

INSTITUTIONAL PROFILE

SAINT JOHN'S UNIVERSITY

COLLEGEVILLE, MINNESOTA

September 1, 1968

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THE PRESIDENT

Colman J. Barry, O.S.B.

The present Institutional Profile of Saint John's University has been prepared to provide information for a team of examiners from the North Central Association of Colleges and Universities which will appraise the Master of Arts program in Sacred Studies for full accreditation on the basis of its stability, growth and development since 1964, when preliminary accreditation was granted. During this time many changes have taken place in the administration, the curriculum, the school calendar, and the physical plant of Saint John's. The over-all aspect of Saint John's has undergone so many changes, in fact, that the 1963 Self-Study report has been rendered obsolete in many respects.

Notable among the major changes in the University is a cooperative education plan between Saint John's and the College of Saint Benedict whereby courses and faculty have been co-ordinated in order to capitalize on the strengths of the two institutions by a pooling of their educational resources. Students may take courses on either campus, a bus service runs on the hour, and departments have cooperated in curriculum offerings. Faculty members may likewise teach on either campus depending on the size of class registration or the nature of the facilities. A study is in process, sponsored by a Hill Family Foundation grant, investigating the possibility of an institutional merger between Saint John's University and the College of Saint Benedict. This is a further extension of the academic exchange program between the two schools which is already in operation.

Several major additions to the physical plant have played an important role in effecting many of these changes. The new Alcuin Library (1966) and the new Science Center (1967) have opened increased opportunities for

research in all disciplines. The added space acquired through their construction has enabled the faculty and chairmen of certain departments which had been scattered haphazardly over the campus to centralize their activities in closer proximity areas, with more spacious and better equipped offices. Counseling procedures were immeasurably improved by the departmental consolidations which resulted.

An Institute for Ecumenical and Cultural Affairs was established on the Saint John's campus in 1968. Ten Protestant, Orthodox, Jewish and Humanist scholars will live in this institute with their families. They will pursue research, and participate in dialogue with themselves and the Saint John's academic community. Saint John's is presently exchanging a professor with Luther and Concordia Colleges in a program to extend the possibilities of ecumenical education among Church-related colleges.

The Ford Foundation awarded a research grant of \$182,000 for a study of the problems of Micro-City to Saint John's in 1968. This study will be conducted by faculty and students of the Department of Government under the direction of the chairman, Dr. Edward Henry, mayor of Saint Cloud. Colleges of Minnesota, both private and public, will join Saint John's in the study. Applications have been made to private and governmental agencies for further funding of this study of the problems of the medium sized communities in the United States.

An educational FM radio station, KSJR, was established on the Saint John's campus in 1967 with 150,000 watts effective radiated power. This station broadcasts throughout the state of Minnesota nineteen hours daily and offers educational and fine arts programs to the public. Concordia College is joining with Saint John's to sponsor this station in the Fargo-Moorhead area. Broadcasting began in the fall of 1968 on the station's

subcarrier to the blind people of Minnesota. Each blind person will have a special receiver and, for the first time in the United States, daily news, education and fine arts will be brought to them. This project is supported by private, federal and state funding.

A new curriculum revision was begun in 1967-68 after an intensive study. The program which developed is a 4-1-4 arrangement with a January interim term for individual and group research programs. As a result of the calendar change and the raised credit-hour value for each course from three to four units, teaching methods underwent certain modification, although the traditional liberal arts emphasis has been maintained and in certain areas even deepened by greater study in depth. In all departments the older lecture type of instruction has been modified to include more class discussion and student-faculty research in order to bring together teacher and student into a stronger personal relationship. We hope it will lead eventually to the attainment of the educator's ideal, a genuine community of scholars.

In 1966 Saint John's was invited to join the Central States College Association, a consortium of ten Protestant and two Catholic Church-related colleges in seven states. This consortium provides valuable faculty and student contact among member colleges, an exchange of forty-eight professors from the member colleges each year, and joint research on student attitudes and values. Departments of the member colleges hold regular meetings for curricular improvement. A visiting scholar in residence is sponsored by the consortium each year.

From among the several internal changes in Saint John's, some of them minor, I wish to single out the improvement of faculty salaries for the maintenance of morale and, for Saint John's, the assurance of a first class,

stable teaching staff. From 1964 to 1968 our over-all AAUP rating for salaries has risen from a grade of "D" in 1964 for both average and minimum salaries, to a "B" rating in 1968 for average salaries, and an "A" rating for minimum salaries.

This improvement in faculty salaries has been accompanied by a continuation of our policy to improve the quality of the student body through an admissions policy aimed to bring to the campus outstanding students who possess not only high academic ability but also wide humanitarian interests--the type of students who eventually become men of action in public life. Scholarships have been increased for assistance to gifted young men of this type who because of rising tuitional costs could not otherwise attend Saint John's. Today Saint John's has enrolled the highest proportion of superior students in its history.

The motivation behind the changes in external structure and the inner development of the Saint John's administrative and academic policy has been a long-time concern for quality education. Planning has been guided mainly by self analysis, the suggestions of qualified critics and consultants from outside the Saint John's community, and close attention to the exigencies of the times. The creation of a department of psychology in 1966-67 came in answer to a need to update our offerings in an important field which because of lack of funds we had been neglecting. Limitations in the physical plant which had been called to the attention of the administration by the North Central examiners of 1964 played a significant role in hastening the construction of the new library and the Science Center, even though actually they also represent the maturing of our 100-Year Plan which had been initiated some fifteen years previously. As was expected, the reaction of faculty and student body to the opportunity for academic improvement was immediate, namely, increased opportunities for research in all

disciplines, but especially in areas which call for concentrated study under faculty supervision.

Changes in the social life of the student body have been numerous. They came partly in response to the educational crises and student unrest so characteristic of the past few years in higher education, partly in recognition of psychological differences between the youth of today and yesterday. I cite in particular the three new dormitories completed in the fall of 1967 which were designed specifically to meet the changed attitudes and aspirations of today's student. Architectural sectioning of the dormitories into smaller units has cut down on disturbances, at the same time permitting the molding of students with more serious or specialized interests into cohesive groups.

Planned expansion of the Associate Board of Trustees has resulted in a present board of twenty-five laymen and laywomen which is interdenominational and national in character. This board has approved a capital funds campaign to be initiated this year to raise \$3,400,000. Objectives of the campaign are construction of a new recreational center, endowment for the Institute for Ecumenical and Cultural Research, and faculty salaries.

During the fiscal year 1967-1968 Saint John's received gifts totaling more than one million dollars. While this was a record amount for annual giving, it is clear that intensive efforts will be required to generate funds necessary to carry on the university's activities in the face of spiraling costs. Tuition, which covers barely sixty percent of the instructional costs, has been increased to \$1,275 beginning with fall, 1968. Yet increases in faculty salaries and scholarship assistance alone will consume a large part of the increased income. We will continue to solicit gifts from individuals, foundations, and corporations to help meet the

annual operating expenses, but it seems clear that Saint John's will have to look increasingly toward government at the State and Federal levels for support in the future. This we intend to do both as an individual university and in concert with other educational institutions.

THE GRADUATE SCHOOL

Luke Steiner, O.S.B., Dean

Aims* (1) To provide advanced theological training for those who work in various religious fields as leaders and teachers; (2) to study the whole field of theology in the light of scriptural sources and the liturgical life of the Church; (3) to become aware of the implications of ecumenical dialogue and the dynamic role of revealed truth in the world today.*

Strengths* Since the graduate school has only one department, that of theology, its organization is simple and conducive to the continual improvement of the Master's program.* The strength of the program lies in the faculty as well as in the opportunities offered by the wide scope of the academic and cultural activities of Saint John's University and Abbey as a whole.*

The faculty numbers 22 of whom 11 teach full-time in the graduate program, and 11 part-time.* Close communication among faculty members is maintained through monthly meetings at which a paper is delivered by a faculty member and theological discussion pursued.*

Faculty members have a broad variety of training in both European and American universities.* For the summer session visiting professors with international reputations for scholarship are recruited from universities both in the United States and Europe (Munich and Frankfurt, Germany, and Heerlen, Holland). Prominent Protestant theologians are also teaching members of the staff for the summer session, e.g., members of the theology staff of Princeton University.* Professional growth through attendance at national and regional meetings is encouraged.* A sabbatical year is granted for further study or research and publication.*

Several improvements have strengthened the Master's program and given it a new dimension and a richer quality. Inter-institutional cooperation has enhanced the program with a wider variety of courses and a broader scope. Over the past two years exchange of professors with other regional theological schools, Protestant as well as Catholic, has been most satisfactory. A joint-graduate program involving these schools is envisioned, and over a year of planning and organization has been spent by the respective deans in preparation for this goal.

The graduate program has received a new impetus and enrichment from the Center for Ecumenical and Cultural Research located at Saint John's. Resident scholars of various denominations will be sharing the fruits of their research in seminars or as guest lecturers.

Success of the Program. The success and stability of the program are evidenced by the number of students graduated during the past four years. Since 1964, when it was granted preliminary accreditation, 86 Master of Arts degrees have been granted. The graduates are presently engaged as administrators in their communities (11), school administrators (4), teaching on the elementary, secondary, college, and graduate levels (45), doing missionary, parish or social work (15), continuing their studies in graduate school, in research or writing (13).

The graduate school enrollment has shown a steady increase from year to year. Enrollment in the year-round program has increased from a low of 12 students in 1963-1964 to 33 in 1967-1968. Enrollment in the summer term has increased similarly, from 117 in the summer of 1964 to 157 in 1968, for an average over the past five summers of 144 registrants per year.

Limitations. Financially the graduate program is stable and operates

without a deficit or the need of subsidy. However, there exists a major financial problem in another area, namely, the need of financial assistance for superior students. Very meager funds are now available for graduate scholarships, and almost no grants can be given to needy applicants. Consequently many high calibre students are lured away from the Saint John's graduate program by offers of grants and scholarships from other graduate schools. Scholarships could be provided by charging members of religious orders full tuition instead of allowing a 40% discount. The funds thus made available could be used for scholarships and grants on the basis of need and scholarly ability.

THE ACADEMIC DEAN

Hilary Thimmesh, O.S.B., Dean

Statement of Objectives. Saint John's is a liberal arts college in a time of revolution. Awareness of the revolutionary character of the times has affected its choice of means but not its purposes. Its purposes remain what they have always been, to accept students from the general population without discrimination as to race or religion and to assist them in becoming intelligent adults qualified to continue their education at the graduate level or to enter professional or other employment. The college continues to be concerned about the religious and moral education of its students but sees this objective in the changed theological, psychological, and sociological perspectives of contemporary Christianity.

The way to realize these objectives does not seem as clear now as it seemed only a few years ago. The one certainty seems to be that we live in a world of profound and accelerating social and technological change. The citizen of this new world will need great understanding of his fellow humans around the globe. He will also need to be knowledgeable about the technical media of modern civilization. Saint John's recognizes both of these needs but intends to put its major effort to meeting the former, that is, to cultivating a deeper understanding of man and of mankind's needs. The college realizes that such aims are at best achieved only partially and individually. It aims to achieve them by a partnership in learning between concerned faculty and students working within a revised curricular framework characterized by adaptability and responsiveness to change.

Curriculum. The curriculum revision of 1967 changed the instructional

program of the college in three ways: it introduced a system of broad distribution requirements in place of the former specific course requirements; it raised the typical course from three to four semester credits; it limited requirements in major fields to one-third of the total credits required for graduation.

The intended effect of these changes was to encourage more intensive work in individual courses and allow each student wider scope in choosing his program of studies.

Introduction of the January term of one month at the same time made possible a degree of innovative teaching and learning not possible in the regular semesters. All January courses are to be graded either "Pass" or "Fail". Students are encouraged to propose independent projects or to take courses in subjects entirely outside of their usual programs of studies. Courses offered during the January term are not to duplicate courses offered during the regular terms, and faculty is urged to respond to contemporary issues in planning both content and methods of teaching.

Faculty. Cooperation with the College of Saint Benedict in planning the revised curriculum and calendar necessarily entailed closer contact between the respective deans' offices and departmental chairmen of the two colleges. For the first time it became possible to regard all members of both faculties as constituting in many respects a single instructional staff. The degree of this integration varied among the departments. In some cases all of the faculty were concentrated on one campus; all drama courses are, for instance, offered at Saint Benedict's and all psychology courses at Saint John's. In other instances programs were integrated so as to share a single program between the campuses. Such is the case, for instance, with art and modern languages.

At the same time the faculty at Saint John's continued to be strengthened. For the fall term of 1968 the new psychology department, dependent almost entirely on part-time teachers during its first year as a major discipline, added three full-time members, including two Ph.D.'s holding senior rank. The faculty in modern languages was further strengthened by the addition of highly qualified members in French and Spanish. An anthropologist was added to the staff of the sociology department. An exchange program within the Central States consortium brought a Lutheran professor to the theology staff. A similar exchange was planned in philosophy.

For the fall term of 1968 the faculty of the college numbers 108 members, of whom 42 hold the Ph.D. or an equivalent degree, and 56 the M.A. or its equivalent. Of the total number, 61 are laymen and 47 priests or religious. Their highest degrees were taken at 47 different universities in this country and abroad.

