes of individual groups. Change has its byproducts: dialogue, dissension, and, hopefully, soul-searching analysis. It is the analysis that is most important to the future of our institutions.

All of the programs here included, have their source in a view of education that is, in many ways, a direct challenge to prevailing attitudes and methods. The alternatives proposed represent an attempt on the part of their creators to make tangible responses to individual needs and institutional deficiencies. Implicit in these

"Some Perspectives Concerning
Higher Ed at CSB and SJU"

by the Tri-College Study Action
Group (edited by Michael
Huppert and Tom O'Connell)



Senior Tom O'Connell

From 525:5 Tri-College study intro "Concerning Higher Ed at CSB/SJU" by Tom O'Connell et al

Image: 1968 Winter *SJU Alumni Magazine* p. 5

<https://cdm.csbsju.edu/digital/collection/SJUArchives/id/815/rec/4>

MEMO TO: Sister Firmin, Sister Mary Mark
Father Hilary and Father Aidan

FROM: Stanley J. Idzerda

DATE: April 23, 1969

SUBJECT: Community Study Projects

I have mentioned to various student delegations from Saint Ben's that the Co-ed Dorm Project proposed for been rejected by both our faculty and our Trustees, and that I thought it fruitless to attempt any last minute revisions in their proposals in the hope of changing the decisions. At the same time, I think we should seize the opportunity that the good will and the hard work of the students offers to us. They are genuinely interested in creating integral learning situations which will enhance community for those involved. Many that I have talked to are willing to work out within our current living conditions, new efforts to develop the kind of communality they seek.

One group has suggested that they arrange a common learning project for which they will get one course credit, and that the women in the project live together in a dorm at Saint Ben's, and the men in the project live together in a dorm at Saint John's. I encouraged them to do so, and suggested that such a special learning project carry a course number or title which would enable them to pursue it if they have in mind. I do hope that we can encourage any such projects of this kind.

In addition, I wonder if we could not take some initiative of some portions of the freshman class this autumn. For instance, we might try assigning 10 students to the same adviser, have those students live in the same section of the dormitory, and even assign the same group as members of the same freshman section in a single course. With these elements of communality, the beginnings of effective community among that group of students are already made. As you might expect, this is not an original idea. Where it has been tried, two results have been noted: Higher morale and a lower attrition rate among students in such programs.

A (pre-) Postscript

April 23, 1969

At the same time, I think we should seize the opportunity that the good will and the hard work of the students offers to us. They are genuinely interested in creating integral learning situations which will enhance community for those involved. Many that I have talked to are willing to work out within our current living conditions, new efforts to develop the kind of communality they seek.

Even as the students were being turned down, President Idzerda saw value in their efforts – and foreshadowed future curricular developments.

In addition, I wonder if we could not take some initiative ourselves, with some portions of the freshman class this autumn. For instance, we might try assigning 10 students to the same adviser, have those students live in the same section of the dormitory, and even assign the same group as members of the same freshman section in a single course.

(Sounds a lot like Freshman Colloquium, First Year Seminar, & FYX!)

The Farm - CEP\CEP in CSB Archives\Coed Comm Contrv AC05.01F02Box1 1969-70\1969 04 23 Idzerda.pdf

Compiled in November 2019
from resources in the Archives
of the College of Saint Benedict
and Saint John's University by
Peggy Landwehr Roske,
CSB/SJU Archivist.

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