Students. Although students are not usually regarded as playing a directive role in the instructional program, under the new curriculum there have been encouraging signs of the readiness of responsible and imaginative students to take their own education in hand and to formulate individual programs designed to meet their own needs. These programs range from spending the junior year abroad or at another Central States college to extensive independent study or, most recently, the proposal by a group of students to undertake a Community Education Project together with a number of students from the College of Saint Benedict. A group of Negro students have proposed to offer a course in Negro culture, with faculty assistance, during the January term.

Facilities. Completion of the new library and the science building

immensely improved the undergraduate instructional facilities at Saint John's. These structures have not only brought library and laboratory functions and services up to date but have added modern classrooms, seminar rooms, and audio-visual auditoriums. Extensive remodeling of the former library and science buildings has provided greatly needed faculty office space and has made it possible for most departments to hold offices contiguous to their most frequently used classrooms.

In the summer of 1968 a director of instructional media was added to the staff of the library to assist the faculty in the use of audio-visual equipment, to take the lead in studying the possible uses of newly developing instructional media, to acquaint the faculty with developments, and to assist in the acquisition of new media equipment.

Issues of Particular Concern. Two issues of particular concern should be mentioned. One of them involves curricular content, the other, individual academic counseling.

The proper content of the liberal arts curriculum remains an open question. The language requirement for the B.A. degree is under attack from some quarters. Inclusion of computer science among distribution requirements has been suggested. Addition of more courses in minority cultures, contemporary issues, and non-Western cultures has been urged. The extent to which these objectives can be speedily achieved, or indeed, ought to be achieved, remains to be decided, as does the relative importance of the classic humanities and sciences. The best hope of right judgment in these matters probably rests in maintaining an alert and concerned faculty and an institutional stance open to change. These Saint John's can at present claim in a large degree.

As for individual academic counseling, the complaint persists that

students do not get the guidance they need, particularly in the freshman and sophomore years, and this despite a comprehensive program of academic counseling. Students claim to be unable to find their advisors, and faculty assert that their advisees avoid them. Without knowing whether this dilemma can be resolved, both the counseling office and the dean's office continue to seek ways of ensuring that every student will be adequately guided through the difficulties and uncertainties of his years in college.

THE SCHOOL OF DIVINITY

Vitus E. Bucher, O.S.B., Dean

Aims. The general aim of the School of Divinity is the academic and professional education of candidates for the priesthood, both diocesan and religious.

The specific aims are: (1) personal holiness; (2) a sense of community service; (3) professional pastoral competence; (4) a dynamic ecumenical interest.

- 1). Personal holiness: the minister of Christ makes his own the aims and purposes of Christ. The School of Divinity, while recognizing and respecting each man's individual needs, capacities, and style aims to assist the candidate for the ministry in developing his interests, progress, and potential in Christlikeness.
- 2). A sense of community service: the minister of Christ serves men in their fulfillment in community. His aim is to develop an awareness of his own dependence on the community and his function within it. Necessary to such a goal is each man's healthy tolerance and respect for differences, and his working to achieve the sometimes delicate balance between promoting common ends while helping others to realize their own potentialities.
- 3). Professional pastoral competence: since the priest is ordained to minister to men, the School of Divinity aims to give the student real and practical experience with people and the problems he will work with, as well as experiential knowledge of his own abilities and capacities for such work. The pastoral and academic programs are complementary and are structured so that theory is constantly related to and put into practice.

4). A dynamic ecumenical interest: the priest is ordained for all men - a proposition that has gained in immediacy with the growth of the ecumenical movement. The School of Divinity aims to give its students an opportunity for the study and experience of ecumenics through dialogue with divinity students from Protestant theological schools, through courses taught by visiting professors from those schools and by creating interest in the Institute for Ecumenical and Cultural Research located on the campus of Saint John's University.

Staff: Eight full-time instructors (5 doctorates, 3 Licentiates);

Seven part-time instructors (4 doctorates, 2 Masters, 1 B.A.).

Strengths:

- 1). Team teaching and seminars for the first year theologian.
- 2). Flexible course selections and individual directed reading for second and third theologians.
- 3). A wide variety of electives for January (Interim) terms.
- 4). An updated pastoral program for the four years of theology, with a semester of pastoral residency during the fourth year.
- 5). Ecumenical dialogs with seminarians from other schools of divinity and exchange professors.
- 6). A recently formed Student Forum, the official vehicle of communication with the faculty and administration.
- 7). Associate membership in the American Association of Theological Schools. The School also is preparing for accreditation by that association.

Limitations:

- 1). The enrollment of divinity students is not up to capacity. A promotional program recently initiated aims to remedy this.
- 2). The function of each administrative official is not sufficiently defined. A description of these offices is being undertaken.

THE BUSINESS OFFICE

Florian Muggli, O.S.B., Business Manager

Since the 1964 North Central Association examination of Saint John's University for accreditation of a Master's degree program in Sacred Studies, several developments have taken place which have rendered obsolete the comparatively simple business procedures which had been adequate in the past. At the present time the duties of the Business Office comprise the following operations for which the Business Manager, the chief financial officer, is responsible, either personally or by delegation: the budget, plant maintenance, purchasing, collection of accounts, investment of endowment funds.

As an indication of the increased volume of business, we would like to point out that for the year ending June 30, 1967, our current income had almost doubled since 1964, from \$2,144,537 to \$3,929,630; our total university plant funds had actually doubled from \$7,239,000 to \$14,441,591. Faculty salaries during this period increased from \$773,000 to \$1,253,000. While we do not have as yet the financial report for the year 1967-1968, the increase over 1967 is considerable. Student accounts likewise have increased both in the amount of money involved and the number and complexity of reports (e.g., government loans, Economic Opportunity Grants, the Work Study Program, etc.).

It is apparent from the foregoing that Saint John's is no longer merely a small college but has grown into a sophisticated institution that for sound operation needs the latest business procedures and equipment available for an institution of our size. Accordingly, the Business Office was reorganized in 1966 to more efficiently handle the increased transactions. The office is undergoing reorganization again,

however, and beginning with 1 July 1968, the entire operation, including the auxiliary enterprises, is being converted to an electronic data processing system.

Strengths. The main strength of the business office comes from a well qualified staff of men with sound business judgment, the key personnel of which are intimately acquainted with our operations through many years of service. In addition, the conversion to the IBM 1620 was tailor-made to meet our particular situation and needs, and hence all needed information will be readily available for their use. In the past our policy was to progressively improve our services to the faculty and student body. This policy will be extended further as far as possible through the computer. For example, we can now offer a campus check-writing service to the students, the payroll distribution will now be made directly to the employee's bank account, etc. Other improvements are forthcoming.

Limitations. The main weakness of the business office has been in the area of budget control. The process of educating department heads to budget control has been slow because of the lag in reporting and summarizing expenditures so that chairmen could make their budget requests early enough for efficient handling in our office. With the computer for the coming year, it will be possible to expedite inter-departmental charges and other expenditures so that monthly budgetary checks can be made. We think that with the use of the computer and the employment of an additional accountant, the business office will be able to implement the tight budget control that has been lacking in the past.

THE DEVELOPMENT OFFICE

Donald Conway, Director

The Saint John's development office consists of the director of development, an associate director, and a three-quarters time secretary. The office works closely with, but is separate organizationally from, the alumni office and the public information office, both of which are autonomous.

At the moment the staff seems adequate to the tasks assigned it.

The director reports to the president of the university. He is responsible for fund raising efforts among corporations, foundations, and government agencies. The associate director is responsible for developing and carrying out the Deferred Giving program.

Saint John's has retained the firm of Marts and Lundy, New York, as fund raising counsel for the past year. Plans are progressing to conduct a three-year fund campaign to raise \$3,400,00.

As in most colleges and universities, Saint John's finds the federal government an increasingly important source of support. Within the past year the institution has received grants from the Department of Health, Education and Welfare; the National Science Foundation; the National Endowment for the Humanities; and the Office of Economic Opportunity.

Foundations, too, are a major source of support. Major grants have been received within the past year from the Ford Foundation, the Hill Family Foundation and the Butler Family Trust among others.

The principal source of corporate support of Saint John's comes from the Minnesota Private College Fund. Last year the university received \$75,528 in gifts from the 726 business firms in Minnesota which contributed to the Fund.

The Deferred Giving program is only four years in existence. In that short period of time it has produced more than \$1,400,000 in "expectancies", and Saint John's has received over \$400,000 in cash from matured bequests and trusts.

The Church is not a source of support for Saint John's. The university receives no grants-in-aid directly or indirectly from the Catholic Church for its several programs.

Limitations. A major limitation is the scattered approach toward fund raising within the institution. The functions normally grouped organizationally under a development office are independent at Saint John's.

The development office, as such, has responsibility only for fund raising among foundations, corporations, and government, as well as implementing the Deferred Giving program. A separate and independent annual fund office has responsibility for conducting annual fund efforts among alumni and friends of the institution.

The institution maintains no public relations office, as such. An information office is staffed only during the academic year. It, too, is independent and in function is limited to the preparation and distribution of press releases, the placement of print advertising, and to the publication of the alumni quarterly and a quarterly newsletter.

Requests for campus tours and group visits are channeled through another independent office, that of the Guestmaster, which is associated more closely with the Abbey than the University. No procedure exists for handling requests for speakers from the outside.

Still another independent office, Special Events, has responsibility for making arrangements for all public events held on campus. In many instances requests for space must be cleared through this office; in

others, through the Registrar's office; and in still others through either the Business Office or the office of the buildings and grounds superintendent.

Saint John's is not a large institution by most standards but, as is apparent, it is a highly complex one. The university is the largest component in terms of people. While it is under the legal control of a board of trustees composed exclusively of members of the Saint John's Abbey religious community, there is also an Associate Board of Lay Trustees comprised of twenty-five men and women who advise the chancellor and president on important matters.

A second board of lay people is now being organized to advise the Headmaster of Saint John's Preparatory School on matters similar to those with which the other board is concerned.

A third board is that of the separately incorporated Institute for Ecumenical and Cultural Research located on the campus.

A fourth board controls the activities of the Saint John's FM radio stations, which also comprise a separate corporation.

The latter two agencies are located on the campus but operate independently and conduct independent campaigns for funds. The development office is kept generally informed of these efforts but does not exercise control over their direction, timing, or extent.

The Preparatory School likewise operates independently in terms of fund raising. It is not separately incorporated.

Plans for overcoming limitations. No plans exist for reorganization of the development office at the present time. Ideally, the development officer in a college or university is charged with some responsibility for planning as well as carrying out of plans. Except in very rare instances,

he also assumes primary responsibility for all fund raising.

There is no doubt that the danger of becoming too highly organized is present in institutions of all kinds. Yet there are dangers of becoming too highly unorganized. The latter situation, we believe, best describes the Saint John's development effort at present.

OFFICE OF STUDENT AFFAIRS

William Van Cleve, Director

Until two years ago a Dean of Men served as chief Student Personnel Officer of the College of Arts and Sciences.

The post of Dean of Student Affairs was established in 1966 to fulfill recommendations made in Spring, 1965, by Edward V. Stanford, a consultant for the Association of American Colleges. The consultant indicated that "all phases of student welfare, except the academic and spiritual, were a separate area of administration that should be headed by a top administrative officer". The consultant recommended the appointment of a "Director of Student Affairs" reporting directly to the President. He viewed the position as parallel to that of the Academic Dean, although he recognized the latter as "second in command after the President".

Presently, the Dean of Student Affairs is responsible for the overall direction of the following functions: (1) Welfare services such as counseling, testing, and career placement; (2) Control functions including dormitory discipline; (3) Co-curricular and extra-curricular activities; and (4) Teaching functions such as orientation, foreign student counseling, and residence hall education programs. The Dean of Student Affairs represents the views and concerns of the student body on various standing committees whose decisions affect student welfare. He is also responsible for securing moderators or advisors for student activities and clubs. The official description of his responsibilities is found on pages 8-9 of the May, 1968, edition of the Saint John's University Faculty Handbook. The rules governing student life issued by the All-University Board are found on pages 43-52 of the 1967-68 J-Book.

The Dean of Men, who serves under the Dean of Student Affairs, is directly responsible for the administration of conduct regulations on behalf of the All-University Board. These regulations are prepared by an elected board consisting of four students and four members of the faculty. Major changes in these regulations require approval of the President's Administrative Council and, in unusual cases, the legal Board of Trustees. As a member of the Association of American Colleges, the University subscribes to that organization's endorsement of the 1967 statement on Student Rights and Freedom first promulgated by the National Student Association.

The Counseling Service, headed by a Director, administers group and individual measures of interest, personality characteristics, achievement and attitude. The Director of Counseling Service is responsible for institutional research, including the completion of all questionnaires (with assistance from others where required) received. The Director of Counseling is also responsible for the recruitment and training of faculty academic advisors who assist students in choosing programs suited to their needs and abilities.

The Advisor to Foreign Students works to acquaint young men from other nations with the University.

The Director of Housing, (a post currently filled by the same person serving as Dean of Men) is responsible for the selection of Faculty Residents who live on most floors of the residence halls, and for the recruitment, selection, and supervision of student Head Residents who have responsibility for the management of the individual houses.

Limitations. There is still need to clarify lines of responsibility in the student service area. The sensitive and somewhat general nature of

student affairs invites concern from all members of the University community, but while few question the design and execution of the curriculum, say, in biology, many feel qualified to devise policies pertaining to student personnel services. The individual serving as Dean of Student Affairs must try to interpret the views of various groups so as to avoid contradictions. Sometimes this objective is not reached.

While a number of universities offer doctoral programs in both general and specific areas of student personnel work, recognition of this area as one requiring professional preparation is just beginning at Saint John's. The main task in this area is to implement the recommendations outlined in the report of the consultant of the Association of American Colleges mentioned at the beginning of this section.

REGISTRAR'S OFFICE

Robert Scheetz, Registrar

A number of general improvements in the Registrar's Office have been made since 1961. I have listed those I feel are more important to our immediate operations. They are not necessarily listed in order of importance:

1. The installation of Xerox equipment which has improved the quality and speed in the retrieval of records.
2. The initiation of an on-going program of microfilming permanent records and the filing of the film in a vault in a fireproof building.
3. The installation of IBM computer and data processing equipment.

The Registrar's Office was the first office to begin using the new equipment in 1964 and has worked consistently to improve our systems to provide accurate and efficient information to students, faculty and administration. Each year we have re-written portions of the operational procedures and data processing programs to incorporate a new feature that would be beneficial to the University.

4. The employment of a full-time secretary, and the gradual elimination of student workers in the office.
5. The employment of a talented young assistant willing to work and learn the details of computer programming and to adapt office procedures to computer programs.
6. The standardization of registration procedures and class scheduling to include the School of Divinity and the Graduate School.
7. The adoption of a modified registration-by-mail procedure which has resulted in shortening the opening of the fall term activities by one day, despite the gradually increasing over-all enrollment of the institution.

8. The inclusion of the registrar as a voting member of the Educational Policies Committee, as well as of other committees.

Limitations.

1. The use of students in an academic administrative office where they have access to their own records and the files of co-students.
2. The need for an expert to be in over-all charge of university publications such as school bulletins, brochures, etc. Too much of this work is being left to the registrar and a two or three-man committee.
3. The lack of a well organized and efficient counseling office, and an academic adviser system. Reorganization in this area will relieve many pressures on the registrar's office in terms of class changes and registration assistance.
4. The need of institutional research. We lack the guidance of an institutional research department for the collection and classification of many significant items of student information, such, for example, as are requested in questionnaire forms both from within and from outside the university.
5. The need of annual departmental reports to the President which, when compiled, can furnish an accurate and detailed picture of the institution's budgetary and academic status.
6. The need of continued improvement in registration techniques in order to produce the most efficient class schedule possible for students and faculty.

Cooperation with the College of Saint Benedict. The program of educational cooperation with the College of Saint Benedict has been developing at an increasingly rapid pace. Much of the functional operation of

the program has been carried on by the registrars of the two schools, working in complete harmony and close cooperation. The two offices of the respective registrars already function as one in the following respects: the publication of a joint bulletin, joint class and examination schedules. Class hours are staggered to eliminate undue loss of time in traveling from one campus to the other. Bus service is provided every hour of the day and, in certain instances, during the evening. Joint purchase is made of various office forms such as class rosters and grade sheets, cancel-add forms, grade reports to students, parents, and advisers. The College of Saint Benedict office shares the use of the computer programming system for the determination of class rank and grade point averages.

In the area of retention and retrieval of records, each school registers its own students, keeps its own permanent records, and issues its own transcripts.

OFFICE OF ADMISSIONS

Donald LeMay, O.S.B., Director

In the years since 1961, when increased enrollment made imperative the appointment of a director of admissions whose sole duty is the recruitment of students and the processing of applications, the Office of Admissions has changed radically in personnel and administrative procedures. Formerly admissions had been taken care of exclusively by the Registrar's Office. The raising of admission standards and the necessity of ensuring faculty participation in determining the kind and quality of student we want required the appointment of an independent five-man Admissions Committee, with a concomitant statement of a changed, more selective admissions policy. The rising cost of tuition likewise, combined with the initiation of a more generous scholarship policy in order to attract superior students, complicated the work of cooperation with the Financial Aid Committee, with the result that the Admissions Office quickly became one of the larger administrative offices of the University.

Strengths.

1. The addition of two admissions counselors in the fall of 1967 in order to visit many more high schools over a larger area and to personally interview a greater number of prospective students.
2. A computerized operation for maintaining admission records to prepare frequent reports to the faculty and administration. Access to the computer increased possibilities for admissions research regarding special qualifications of applicants and the accuracy of calculations for success in college.
3. Cooperation with the Director of Financial Aid. The close tie-in with

the Financial Aid Office gives greater assurance that scholarship and financial awards will be made more effectively.

4. A strong Admissions Committee composed of three members from the faculty and two from the administration. Faculty members are now rotated every two years in order to give as many of the faculty as possible experience in the admissions process as well as to keep the faculty in general informed about the quality of the incoming freshmen.

5. The Assistant Director of Admissions has been appointed to supervise Freshman Orientation. As a result of personal contacts with incoming freshmen, he is thus enabled to determine the kind of program and activities best suited for the class.

6. The Director of Admissions has been given the responsibility of making freshman dormitory and roommate assignments. Since he has interviewed a substantial number of new freshmen, he is able to assign to the same room students who will more likely get along well together.

7. The Foreign Student Advisor and the Director of Admissions supervise a special summer program for foreign students and students from minority groups, thus enabling them to adjust more quickly to the college environment in the fall.

8. The Admissions Office enjoys excellent relations with the College Entrance Examination Board and the Association of College Admissions Counselors and cooperates in all their activities.

9. The addition of a second full-time secretary in 1964 and an increase in student part-time workers has resulted in a much more efficient handling of correspondence and campus tours. Expansion of the office space has also contributed greatly to more efficient office operation.

Limitations.

1. The Admissions Office has not made sufficient use of alumni in the work of recruitment. Present plans call for increased use of the alumni through special programs and letters of encouragement.
2. Our scheduling of College Days could be more efficient. This summer we plan to arrange a more complete and workable calendar.
3. The lack of a centralized office having full responsibility for the publication of all brochures and promotional materials has resulted in unnecessary duplication of literature and, in some cases, publications of inferior quality. Recommendations have been made to place responsibility for all publications in the Office of Public Information.

THE LIBRARY

Ronald Roloff, O.S.B., Librarian

New Library. Since the self-study of 1963, the most important development in the library has been the completion of a new building. Begun in the summer of 1964, the new library was opened on February 1, 1966. It provides seating for 604 students, exclusive of two audio-visual auditoriums, and has a book capacity of 450,000 volumes. Completely air-conditioned and carpeted, it provides a very attractive center for study, and its open-shelf arrangement encourages independent research. The response to the new building has been enthusiastic, and it has become the center of academic activity on the campus. In April, 1968, the American Institute of Architects and the American Library Association gave the new library an Award of Merit for excellence in design.

Microfilm Collections. The completion of the new library building coincided with a number of significant developments in the character and content of the collections.

Perhaps the most interesting of these developments is the Monastic Microfilm project. Begun in 1965, this collection is housed in the new library under the direction of its own curator, a Doctor of Philosophy in classical literature and paleography. In 1966 the project was removed from the library budget, since it came to have its own staff and its own financial support. The latter derives primarily from grants made by the Louis W. and Maud Hill Family Foundation. As a result of this project, the library has begun to acquire a rather substantial collection of reference books about manuscripts, paleography, and the subject areas represented by manuscripts.

Through the rather intimate association which has thus been established with University Microfilms, which does all the technical work on the project, the library received a number of very useful gifts in other fields. In the spring of 1966 the library received the entire collection of the American Culture Series and the American Periodical Series published by University Microfilms. These are microfilmed copies of early American books and of all periodicals published in the United States up to 1850.

To supplement these collections, the library has purchased the first 192 reels of the Early English Books Series, and will continue these three series as they appear in print.

Ecumenics. These microfilmed materials provide useful resources for another major development on campus: the Center for Ecumenical and Cultural Affairs. Much of early American and British publishing concerned itself with religious matters and, of course, the manuscripts of medieval Europe were chiefly oriented in the same direction. In addition to microfilm, the library has witnessed a considerable expansion of its book collection in the area of ecumenical studies. The library now receives many of the major journals in Protestant theology, and, as might be expected, it has built up collections of the major Protestant figures: Luther, Calvin, et alii. Finally, the Talmud, the Torah, the Mischna, and other works of Jewish religious thought have broadened the collections beyond the ordinary range of Christian theology.

Departmental Surveys. Perhaps it was the combination of the new building and the new developments within it that prompted the various departments of the university to undertake a serious study of the library's collections in their respective fields. The history department completed

its survey in the summer of 1967, and during the current year the departments of philosophy, theology, sociology, English, and modern languages have been surveying the holdings in their fields in a critical manner so that the budget allotted to each department may be expended in such a way as to produce a balanced collection of basic materials. Each department of the university has its own bibliographer, a member of the faculty who is responsible for expenditures in his field and who works with the librarian to improve the collection in his area. The interest and dedication of these bibliographers has been outstanding.

Computerization. The development of a Computer Center on campus has made it possible for the library to computerize its periodical holdings. A printed record of bound volumes was first published in January, 1966, and is brought up to date at intervals of six to eight months. Subscription records were put on the computer during the spring of 1968. Experiments have also been carried out with computerized circulation records. The librarian attended the 1968 Clinic on Library Applications of Data Processing at the University of Illinois in order to investigate computer possibilities more thoroughly.

Change to Library of Congress Classification. Discussion of the advantages and disadvantages of the Library of Congress classification system has been going on at irregular intervals for several years. On May 15, 1968, the librarian announced that the library would abandon the Dewey Decimal system of classification and would adopt the Library of Congress system in its place. The new library building provides ample space for the book rearrangement that is necessary. This task will be completed by the end of June, 1968. During the summer of 1968 the staff has been engaged in an intensive program of reclassification of the more necessary

library holdings, and it is hoped that by the opening of the fall term there will be a substantial number of works classified by the Library of Congress system, so that new acquisitions will not form an isolated group but may supplement a reclassified collection of basic works in each subject area.

Audio-Visual Services. On June 17, 1968, a Director of Audio-Visual Services was appointed to become a full-time member of the library staff. The new library building contains two audio-visual auditoriums, seating 154 and 65 persons respectively, and during the two years since the completion of the building, the library has become the center for many activities which require the employment of audio-visual materials. The new director will supervise this service and will coordinate with it all other audio-visual activities on campus. Since he is professionally qualified in his own right, the director is not subject to the librarian in the technical aspects of his position. From the standpoint of organization, this means that the library now contains two elements which constitute parts of the total library structure but operate as more or less independent units, namely, the Monastic Manuscript Microfilm Library and Audio-Visual Services.

Budget. Between July 1, 1967, and June 1, 1968, the library expended \$60,000 for books and periodicals and added 13,000 volumes to its collections; it seems, however, that this activity has only served to reveal the further needs that still exist in many areas. The university has been generous in its support of the library, but unless government assistance continues in some strength it is not certain that the entire needs of the library can be met over a long period of time.

Staff. The reclassification of the book collection will cause a

certain amount of confusion for some time. Fortunately, we have a staff of sufficient size to be able to pursue the reclassification with some rapidity, and less-used materials can be left in the Dewey system and consigned to the basement storage shelving. It is our hope that the temporary confusion will be compensated for by better library service in the future.

Limitations. While loss of library materials has not been financially significant, it occurs often enough to be irritating. Up to the present we have avoided turnstiles and guards, but it is possible that we may be forced to abandon our idealistic practice in the interests of public service.

Pamphlet materials and government documents that have a limited clientele have never been made available to library patrons in an effective way, although more important documents are catalogued in the general collection. At present we are attempting to devise a system by which a computerized record and guide to these resources may serve to make them better known and available for study.

MONASTIC MANUSCRIPT MICROFILM LIBRARY

Julian Plante, Director

One of the more significant developments, in terms of the research possibilities offered at Saint John's University in recent years, has been the establishment of the Monastic Manuscript Microfilm Library (hereinafter MMML).

Purpose and Aim. In the spring of 1964, with the generous support of the Louis W. and Maud Hill Family Foundation, the Hennepin-Minneapolis Council of the Knights of Columbus and other friends, Saint John's University initiated a pilot project to microfilm all medieval manuscripts dating before 1600 and still preserved in European monastic libraries. The purpose of this undertaking was (1) to preserve precious manuscripts against damage, loss or destruction by depositing a microfilm copy elsewhere than in the institution possessing the original document. In the wake of the recent floods that hit the city of Florence and caused untold damage to the art and manuscript treasures in libraries and archives, prudence dictates that such measures are necessary to preserve and transmit the intellectual and cultural heritage to which we have been heir; (2) to make the manuscript material available to American scholars and students for research in their respective fields.

Significance. Since the monastic library has traditionally been located within the monastic enclosures, access to these witnesses of the culture of the Middle Ages and humanistic period has been for the most part limited to clerics. Much of this material either has not been studied at all or only inadequately researched.

Historians estimate that the monastic manuscript collections include

95 percent of the classical heritage of Greece and Rome; 65 percent of the manuscripts of the patristic writers, both East and West; and over 50 percent of the Scriptural literature. Moreover, in the course of their peregrinations, manuscripts of the humanistic and renaissance periods have found their way into monastic collections. In all the areas mentioned, these manuscripts contain not only new variants of well-known texts, but also unsuspected new material that never got into print. This material is still not easily accessible even for European scholars.

Progress to date. In February, 1965, Saint John's University engaged University Microfilms, Inc., Ann Arbor, Michigan, to photograph the manuscripts, numbering in excess of 10,000, still extant in monastic libraries in Austria. Arrangements were made to have microfilmed the more than 2,000 codices at the Italian Benedictine monasteries of Monte Cassino, Subiaco, Cava and Montevergine. Since these Italian monasteries have been national monuments since 1866, as well as autonomous religious communities, negotiations with the Italian government were necessary. To date, thirty manuscripts from the Italian monastic collections have been photographed for MMML. An occasional collection, monastic in origin but not under monastic control, has also been included. A detailed report on the history of MMML from its inception can be found in an accompanying Exhibit.

Since April 12, 1965, when photographic operations began, more than 12,000 manuscripts have been photographed from 30 monastic libraries (29 in Austria and one in Italy), the University Library in Salzburg and one Austrian castle. Two pages are photographed at each exposure, thus giving a total of more than 6,000,000 microfilmed pages.

Projection for the future. The photographic team, headed by a former

Saint John's librarian, Father Oliver Kapsner, O.S.B., is still working in Austria. He hopes to photograph numerous other codices in Switzerland and Spain. The plan is to continue in Germany and perhaps elsewhere, where manuscript collections are no longer preserved intact but are scattered in a number of libraries, both public and private. Upon completion of the European phase, work in the Near East and Mediterranean areas will hopefully be initiated.

Physical Facilities. The Monastic Manuscript Microfilm Library maintains its offices, the depository and a reading room on the lower level of the Alcuin Library where facilities are available for research on microfilm by students and outside research scholars.

PUBLIC INFORMATION OFFICE

Alcuin Siebenand, O.S.B., Director

Aims. The general function of the Public Information Office (PIO) is to prepare and disseminate information concerning Saint John's, its personalities and events, to interested publics both on and off campus.

Staff. The staff consists of a director who is a half-time instructor in the college as well; a secretary who works half-time for the Alumni Office; and three or four student assistants, each of whom works from eight to fifteen hours a week during the school year. The Public Information Director reports directly to the University Chancellor and the President.

Official Functions. The specific functions of the PIO are twofold:

1. Running the News Bureau. News releases are sent out to the interested media, and help and information are given to mediamen who come to the campus to gather information or shoot footage. Information files and photographs are kept on various activities, buildings, and faculty members. Copies of all news releases are kept, as well as clippings of stories printed in newspapers. An up-to-date file is kept of the addresses of regional media and the home town and suburban newspapers of all students.

One student assistant is responsible for all news dealing with athletics and sporting events; a second student assistant is responsible for sending news about individual students to home town media; a third helps the director with the reporting, the interviewing, and the writing of campus news.

2. Preparing Various Publications. The Public Information director is the editor of two publications intended for our nearly 14,000 alumni and friends. The first is a quarterly magazine of thirty or more pages called

Saint John's. The second is a quarterly newsletter of four pages called The Banner.

The director is also responsible for the weekly Campus Calendar, which serves both Saint John's and the College of Saint Benedict. He also prepares a monthly faculty newsletter, The Faculty Bulletin Board.

In addition, he helps with the writing and layout of any advertising copy that is needed and is a consultant on the University General Bulletin and various leaflets and brochures.

A fourth student assistant prepares alumni news for the "Panorama" section of Saint John's.

OFFICE OF THE CHAPLAIN

Zachary Williams, O.S.B., Head Chaplain

Organization. The Chaplain's Office at Saint John's underwent a major revision this past year. At the beginning of the year it was decided that we should capitalize on the presence of Priest-residents in all the dormitories and spread the Chaplain's duties among them, including the prime instructional and liturgical functions of the Sunday student Mass. This was in marked contrast to the previous year when two priests were appointed as co-ordinate chaplains for the entire college. Under the revised system the head chaplain is now considered chiefly as director of the Religious Life Program on campus with over-all supervision of campus religious activities.

In keeping with the above revision, we asked for and received permission from the Bishop for priest-residents to celebrate Mass in the dormitories on their respective floors. This has worked out well, although closer supervision by the chaplaincy structure is needed. Since so much of a student's life revolves around his dormitory, the offering of Mass in such surroundings has given renewed emphasis to the relationship between liturgy and life.

The one glaring deficiency in the above described revision has shown itself to be the lack of a single, responsible religious leader's voice calling forth the students' response or reaction. Steps are being taken to correct this, while maintaining the system substantially as it is, by the re-introduction of the weekly Chaplain's Letter to be written by the head chaplain, and also by the head chaplain assuming the liturgical and preaching office of the Sunday student Mass.

Student Religious Attitudes. There seems to have been an observable shift in religious attitudes during this past year. It can be most simply expressed as a shift from the doctrinal and liturgical interests to pragmatic and practical concerns. Whereas previously Catholicism was described much more by doctrinal differences and by Sunday worship obligations, these seem to be matters of little significance to the ordinary student of today. Today's student asks much more often what religion has to say about relevant social and political problems and issues. This seems to have become the real testing ground of religion's value and importance. If religion proves speechless here, its doctrinal affirmations and liturgical renewals, no matter how theologically relevant, fall on unheeding ears. Doctrinal interests have become largely an academic pursuit rather than life issues.

Counseling. Counseling has been and continues to constitute a large part of the chaplain's duties on our campus. In accord with the current national consciousness, counseling has come to deal increasingly with the immediate issues of vital personal interest: the war, race and poverty.

Plans for Improvement. The ideal character of the dormitory situation on campus has led us to expand the religious activities scheduled to take place there. Next year will see the introduction of a series of regular discussions organized for those on each floor who are interested. The impetus for such discussions will be provided by contemporary religious symposia through the medium of magnetic tape, and also by contemporary short films suitable for religious education.

Protestant Students. Next year will also see the introduction of a Protestant minister as a member of the chaplaincy of the University. Forty

to fifty Protestant students will be enrolled next year, and it was felt that they should have their own minister. Regular services will be held in the abbey and university church each Sunday evening for these students. The Protestant chaplain will work with the head chaplain in the composition and publication of the weekly Chaplain's Letter and will assist with Spiritual Emphasis Week and combined Ecumenical Services.

Retreats. Retreats on campus next year will have a dual character. We will have weekend "Renewals" for mixed groups of twenty students. The girls will come from the nearby College of Saint Benedict. These "Renewals" will be held off campus at a suitable place. In addition, a spiritual emphasis program for the entire university is planned for the first week of Lent, 1969.

DEPARTMENT OF ART

Bela Petheo, Chairman

Aims. The department of art aims to develop in its students the ability (1) to do creative work of artistic value as the expression of their specifically human characters; (2) through work in a studio oriented program to prepare them for professional careers as artists, teachers, or candidates for graduate school. The program as such, is devised to assist them to attain these objectives by developing their visual awareness and their inner responsiveness to the texture of contemporary life in its many aspects through lectures, over and above the required studio work. Class discussion leads to artistic insight and the realization of the place of art in community life; (3) it aims to awaken an appreciation on campus of the fine arts through exhibits of sculpture, ceramics, painting, creative photography, and various other displays of art works.

Degree Programs. In cooperation with the College of Saint Benedict, Saint John's offers three programs leading to the Bachelors degree: (1) a B.A., with a major in Art and Teacher Preparation; (2) a B.A. major in Art with the equivalent of a minor in art history without, however, teacher preparation; (3) a BFA degree, a program designed only for students of special ability and professional interests.

Strengths. Cooperation with the College of Saint Benedict. The work of the art department at Saint John's is coordinated with that of the College of Saint Benedict, both in order to improve the quality of instruction by providing access to a larger number of specialists in the various art forms as well as to take advantage of the strengths of both colleges. The new quarters of the art department at Saint John's and the superb fine arts center of Saint Benedict's combine to make the

facilities for an art program outstanding; for example, the sculpture facilities on the Saint John's campus with a furnace for bronze casting, and the opportunity to visit the studios of artists in residence while they are at work. The laboratory equipment for creative photography at Saint John's is outstanding. At the College of Saint Benedict the art department is enriched by proximity to strong music and drama departments through which the unity of all the arts in aesthetic expression is made more real.

Limitations. (1) A basic limitation of the department is its comparatively low enrollment, brought on mainly by the high tuitional costs which force many art students to enroll in state institutions, a fact which makes it difficult to keep the tuitional costs within the range of other college courses; (2) An art gallery on the Saint John's campus is needed for the year-round exhibition of student art work, although to date the Great Hall has served admirably for seasonal exhibitions, such as the end of the Fall and Spring terms and the January Interim period when art students devote the whole of a month to some particular art project; (3) The Saint John's department is not completely satisfied as yet with its success in reaching the general student, since the art history courses reach only a limited number of the entire student body; (4) Closer cooperation with the Minneapolis Art Gallery and professional artists of the area is needed for a deepened knowledge of the techniques of art and the problems of the modern artist.

DEPARTMENT OF BIOLOGY

Bertram Niggemann, O.S.B., Chairman

Aims. Objectives of the department of Biology are: (1) to prepare majors for graduate school, for teaching and for industrial careers; (2) to prepare undergraduates for entrance into professional schools in medicine, dentistry, veterinary medicine, pharmacy, and forestry. A high percentage of our biology majors are pre-medical students.

Staff. The staff of the biology department consists of four full-time members and one part-time (3 Ph.D. holders and 2 M.A.'s).

Strengths. The most welcome advance in the academic atmosphere in the department of Biology at Saint John's was the opening of the new science center in 1966. The new center provides five classrooms and a seminar room on the biology floor, and two large lecture halls. Five laboratories for the major courses provide for greater flexibility in the scheduling of experimental sections as well as furnishing greater opportunity for individual or group research.

The new center also provides the supplementary aids which were formerly impossible to provide or were inadequate because of lack of space: e.g., a museum of natural history with a work room for the preparation of museum specimens; a herbarium; a greenhouse and plant experimental room; an animal room and an animal experimental room; a photographic laboratory; an entomology room (the second largest collection in Minnesota); a synoptic room; private student and faculty research laboratories; private faculty offices which enable us to provide better student counseling service.

Curriculum Improvement. The new facilities have enabled us to offer superior students greater opportunities for independent study, either in-

dividually or in groups. The addition to the staff of a new faculty member in 1967 permits us to intensify the use of the more than 1300 acres of our campus woodland, meadow, swamps and five lakes (two of them natural), together with 125 acres of wilderness tract in northern Minnesota, both to enrich the caliber of current courses and to further utilize our natural surroundings by introducing courses in ornithology, limnology, entomology, phycology, and radiation biology.

Library. The Alcuin Library and the new divisional library in the Science Center have improved working conditions in the department substantially. A faculty member has been appointed to act as library coordinator, with the result that there has been an increase in current periodical literature: e.g., Abstracts, Auk, the Journal of Mammology, and the Cold Spring Harbor Symposium.

Cooperation with the College of Saint Benedict in special programs. One staff member from the College of Saint Benedict teaches part-time at Saint John's. Students from both campuses may register for courses on either campus on the cooperative plan, thus making for greater flexibility when conflicts in scheduling occur.

Last January for the month-long interim period, the department offered the following three studies: (a) Group Field Biology Project (45 students); Water Pollution and Sewage Disposal (33 students); Independent Study (12 students). A total of 90 students were enrolled, nearly all of whom, with the exception of the Independent Study group, were non-science majors.

Post Graduate Success of our Students in Biology. Of the sixty-one reported doctoral degrees awarded in 1967 to men who received their baccalaureate degree in biology, thirty-one were in the biological sciences:

namesly, 5 Ph.D.'s, 17 M.D.'s, 7 DDS's, 2 DVM's. The National Research Council report of April, 1968, lists 27 Ph.D. degrees granted to Saint John's graduates for the period 1966-67, five of which were in Biology. We do not have a statistical report to offer for those of our graduates who are teaching in secondary schools, colleges or universities, or who follow other professions.

Limitations. The department has a definite need for a staff member trained in the areas of entomology and limnology to better prepare students to enter the fields of economic entomology, pesticide control, and water pollution. To implement this program very little additional equipment and materials are needed. Also in the physiological sciences updated instrumentation, such as a physiograph is needed.

Plans for overcoming limitations. A request for action to overcome the above deficiencies has already been filed in the annual department report to the president.

BOTANY

Gunther Rolfson, O.S.B.

Enrollment in botany has doubled during the past two years, although the total student population has remained about the same (1400). Plant Taxonomy is now being taught in place of the old Systematic Botany course for the reason that it gives more attention to plant identification and field work and therefore makes it a more valuable course for prospective high school teachers.

Limitations. The department has been behind in keeping up with developments in the teaching of botany, and hence modern courses are still lacking in the course offerings. However, a step in this direction is the addition of Plant Physiology for the coming school year. Also a course in Fresh Water Algae is planned.

Strengths. The Herbarium, which was in shambles and had not been worked on for years, has been completely recatalogued and is now in usable condition. The collection of local flora has been greatly enhanced by the contributions of Sister Remberta, O.S.B., of the College of Saint Benedict, who is making a complete collection of the flora of Stearns County. In addition, about 500 species have been added to the Herbarium from my collection in Oregon. Also, we have a collection of over 3,000 species from Austria which will be mounted and put in usable form, hopefully, in the near future.

The greenhouse is invaluable for Taxonomy. We have approximately 100 plant families represented at the present time and over 300 species.

We have begun work on Marine Biology. Three students this past year did January interim term projects on marine algae and have begun the nucleus of a collection which can eventually be useful in the event a marine biology station would be established in the Bahamas.

DEPARTMENT OF CHEMISTRY

Mark Hughes, Chairman

Aims. The aims of the department of Chemistry are to prepare students for graduate study in Chemistry, the teaching of chemistry in secondary schools, industrial chemistry, civil service, or entrance into schools of medicine, dentistry, and pharmacy.

The department facilities are excellent, being located on the main floor of the new Science Center, a building shared with Biology, Physics and Mathematics since its completion in August, 1966. The laboratories and classrooms are large and roomy, with excellent lighting and ventilation. Stockroom and storage space for the department are adequate. The offices are ideal for counseling and the location of the divisional library in the building, containing all bound journals, makes for easy access to departmental literature.

New Equipment. In 1967-68, the department was the recipient of a matching Health, Education and Welfare grant of \$7500 (\$15,000 total). The grant was used for the purchase of an Infrared spectrophotometer capable of resolving rotational bands, a high quality Vapor Phase Chromatograph with satellite recorder, a Malmstadt-Enke Electronics station, two additional analytical balances for the faculty-senior research laboratories, a Model 12, a Model 10 and five Model 5 pH meters. All of this equipment is being integrated into the curriculum wherever applicable.

Library. The departmental library budget is set at \$2100, with Chemical Abstracts costing \$1250 and other journals about \$250. This leaves \$600 for the acquisition of hard cover books pertinent to the field, an amount deemed quite adequate by the staff in the light of our present holdings. From

monies donated by a private individual, the department was able to purchase a 1900-1960 bound set of The Journal of The Chemical Society. This periodical is being maintained out of current funds.

Graduates. During the past five years, 1965-68, thirty-four seniors have been awarded Bachelor's degrees in chemistry. Of this number, fifteen are now pursuing the Ph.D. degree, four have earned the Master's degree, four are in Medical school, three are in high school teaching. The remaining eight are about equally divided between military service and working in industry. During this same period of time, ten graduates of earlier years prior to 1963 earned their Ph.D.'s, three of them continuing on for a year or more of post-doctoral work. Of this group, four are currently directing graduate students on university staffs.

Limitations. The recent transferral of our headquarters to the new Science Center has not afforded us the opportunity as yet to look around for deficiencies. We are still organizing the equipment and facilities we now have and have found them adequate for our present needs.

DEPARTMENT OF THE CLASSICS

Aidan McCall, O.S.B., Chairman

Aims. The department of Classics at Saint John's University has undergone a radical change in the last year and a half. Formerly courses in Latin and Greek were geared primarily for divinity students and hence were aimed to prepare them for their studies in theology. With the advent of the vernacular in the Church's liturgy and the resultant de-emphasis in the need for Latin (at least, this was the interpretation), enrollment in the classics dropped to the extent of arousing apprehensions for the continuation of courses in the classical languages. A realization of the precarious existence in which the department was living was met by a study of course offerings and objectives to make the classics more attractive. With the appointment of a new chairman efforts were made to revise and revitalize the program so that an appeal could be made to the general student in the humanities.

In revising the classics curriculum, the first move was to shift the department from the status of handmaid to theology to full recognition of its traditional role at Saint John's as an integral part of a liberal arts education. This meant a return to the original concept of the classical languages as independent disciplines and transmitters of the culture and languages which served as models for the European world. The present aim of the department therefore extends also to those who wish to do graduate research in the classical and medieval periods, or to teach Latin in high schools and colleges.

Staff. The department is made up of five instructors: two full-time members, one of whom has the Ph.D. degree and one who has completed his course work for the doctorate. Three instructors with Master's degrees

are teaching part-time. One member of the staff of the College of Saint Benedict with an M.A. in Greek teaches periodically at Saint John's.

Strengths. The department finally has a central office where study materials are readily available to teachers and students and where departmental meetings are held. The classrooms used by the teachers are conveniently close to their offices.

An amalgamation was effected this year with the Modern Languages department for the use of the laboratory, which is in the same area as the offices and classrooms of the classics department.

In order to interest students in the department and to offer them special services, we have installed a bulletin board for the posting of information regarding summer programs in various universities, information about study programs of study abroad, notifications of scholarship assistance available, etc.

One of our strengths is a long tradition of interest in the classics at Saint John's. Should the present staff continue to meet the challenge of survival with energy, imagination and good teaching, the department is bound to recover lost prestige.

Limitations. While progress has been made in revitalizing the department, several problems remain: (1) The lack of a sufficient budget for the library. The fact that the department has recently suffered from low enrollment resulted in a lower library budget than the needs call for. Fortunately, there had been a steady flow of new books over the years which lessens the amount of financial assistance we will need in order to update our holdings. (2) Low enrollment: this is due in part to the lack of cooperation on the part of other departments in the school. There has been no attempt, for example, to capitalize on the offerings of literature

in translation in order to awaken interest in the study of the classics in the original, or to coordinate courses in the classics in conjunction with Church History or study of the Church Fathers. (3) Academic advisers are unsure, apparently, of the value of the classics in a modern liberal arts program. All too often they steer their advisees to modern languages without mentioning the possibility of Greek or Latin as worthwhile substitutes. A further clarification of language requirements is necessary in order to eliminate doubts of advisers and students about the place of the classics in our educational program.

Plans to overcome limitations. (1). In order to counteract these limitations the department recently issued promotional materials to all our enrolled students. It is too early at this date to determine what the results of our efforts will be, since in recent years the use of the vernacular in the liturgy and theological studies has brought a strong reaction against the classical languages in Catholic institutions of learning at all levels, from high school to the university.

(2). We are requesting a more realistic budget for library acquisitions.

(3). Low enrollment is being compensated for by the cooperative program with the Classics department of the College of Saint Benedict, which is now sending their Latin and Greek students to Saint John's.

(4). Projected is a merging of all foreign languages under a single chairman both for efficiency in the deployment of staff and for departmental prestige when presenting requests for administrative approval.

DEPARTMENT OF COMMUNICATION AND THEATRE

James Pitzer, Chairman

The Department of Communications and Theatre has combined its courses with those of the College of Saint Benedict in a three-phased Inter-Institutional major sequence: Public Address, Speech Education, and Theatre. The two colleges cooperate in a Faculty-Student Exchange arrangement designed to strengthen the speech and drama courses taught on either campus. They follow a common schedule and have the same graduation requirements, although the degree is granted by the college in which the student is registered.

Aims. The objectives of the department are: 1) the development of speaking skills in public address and training in parliamentary procedure; 2) the appreciation of dramatic literature through classroom study and its actual presentation on the stage; 3) the teaching of speech in elementary and secondary schools with special training in all phases of play production; 4) voice training and body control in oral expression.

Strengths. Both St. John's and St. Benedict's are adequately equipped for the attainment of their objectives. The lighting and staging facilities of the superb Benedicta Arts Center on the College of St. Benedict campus are exceptionally fine. Opportunities for the training of student teachers in all phases of play production are plentiful. St. John's forensic teams are successful in inter-collegiate competition.

The combined staff of the two schools number five full-time instructors and several assistants.

Limitations. The greatest weakness on both campuses is the comparatively small number of majors, with the consequent necessity of small classes in certain specialized or more advanced areas. The fields covered by

the major in communications may also be too extensive, since some courses offered each year do not have a sufficiently high enrollment to warrant being taught.

Plans for Improvement. The enrollment of both St. John's University and the College of St. Benedict is gradually increasing from year to year. As the department of communications becomes better known and the total college enrollment larger, it is reasonably certain that the number of students electing to major in communications will be satisfactory eventually. In addition, the course offerings of each department are reviewed annually, and hence the over-extension of the department into areas where the enrollment is too low will be corrected should it be necessary. Except for low enrollment the department is flourishing and has been granted a generous budget to meet all its essential needs.

THE COMPUTING CENTER

Fintan Bromenshenkel, O.S.B., Director

Aims. The Computing Center aims to train students in the principles of computer science and to prepare them for positions in computer operations or for graduate school. The Center was originally set up in 1963 as a subsidiary unit of the department of mathematics. Since then it has outlived and outgrown this status and is now an independent department of the university.

Curriculum. The computer curriculum is academically oriented. Emphasis is laid on teaching, with the result that a unique system has been developed whereby top students within a two-year period become "teachers", aiding and instructing administrative and faculty personnel in making use of the computer in their respective fields. As soon as top students have completed the beginning course, they are made laboratory assistants, who then aid the beginners in their first experience with the computer. They may become assistant "teachers". They have worked out programming for such departments as Development, Admissions, the office of the Registrar, the Liturgical Press and the Business Office. Practically every major administrative department of the university has been programmed and operated through cooperation between the department heads and the students. The Director of computer training acts only as teacher of the students and adviser.

At present four hours per day have been reserved for student use exclusively. During this time students are given priority on staff and equipment. A laboratory assistant is always present.

The courses in computer science are built around a basic course entitled "Digital Computer Elements and Data Processing". The second course which follows is "Numerical Analysis". Emphasis in the process of teaching

is placed on the IBM computer.

Interim Period. During the month of January, when students devote their entire time to one subject, a varied series of activities was arranged in order to arrive at an understanding of the capabilities of the computer.

Computer Science and the Liberal Arts. The acceptance by the administration and faculty was immediate, inasmuch as there was no question of its utility and importance in a liberal arts program by freeing the researcher from the drudgery of statistical computations, thereby accelerating and simplifying the work through mechanical means. Academically the program is very popular, even though the course offerings are minimal at best. Although the need for more courses has been discussed informally, no decision on this point has been reached, inasmuch as the operation of the present program, minimal though it is, has proved to be sound and sufficiently basic to gain admission for our students to the graduate school, including financial assistance. In addition, the program has proved to be strong enough to enable students who have worked in the center to secure jobs in data processing while still in college.

With regard to further additions to the curriculum and further specialization, it is felt that this is neither practical nor advisable. The many rapid changes taking place in computer science which call for newer and more complicated machines to meet more specialized applications render on-the-job training more practical and more effective than theoretical instruction in college.

It is interesting to note, in connection with the present status of computer training at Saint John's, that, in contrast to general student unrest and criticisms of the curriculum, the computer department has escaped attack. This is due mainly to the fact that the administration,

the faculty and student body are well informed about the advantages of the computer in education on the liberal arts level.

Equipment. Our Computing Center equipment consists of a Central Processor, two disk drives, Reproducing Punch, Off-Line printer, Sorter, Key punches, Small Analog Computer. The present facilities include the most up-to-date monitor system to improve the teaching techniques. A Univac computer was recently installed in the Science Center to be used in connection with scientific research. It has given science students a unique opportunity for study and observation.

Weakness. A weakness of the department is the need of one full-time teacher to assist the director, who puts in part-time work with the department of Mathematics.

DEPARTMENT OF ECONOMICS

Martin Schirber, O.S.B., Chairman

Aims. As stated in the college bulletin, the department of economics offers two sequences, one largely theoretical, designed to prepare the student for graduate or professional school; the other, more vocational, designed to prepare students for the accounting profession or for various managerial positions. In both sequences emphasis is placed upon theoretical economics and mathematics.

Staff. The staff is made up of two Ph.D's, one MBA-CPA, and three part-time lecturers from an accounting firm.

Strengths. In the re-distribution of space, following the opening of the new Alcuin Library, the economics department was awarded the entire second floor of the former library. Renovations gave the department three new offices, a seminar room, a statistics and accounting laboratory, and two classrooms. The improvement has provided the department with excellent quarters.

Besides the space allocation, the department was able to supplement its equipment with new calculators and an overhead projector through a Title VI matching grant of \$7,700.

The library holdings of the department are strong and have been improving steadily. We enjoy a generous library budget which is expended, in consultation with the staff, by a department bibliographer.

A strong curriculum is well consolidated. Recently, for the purpose of improving instruction, the department dropped several courses which had been taught in alternate years and amalgamated others into already existing courses. In addition, the curriculum has been enriched by a new seminar in collaboration with the departments of history and government, the purpose

of which is to explore the problems and potentials of the small city in connection with the Micro-City project being conducted by the department of government under a Ford Foundation grant.

Limitations. A weakness of the department has been its high student-faculty ratio. Despite large classes and heavy teaching loads, our graduates have consistently done well in the Graduate Record Examinations (the 1968 class averaged in the 75 percentile); nevertheless, the staff members realized that they were unable to give sufficient individual attention to their students. Steps have been taken to reduce both faculty and student class loads by the addition of another instructor. Instructors will now teach smaller classes and be limited to eight hours of teaching per semester, or twelve hours with two preparations.

The accounting courses in the past have been for the most part taught by professional public accountants. This was a fairly satisfactory arrangement, but the fact that the accounting instructors were part-time lecturers resulted in some looseness of organization in that area. The accounting program has been strengthened by the addition of a full-time professor (MBA and a CPA) who has had experience in teaching and working for an accounting firm. He has done much to pull the accounting section of the program more closely together.

Plans for correcting limitations. Since most of the department limitations have been in the area of faculty, the department is making long-range plans for staff improvement. One of our young instructors with a Masters degree has received a National Science Foundation scholarship and has taken leave of absence to work for the doctorate, after which time he will return to Saint John's. Another young member of the Community is entering the University of Minnesota to begin his work for advanced degrees in economics.

DEPARTMENT OF EDUCATION

William L. Cofell, Chairman

Aims. (1) The preparation of candidates for teaching in secondary schools; (2) entry into graduate school with special preparation for majoring in School Administration and Counseling.

Staff. Three staff members with Master of Arts degrees: two full-time, one part-time.

Strengths. The departmental personnel is well equipped in the field of education both by training and by personal experience. For years staff members have participated actively in state and community-wide projects for the improvement of the Minnesota educational system. The following members of the Saint John's staff serve on various state educational committees:

a) Mr. Cofell, Vice Chairman on the State Advisory Committee on Teacher Education; member of the State Advisory Sub-Committee on Criteria for Teacher Preparing Instructions.

b) Alfred Deutsch, O.S.B., member of the State Advisory Committee on Professional Education.

c) Vincent Tegeder, O.S.B., member of the State Advisory Committee on Social Studies Education.

The department is engaged in work with the Central Minnesota Education and Research Council, the Parent Teachers Association, School Boards of both public and private schools, Phi-Delta-Kappa, the Association for Student Teaching, the State and National Placement Association.

Library. The library facilities and education materials, including books, have been increased considerably with the construction of the new Alcuin Library. Substantial additions have been made in microfilm holdings, with special emphasis given to microfilmed monographs. The education holdings are good, since the department has kept the flow of books updated

annually for the past twenty years.

Inter-college Cooperation. A strong feature is a cooperative program with the education department of the College of Saint Benedict. Cooperation was considerably extended during the past year, although it has not always been easy to fit the classes of the cooperating college into our program. All methods courses are taught in common, as are also courses of child and adolescent psychology. We cooperate in student teaching and student observation whenever it is practical.

The January Interim Term provided the opportunity for a unique cooperative course entitled "Practicum in Education". Seventeen persons were invited to the campus during the period of a month to lecture or to conduct discussions with education majors. An attractive feature of the course was the visitation to several schools by the participants in order to observe their teaching techniques and administrative procedures.

Teacher Placement Office. The teacher placement office serves undergraduate seniors and alumni who are seeking positions in secondary schools from Minnesota to Alaska to Guam, as well as in many foreign areas of the world in cooperation with the Department of Defense and International School Services. The department's function is primarily to provide service to students and alumni through the collection and dissemination of information. In addition, its offices serve as a meeting place where students are interviewed by school officials.

The Teacher Placement office also keeps abreast of changes in secondary school-faculty needs, in the certification requirements of individual states, and in state and federal activities in the field of education.

Limitations. The department is in need of a systematized plan for staff improvement; for example, no member of the department has been

granted a sabbatical for the past fifteen years. In addition, the department is understaffed for the amount and variety of work in which it is engaged. We need at least one more man in order to reduce the size of some of our classes. One course of the Spring semester, for example, comprised 140 students.

We also need younger and more energetic staff members who are capable of meeting the heavy demands of roadwork required for the supervision of student teaching. Because of the nature of its outside contacts, the department tends to become heavily involved in extra-institutional affairs which cut deeply into class preparation time, although such activities do redound to the benefit of the institution, especially in terms of the community image.

Plans for overcoming limitations. All the limitations have been reported to the administration for correction. Since an institutional merger with the College of Saint Benedict is in the planning stage, it would be unwise to attempt a correction until a survey is made of the faculty personnel the two schools will need should the merger take place.

DEPARTMENT OF ENGLISH

Alfred Deutsch, O.S.B., Chairman

Two recent changes in the academic environment have had a significant effect upon the English department: (1) closer cooperation with the College of Saint Benedict, (2) the change of academic requirements for graduation. Both have eased almost immeasurably the teaching problems of the English department, chiefly in the number of students enrolled in courses. The following changes are the most notable:

Improved Teaching Load. The chairman of the department is now enabled to reduce his teaching load by one-third. The average class load of the teachers is now about 75 students per semester. There is enough range in available staff so that no teacher has more than two preparations a semester. Freshman rhetoric classes have now been held to 20-25 students per section, and no instructor teaches more than two sections at any one time.

Faculty Improvement. The department is now also able to provide for regular leaves of absence. One member has already been given a two-year leave. Another has been given an additional year to complete his doctoral studies. Another prospective member of the faculty has been awarded a Woodrow Wilson grant and will be given leave of absence to complete the Master's program. Each summer two or more teaching members of the Saint John's Community are given the opportunity to pursue private studies at the university of their choice.

Honors Programs. The department has now been enabled to provide honors sections in various areas. Two sections of honors are provided for the freshmen, two for the upper division. For the past two semesters one of the members of the department has taught in the University

Honors Reading program. There has been a notable increase in independent studies. In the spring semester, 1968, nine students were registered for independent study projects on various topics.

Physical Improvements. The English department is now located on one floor in a concentrated area with offices adjacent to each other and to the classrooms in which the members teach. This adjustment also made possible improvements in teaching aids. The classrooms available to the English department are now all equipped with overhead projectors and one room has a fixed phonograph. Still another space allotment serves as a small supplemental library where reference works are accessible to students and faculty and which serves also as a reading room where periodicals in specialized areas acquired by staff members are made available.

Aims. A survey made in the past semester gives some indication of the kind of student to which the English department makes appeal. Three areas have the greatest attraction: preparation for secondary school and college teaching; preparation for law school; preparation for government. It is apparent that the English curriculum allows enough variability so that student programs can be tailored to most needs. Certain courses which emphasize the appreciation of literature have wide appeal, especially to students in the sciences. Courses in contemporary literature, in Shakespeare, and in Introduction to Poetry have been chosen by many non-major students to fulfill their distribution requirement.

Library Acquisitions. In the past two years the department has made moves toward better planning of purchases. In 1967-68 the greater part of the budget was expended upon improvements in American literature and English literature of the 19th Century. The bulk of next year's budget will be spent on improved holdings in critical literature. The department

has an extensive range of periodicals in the Alcuin Library.

Staff. The department has a total of ten members, four with a Ph.D., three with a M.A. One B.A. has done work beyond the Master's degree, and two are working toward it.

Plans for the Future. The chairman envisions rather radical changes in the offerings of the department in 1969-1970, with the return of two staff members who are now on leave of absence. By that time cooperation with the College of Saint Benedict will be well developed so that we can further implement the policy of appointing faculty members best prepared for each course taught. The chairman is considering a re-arrangement of materials so that literature may be approached thematically. Likewise, he envisions greater inter-departmental offerings in the university.

DEPARTMENT OF GOVERNMENT

Edward Henry, Chairman

The Department of Government, first elevated to a major in 1953, has now become one of the largest in the University in terms of number of graduating seniors. In the Spring of 1967 the department graduated over thirty majors; in 1968, twenty-nine, the largest of any other department in the college. The quality of our program has improved proportionately.

In December of 1967 the Ford Foundation announced a grant of \$182,000 to Saint John's to be lodged in the Department of Government for the study of Micro-Cities over a thirty-month period. Faculty members and students of the department will be involved during the year and summers in this type of research. Additionally, Saint John's is acting as a catalyst in interesting other Minnesota outstate colleges to cooperate in the project and has awarded \$10,000 to the Graduate Department of Urban Studies at Mankato State College to interest graduate students in small city research.

Periodically our admission policies are subjected to some criticism on the grounds that too many "average" students find their way into the department. Our admission policy has been to accept students in good standing in the college. Since we have not defined our objective as "graduate school training", the department has not rejected the average, terminal student, believing that the quality of the whole college is the primary determinant of our majors, as well as of all other majors, and that political science is a good preparation for life.

As a result we have a wide range of performance in various fields as indicated by the Graduate Record Examinations of the past ten years and by the success of our majors in professional and public life. The Foreign Policy Aide to Vice-president Humphrey of the United States is our first

political science major. Another former government major is now chief aide to the Governor of Minnesota. In the 1965 Legislative session a former major was named the "Outstanding Freshman Senator." A contemporary of his in this department was elected to the Legislature two years ago and this Spring was named one of Minnesota's Ten Outstanding Young Men. Other majors from this department are city managers, congressional aides, state department employees, and county and city attorneys.

Our more recent graduates are continuing what has almost become a departmental tradition. A year ago we had the top law school fellowship at Notre Dame and graduated two men from Harvard Law School. This year three of our graduates will be taking Ph.D.'s in Political Science. Half of the 1968 graduating class is going on to professional or graduate school, despite the attrition of the draft.

As our approach to the study of politics, we follow Aristotle's dictum that there is a distinction between practical and theoretical or speculative knowledge. Increasingly colleges and their presidents are insisting on active involvement of teachers outside the classroom. The staff of this department is a judicious combination of practical experience and academic preparation. We believe this keeps the classroom in contact with the type of world into which the students will find themselves when they leave Saint John's.

The past two years the department directed programs under Title I of the 1965 Higher Education Act. In 1966-67 a series of Saturday workshops was sponsored for local governmental decision-makers (The Community Leadership Training Program). In 1967-68 we sponsored a series of noted speakers entitled: "Metropolis, 1968." The two series were funded by the Federal Government for \$25,000.

The department also pioneered in Minnesota in 1962 the concept of an undergraduate internship in city government through cooperation with the City of Saint Cloud. The program was featured in the Minnesota Municipalities magazine as a model method of giving undergraduates practical government experience.

Staff. Our staff is made up of 2 Ph.D.'s, one Ph.D. candidate, and one M.a.-LLB. Additionally, in the Fall of 1968 we will be adding three part-time teachers who will do research on Micro-City as part of their full-time contractual assignments.

Staff members have published in a number of periodicals including: National Tax Journal; Review of Social Economy; America; American Catholic Sociological Review; Today; Catholic Mind; Minnesota Municipalities; National Catholic Reporter; American Benedictine Review; National Catholic Encyclopedia; The Superior Student.

Limitations and Solutions. The only serious limitations of the department is the need of one more staff member for the academic year beginning September, 1969. The department is able to handle its work this year through the addition of three special part-time assistants who are working on the Ford Foundation Micro-City project. The request for an additional staff member will be made in the budget report for 1969.

THE DEPARTMENT OF HISTORY

Vincent Tegeder, O.S.B., Chairman

Aims. The department of history endeavors to fit its majors for graduate study, law, teaching, and foreign service. A recent profile of history graduates for the period 1937-1967 has indicated that seventy-seven percent of the respondents have done graduate work; thirty-nine percent are engaged in teaching or school administration; seventeen percent are in government service; and thirty-one percent are in business. Fifty-two graduates have held scholarships, fellowships, or assistantships while enrolled in graduate school.

Staff. Our staff consists of six full-time members and one part-time instructor. Six members hold the doctorate, and the other has a Master's degree. At present two additional instructors are on leave of absence preparing for advanced degrees in history. Since last year (1967) a joint department in history with the College of Saint Benedict has been in operation. Students at each school follow the same set of requirements.

Work loads nominally consist of three courses each semester, or five courses spread over two semesters plus one project-course for the Interim. Approximately four hundred students take history courses. Outside of the lower division survey courses, class sizes vary from twenty-five to thirty-five students, with the seminars limited to fifteen.

Curriculum. Curriculum changes during the past few years have featured more opportunities for enrollment in honors seminars and independent study programs. Courses are being planned in Asian and African History, and specialized treatment of urbanism and ethnic groups in American History, such as the Negro, the Indian, and the European immigrant, are recent developments.

Interim courses have been provided with a view to school-wide interest. This coming interim a study of the "New Left" movements on the college campus will be offered.

Strengths. The university now has the advantage of a new library opened two years ago. The holdings in history are exceptional. Microfilm copies of documentary materials from leading monastic libraries in Europe are available. A complete set of the University of Michigan's microfilm collection featuring hundreds of reels of rare books and periodicals in American History between 1600 and 1880 are at the disposal of the student, together with a microfilm copy of the Abraham Lincoln Papers and the New York Times.

Other strengths of the department appear to be a well-trained personnel which has ready access to superior microfilm holdings and a variety of opportunities for seminar work in specialized areas.

Weaknesses. Current weaknesses are difficulties to provide staff members with regular leaves of absence and sabbaticals, and a tendency for teachers to become involved in administrative assignments. Efforts are under way to work out solutions for the latter problems.

DEPARTMENT OF MATHEMATICS

Walbert Kalinowski, O.S.B., Chairman

Aims.

1. An understanding of the basic concepts of Mathematics
2. Preparation for graduate studies.
3. Provision of Mathematics courses preparatory for advanced work in the field of Technology.
4. Preparation for teaching in secondary schools.

Staff. 2 Ph.D. degree holders, 4 M.A.'s

Strengths. The faculty is the main strength of the department. Our Ph.D. faculty members are trained in analogical and Pure Mathematics. Two of the Masters degree holders are well equipped for teaching modern algebra and geometry; one is specially trained in astronomy.

Course strengths are in analysis and algebra.

Teaching facilities are excellent, as well as office space.

The library is adequate. We are still adding new acquisitions. Journals are definitely above average for schools of our size and objectives.

Limitations. Among our needs are more courses in geometry and topology, and a course or two in number theory. We are also in need of more audio-visual equipment for our classrooms.

Plans to eliminate limitations. We intend to add a new Ph.D. to our staff next year, and the following year an M.A. specialist in topology and number theory. We are studying ways of financing the purchase of audio-visual equipment.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Warren Kulas, O.S.B., Chairman

The department of modern languages offers majors in three languages, French, Spanish, German, and two years of Russian.

Aims. The modern language program is geared to train lower division students for reading and speaking, according to the objectives of modern language teaching developed especially during the 1960's. In the upper division it specializes in the national literatures of the languages taught.

Specialized objectives are (1) the preparation of modern language teachers and teacher certification; (2) the teaching of oral skills for study abroad, either for summer school or junior year programs in European universities; (3) the education of students for graduate studies in foreign languages.

Staff. The departmental staff is made up of eight full-time teachers and three part-time student assistants. (French: three full-time instructors, one part-time; German: two full-time, one part-time; Spanish: two full-time, one part-time).

Strengths. Strengths of the department are, first of all, well-qualified teaching personnel, two of whom are foreign born and educated, and all of whom, with the exception of one teaching assistant, have studied at least one year in a foreign university. For equipment, the department has an exceptionally fine 60-booth language laboratory under the direction of a full-time technician. In all the languages taught, the laboratory is used to develop oral-aural skills.

A recent improvement in the teaching of foreign languages has been the reduction of class size in all lower division courses to twenty students

in order to provide the optimum amount of individual attention possible in group instruction. In addition, lower division language classes meet four times per week instead of the former three-contact periods per week. For majors and those students intending to satisfy the two-year graduation requirement in one year, intensive courses of eight contacts per week have been provided.

Limitations. The outstanding weakness of the modern language department is the small number of majors when distributed among three departments of language, and consequently the low enrollment in advanced language courses. This may be less a local Saint John's phenomenon than a weakness indigenous to colleges of the Midwest, where foreign languages are less frequently heard and therefore less valued than they are in the coastal and border areas of the United States; however, at a time when the trend is to make all departments self-supporting by limiting the budget to tuition receipts as determined by class size, low enrollment can become a serious handicap. Happily this is being corrected by the effective teaching of an energetic staff, and the reports of students who, after having taken a summer course or a junior-year-abroad in a European university, express their opinions forcefully and with conviction about the value of foreign language training.

DEPARTMENT OF MUSIC

Frank Herring, Jr., Chairman

Aims. (1) The primary and over-all aim of the department is to promote the understanding and appreciation of music by providing music students special opportunities for study and performing membership in the Saint John's University Symphony Orchestra, the College Band, the Men's Chorus, the University Liturgical Choir, or the annual Opera Workshop; (2) to prepare students for the teaching of individual instruments and the conducting of high school musical organizations, such as the Band and Chorus; (3) to prepare students for graduate school work in the field of music; (4) to contribute to the cultural atmosphere of the university by recitals and concerts, whether by members of the faculty, student artists, or musical organizations.

Strengths. (1) Cooperation with the College of Saint Benedict. Although there are minor differences in the requirements and aims of the two Music Departments, there is a high degree of cooperation existing which makes possible close coordination of courses. There is no duplication of courses on either campus with the exception of Applied Music and Music Theory. In the case of Applied Music, most of the instructors have a maximum load. Students from the College of Saint Benedict are permitted membership in the Saint John's orchestra and the Band. Students from Saint John's are permitted membership in the Opera Workshop at the College of Saint Benedict.

Opportunities are given for both majors and non-majors to perform in student recitals either individually or in small ensembles.

(2) A dedicated staff of instructors with excellent educational background both American and European. All are performing artists as well

as teachers. Mr. Gerhard Track, a product of Vienna schools of music, is a successful composer. He conducts the Minneapolis Youth Symphony Orchestra and is a frequent guest conductor of orchestras and choruses here and abroad. His Saint John's University Men's Chorus has twice won first place in the annual International Singing Festival held in Eistedford, Wales, England.

Mr. Herring, chairman of the department, has been president for four years, and vice-president for two years, of the National Catholic Bandmasters Association. He directs the Saint Cloud Municipal Band, and serves annually in several of the national summer music camps held at various places in the midwest, in Minnesota, Michigan and the two Dakotas.

Mr. Willem Ibes, piano soloist, educated in music in Holland and Paris, presents piano concerts on college campuses and on the Saint John's campus. At present he is on a concert tour in Europe.

Father Gerard Farrell, educated in the United States, Canada, Holland and France, is an established organist who this summer presented organ recitals at the University of Notre Dame, Trinity Church Hall, New York City, the Church of the Advent, Boston, and Briar Cliff College.

(3). Other strengths include good facilities such as a well-stocked record library, an auditorium for the Saint John's University Orchestra and the Men's Chorus, the fine Holtkamp organ of the Saint John's Abbey Church, plus two practice organs, and a large number of individual practice rooms. The facilities of the Saint Benedict's fine arts Center are also available to the students.

(4). A long and continuous tradition of individualized student contacts

made possible by the comparatively small number of music majors has always been one of the strengths of the department. This is commented on and appreciated by students and extends to the use of facilities as well as to the personalized relationship between faculty and students.

Limitations. A prime limitation is the lack of applied music teachers in other areas other than piano, organ, and brass, areas in which our strength lies. (2). The rehearsal facilities for small or medium sized ensembles is mediocre. Some of the practice rooms are in need of accoustical treatment. (3). From the business standpoint the enrollment of majors is somewhat too small for a six-man department, four full-time and two part-time teachers.

Plans for improvement. While extensive plans for improvement are limited by the need of finances, the limitations are not of such a nature as to be an impediment for good teaching. It is hoped that the need of more music majors will be less felt when, through the cooperative exchange program with the College of Saint Benedict, the enrollment will be increased. The need of further staffing for applied music instructors will be taken care of on the return from Cornell University with the doctorate of a young member of the religious Community, and the addition of another Community member who will shortly complete his work for the Master's degree in Music at the University of Wisconsin.

The department is granted an adequate budget for all its needs, the purchase of books and records, travel, office equipment, and secretarial help.

DEPARTMENT OF PHILOSOPHY

Brice Howard, O.S.B., Acting Chairman

Aims. (1) To prepare students for entry into the Graduate School and the Seminary. In the revision which was made in the department of Philosophy a year ago, 1967, the intention of the staff was to offer a major for those who wish to do advanced work for a University doctorate in philosophy. This represented a major shift in objectives since until that time the emphasis had been placed mainly on preparation for the seminary. As a result of the revision, the department now offers three newly organized sequences from which a major may select his courses.

(2) A second aim is to furnish a meaningful and relevant major in philosophy for terminal Bachelor of Arts, non-graduate school students who would be interested in taking a major in a discipline which emphasizes the history of ideas and the development of the rational in man.

(3) To present to the general student body relevant, attractive courses which may complete one of the distribution requirements and at the same time meet tastes and needs of the individual student.

In working to accomplish these objectives, the department has turned from a majority of general, sometimes vague subject-matter courses to an emphasis on the study of individual philosophers and their writings-- a preference for living involvement rather than dead theory.

Staff. The department staff is made up of two Ph.D's, one member with an European Licentiate, and six M.A's.

Graduates. In recent years the department has graduated annually from ten to twelve majors. A fairly large proportion of these have gone into the seminary; some have gone on to do well in law school; three or four are now medical doctors. Most of those who continued their studies

for the Ph.D. degree are now teaching in both private and state universities. One of our philosophy graduates is secretary of the Phenomenological and Existentialist Society. Another has his Ph.D. in law and is at present Judge Advocate for the Armed Forces in Alaska.

Strengths. The department is strong in the history of philosophy, phenomenology, evolutionary philosophy, and philosophical anthropology, as well as the philosophy of science. Political philosophy has been a comparatively weak area. Through the return of a part-time instructor to the college, this weakness has been strengthened.

One of our strengths has been the visiting professor program. In 1966-67 Dr. Fredrick Flynn of the College of Saint Thomas taught a course in Ethics and Christian Philosophy. In 1968-69 Dr. Thompte, a Kierkegaard scholar from Concordia College, Moorhead, will exchange teaching positions with a Saint John's staff member, who will then teach in Concordia.

Faculty Improvement. The faculty-improvement policy for the department is one of its strong points. Members of the department have regularly attended summer workshops, institutes, and meetings of learned societies. One department member is returning this year from Catholic University and Rome to resume full-time teaching. One brilliant young instructor will return in 1969 to graduate school in order to complete his work for the doctorate. Two other staff members from the religious Community are presently attending the University of Paris and the University of Mexico, respectively, to secure their doctorates in Philosophy. They will resume teaching on their return.

Limitations. A weakness of the department in the past has been the

tendency to assign philosophy teachers to various administrative or academic duties for which they were considered well qualified by reason of their training or their personal inclinations. This tendency has been corrected by returning two staff members to full-time classroom teaching.

DEPARTMENT OF PHYSICAL EDUCATION

George G. Durenberger, Director

Aims.

1. To provide for State certification of physical education teachers.
2. To organize and administer a program of intercollegiate athletics.
3. To develop skills and interests in leisure-time recreational activities.
4. To organize and conduct an intramural program.
5. To provide facilities for unorganized free-play activities.
6. To prepare physical education minors for coaching various sports on the secondary school level.

Staff. The staff consists of four full-time instructors and three part-time assistants who help in the coaching of varsity athletics. The department offers only a minor in physical education. Six students assist with the intramural program and equipment.

Strengths. The primary strength of the department is a dedicated, highly qualified staff with an understanding of the need of recreational activity for the maintenance of physical and mental health.

Limitations. (1) Lack of indoor facilities is our most pressing problem. The gymnasium was constructed in 1901 and remodeled in 1937 and 1950. Understandably, it is entirely inadequate to meet the needs and interests of our non-varsity students and faculty of today. Our enrollment has doubled since 1950.

Our outdoor facilities are excellent, but our cold Minnesota winters force us inside almost six months of the academic year. Whenever snowfall is light, campus skiing drops to a minimum. This past year we initiated intramural hockey, maintained a large recreational skating area on the lake, and set up a games room (pool and ping pong) in one of the large lounges. These activities, while they relieved some of the student pressure, also served to make us more acutely aware of our inadequacies, especially the

lack of a swimming pool. (2). We lack the space for a required physical education program. Most of our students come to us with skills in non-carry-over sports but are woefully lacking in recreational skills. As a consequence of the lack of indoor facilities, plus the removal of the one credit for each of the two activities courses, the number of students taking part in freshman and sophomore activities has dropped from an average of approximately forty students per semester to, last year, six freshmen and five sophomores. The enrollment of students in a physical education minor has decreased in the same proportion. Whereas we formerly had from fifteen to twenty minors per year, we now average from five to seven.

Plans to eliminate weaknesses. 1) A special committee has been appointed to study our recreational needs and a funds-drive has been initiated, one objective of which is the construction of a recreational center.

2) We are considering the advisability of restoring the physical education requirements as soon as instructional space has been provided. For the present, it is impossible to schedule classes at any set hour because of class conflicts and the lack of multiple teaching stations. Varsity athletics occupy the building in the afternoon and intramurals in the evening.

3) It is hoped that cooperation with the College of Saint Benedict may help to increase enrollment in a physical education minor. Saint Benedict's does not offer a minor in physical education but is strong in their activities program. It is our feeling that we may be able to provide a minor for them without additional staff or facilities since we have taught first-aid courses to the girls for many years and carry on our outdoors co-recreational intramural program spring and fall on both campuses. This coming year we will carry on a dialogue with the Saint Benedict's staff for more cooperation in our relative fields.

DEPARTMENT OF PHYSICS

Casper Keogh, O.S.B., Chairman

Aims. The department of physics offers a complete program for majors which enables them to commence their studies in Graduate School, preparatory for the Ph.D. degree in experimental science. The above aim, plus preparation for professional schools of technology, constitutes the principal objective of the department. Among the subsidiary aims is preparation for entrance into schools of engineering, since because of the professional nature of engineering we offer only two years of training in this field. Students planning only a terminal Bachelors degree in physics are encouraged to enter the teaching profession on the secondary school level. For this end a special program has been set up with the department of education.

Graduate Success. According to the National Research Council report of April, 1968, six graduates of Saint John's department of Physics received their doctorates during the two years 1966-1967.

Staff. The physics department faculty is made up of five members, three of whom have the Ph.D. degree, two the Master's.

Library. During the past few years the library holdings have been increased substantially by grants and gifts, over and above the budget allowance. Holdings are adequate for the courses we are teaching. A member of the department has been appointed librarian for the purchase of current books and periodicals and to fill in the gaps of classical literature in the field.

Strengths.

1). Excellent classrooms and laboratories in a completely modern Science Center (dedicated in 1967) designed specifically for the teaching of

physics; a large lecture auditorium for testing larger groups, for special meetings, audio-visual uses, etc.; an associated preparation room for readying equipment for classroom demonstrations; darkrooms for studies in optics; spacious storage space and shop facilities (a strong feature of the building); a small but well-equipped laboratory for nuclear physics.

2). Two grants, one from the Atomic Energy Commission and another from the National Science Foundation have increased the equipment holdings substantially. These grants have amounted to approximately \$80,000.

The department has also received substantial donations from various industrial organizations which have added considerably to our teaching facilities, in particular the General Electric Recording Spectrophotometer and the Univac Solid State Digital Computer. The latter enables the department to offer to the student direct access to and close correlation between the computer and the laboratory.

In cooperation with the Argonne National Laboratory, special research facilities have been provided so that college students can participate in research in a way the ordinary undergraduate school cannot afford.

Limitations.

1). Faculty: the chairman of the department feels that the faculty should be strengthened. At the present time we have two instructors with Masters degrees. Within the space of two years we should have five staff members (four Ph.D.'s, one M.A.), including one instructor now on leave of absence completing his doctorate studies in the History of Science who will teach Physics only part-time.

2). Space: Although the new Science Center was carefully planned,

certain curtailments in space allocation which had been made for economic reasons, prove to have been unwise. We especially lack adequate space for research. The classrooms, while well designed, do not have tile floors, and the large classroom lacks an enclosed projection booth.

3). Equipment: Although the department received grants from the Atomic Energy Commission and the National Science Foundation, we still are in need of more first class equipment. In Optics we lack a few of the most customary instruments for laboratory work. Some of our thermodynamic equipment is completely outdated. In Modern Physics we sometimes have had to improvise makeshift apparatus for certain experiments.

Plans for Improvement. We feel that our annual budget must be increased considerably for faculty improvement, library acquisitions, and the purchase of several pieces of modern equipment. We are presently preparing requests to various foundations for assistance in this area. Our space problems for research can be met by electrifying some of our ample storage area and adapting it to our needs. The shortage of laboratory space for nuclear physics can be taken care of by using laboratories of other departments as occasion demands.

DEPARTMENT OF PSYCHOLOGY

Walter C. Varnum, Chairman

Establishment of the department. It was only in January, 1967, that the department of Psychology was officially established at Saint John's University. Some indication of the need of the department may be found in the fact that enrollment in Psychology courses rose from about 135 in the Fall semester of 1966 to over 500 for the Spring semester, 1967, following the announcement of the new major. One year later (Spring, 1968), the enrollment stood at 710 of a total student body of 1400, with 80 declared (upper division) majors. We have thus far graduated only 10 or 12 majors, and hence have no graduates on whom to make follow-up studies.

Aims. Courses in psychology serve three objectives: (1) to apply the facts and principles of the science in order to give the student a better understanding of himself and a more intelligent approach to the solution of his problems; (2) to prepare students for graduate work, specifically the Ph.D. in Psychology; (3) to provide appropriate courses needed by students preparing for life careers in other professions.

Strengths. 1). The department would have been totally unable to cope with the sudden rise in enrollment had it not been for the availability on a part-time basis of the large staff of highly qualified Psychologists working in the Veterans Administration Hospital in nearby Saint Cloud.

The present staff (Fall, 1968) consists of four full-time members, (3 Ph.D.'s, one M.A.), plus eight part-time members (4 Ph.D.'s, one Ed.D., 3 M.A.).

2). In addition to its standard psychology courses, the department offers a unique program in abnormal psychology in cooperation with the local

Veterans Administration Hospital in Saint Cloud. About half the students elect to spend 3 hours a week as volunteer workers with patients at the hospital. From this group many majors go on to take the course in Counseling and Guidance. From these students, ten or twelve are selected to take the "practicum", which consists of four hours a week of fully supervised work in the wards or research centers of the Veterans Administration Hospital or other Mental Health Centers. Next year the department will initiate a similar field-experience program in the area of psychometrics.

3). The Psychology Laboratory. The acquisition of a Federal grant permitted us to begin operations with a fine laboratory for experimental psychology. It is believed that the caliber of our apparatus is equal to that of any college of comparable size in the state and probably superior to that of some state colleges with much greater enrollment.

4). The Developmental Reading Program. As part of its new laboratory equipment, the department acquired the various tachistoscopic lenses, reading pacers and other training devices needed in reading improvement work. During the last January Interim Program, 177 students took advantage of the Developmental Reading course offered by the Department. This course will be taught during the long terms next year on a non-credit basis.

5). A special unique January interim period project was the course entitled "Psychological Effects of Alcohol and Drugs". This course attracted the second largest following (134) of the 1968 Interim program. Included in the study were field trips to two mental hospitals where alcoholic and drug addicted patients are treated. Also included were special lectures by distinguished guest physicians and Public Service specialists. It is planned to repeat this offering in January, 1969.

6). Cooperation with the Veterans Administration Hospital. A central

factor contributing to the strength of the department is its liason with the Veterans Administration Hospital. This relationship provides a variety and caliber of professional staff which otherwise would simply be impossible in a college of our size.

7). Library. A substantial portion of a Federal Library grant was allocated to the psychology section of the Alcuin Library. Thanks to these funds we were able to add all of the desired titles listed in the 1964 "Harvard List of Books in Psychology", plus very extensive acquisitions of more recent work. Our coverage of current periodical literature in Psychology is very complete, and the library is making excellent progress in completing back files of the more important journals.

Limitations. The department's greatest and perhaps only serious limitation is inadequate housing. The floor of Saint Luke's Hall on which the department is located is shared with the Education Department. This arrangement, while it provides adequate office space and a classroom, is inadequate for present and planned work in experimental and physiological psychology. Especially critical is the provision of a small animal house. As more students reach the upper division, this problem will become more critical. However, with the cooperation of the administration, the limitation is being worked out with the space allocation committee.

DEPARTMENT OF SOCIOLOGY

Paul Marx, O.S.B. Chairman

Aims.

Courses in the department of sociology aim to provide an objective framework for viewing the structure, the processes, and functions of society. The department aims to develop in the student who chooses to major in sociology a knowledge of himself, as well as to prepare him for the many related careers open to those who have a sociological background: e.g., careers in teaching, social work, government service, psychology, personnel administration, industry, etc. Because the need of specialized sociologists is great and scholarships are abundant for those with a background in sociology, we aim our programs of study and requirements largely with a view to preparing students for post-graduate work. As is well known, college teachers with a Ph.D. in sociology are difficult to find, social workers are scarce, and personnel administration is a comparatively new profession. Our offerings are aimed therefore to satisfy a wide area of interest and work.

Strengths

1) The counseling program; one of the strengths of the department is its counseling program, necessary because of the rapid opening up of new opportunities for specialization in our contemporary social-conscious world.

The post-graduate careers of our sociology majors indicate the success of our policy. According to the results of a ten-year study of graduates we are currently conducting, it would seem safe to say that three-fourths have gone on to graduate study or professional training after leaving us. From their reports we find that they have received over \$200,000 financial assistance in that time, with a corresponding return of usefulness to society because of the additional training.

2) A relevant curriculum: we subject the sociology curriculum to constant evaluation by reason of swift social change characteristic of today's society. Society is the sociologist's laboratory, and the curriculum must meet the current need without invalidating basic principles. For the first time we will have this academic year a full-time and fully trained anthropologist. We have added two courses for upper division anthropology and a course of wide interest to many students will be offered during the coming interim period in this important developing discipline. In view of this, we are considerably enlarging our anthropology offerings, an area in which we have been admittedly inadequate.

Strong courses which have a school-wide interest on both campuses and which solicit students from nearly all departments are the marriage courses, courses in deviant behavior, urban sociology, racial and cultural minorities.

3) Cooperation with the College of Saint Benedict: stimulating for the staff, and one of our strengths is the cooperative program with the College of Saint Benedict, designed to reduce instructional costs and to improve the quality and breadth of our offerings. The combined staff consists of two Ph.D. holders, four holders of the M.A., one M.A. in social work and one in anthropology. We enjoy an excellent working relationship--in fact, we are practically one department, with the libraries of each school stocking books in accordance with the courses taught on each campus.

Limitations and plans to overcome them.

It is understood that no department is staffed or equipped to the point that no improvement is possible. While available finances do not permit us to realize all our aims immediately, we have made steady improvement. We have for the first time this fall a full-time secretary. Building renovations have given us three new offices and a seminar room. We have a good

library of sociological literature, and, though we are not yet satisfied with it, we are looking forward to constant improvement through an increased library budget. Audio-visual aids are increasingly being used in certain courses. Here immediate improvement is called for. A request has already been filed. After two years of somewhat unsatisfactory teaching on the part of fill-in professors during the leave of absence of two of our staff mainstays, we shall be at full strength in the fall of 1968.

DEPARTMENT OF THEOLOGY

Paulin Blecker, O.S.B., Chairman

Aims. The department of theology aims to satisfy three special needs: (1) to help undergraduates select from a variety of courses the one which will contribute most to their general education and will at the same time satisfy their individual needs and preferences; (2) to arrange appropriate courses for those who are studying for the ministry or who plan to teach theology on the secondary school level; (3) to prepare students for future graduate work in theology.

Above all, from the broad perspective of liberal education, the department aims to initiate the student into the study of theology as an academic discipline which by its very nature is concerned with man's life in its entirety as related to God. It therefore serves an academic function rather than indoctrination, both in its objectives and its teaching methods.

Faculty. The undergraduate faculty in theology is made up of five full-time and two part-time professors. Up until two years ago the normal professional training considered adequate and necessary for college teaching was seminary training for the priesthood, followed by the Masters degree in theology. As a consequence, the department suffered from lack of faculty prestige in comparison with the high proportion of doctorates in other departments. Since that time, however, three of the full-time professors were granted leaves of absence to complete their doctoral work at Catholic University, the Theological Union in Berkeley, and the University of Notre Dame. The undergraduate faculty in the meantime was strengthened by two part-time doctors from the School of Divinity. In

addition, provision was made for regular sabbatical leaves of absence for undergraduate teachers in theology.

Strengths. The greatest strength of the department has been its faculty, despite the shortage of doctorate holders among its staff members. Student-conducted course and faculty evaluations reveal the high esteem in which the undergraduate faculty is held by the student body. Singled out for emphasis were personality excellence, modern teaching methods, and the practical, courageous steps taken to meet the challenge of changes in the religious attitudes and concepts taking place in the world of today.

A second major strength of the department is the new curriculum arranged at the time the university adopted the 4-1-4 calendar and reduced the graduation requirements from four semester courses to one. One of the results has been a more positive student attitude and a higher degree of participation in discussion and class work. This is partially due to the fact that students may now more readily choose the course they prefer. The new curriculum also permits faculty members to reach students where their interests lie.

The Master of Arts program has exerted an indirect but marked influence on the teaching of theology at the undergraduate level. Undergraduates are encouraged to attend lectures presented to the Graduate School in Sacred Studies by outstanding leaders in religious thought, thereby acquainting them with the rapidly changing aspects of religion in our contemporary world. The graduate and undergraduate faculties meet monthly for the reading of papers and the discussion of teaching techniques as a means of reaching the students' innermost spiritual and psychological needs.

Another point meriting mention regarding the changed attitude resulting from the new calendar and new graduation requirements (one course in theology instead of four) is that while the total enrollment in theology has decreased almost 40%, the department has attracted a small but appreciable number of bright, well-balanced lay students who seek to pursue graduate careers in theology.

Increased office space and the concentration of offices on one floor has provided more and better opportunities for faculty cooperation and for student consultations with the faculty.

Many of the changes which differentiate the department of theology of today from what it was in 1963 when the Self Study was written, are due to our entry into the Central States College Association, the founding of the Institute for Ecumenical and Cultural Research, and the Master of Arts in Sacred Studies program.

Following our entry into the Central States College Association in 1965-1966, a teacher exchange program in theology was inaugurated with the corresponding department of Luther College. A professor from Luther College during the academic year 1967-68 taught Protestant theology on the Saint John's campus, and one from Saint John's, on the Luther College campus. One interim semester course was conducted on the campuses of Saint John's and Saint Olaf College entitled "Academic Work and Living".

The benefit to be derived from the Institute for Ecumenical and Cultural Research, the buildings for which were dedicated in May, 1968, is difficult to predict at the present time; however, the presence of Protestant ministers and Jewish rabbis on campus will inevitably promote ecumenical understanding in a way hitherto unrealizable. A further ecumenical thrust in which the undergraduate faculty and student body will share

the benefit is the exchange of faculty members on the graduate level with three Protestant seminaries in Minneapolis and Saint Paul. Next year three professors from Luther Seminary, United Theological Seminary, and Northwestern Theological Seminary, respectively, will each teach a course at Saint John's, and three graduate faculty members from Saint John's will teach a course in the Protestant seminaries on an exchange basis.