Chapter Two

Student Life

In the early days of European colleges and universities, some schools were run by students. Students determined which professors to pay and how much pay they would receive. Such a system no longer exists, but students do continue to make a critical difference in schools of higher education. Students add much to the makeup and character of a college. In a sense, students are the college. That is why this history would be incomplete without a chapter describing the activities and experiences of Concordia's students.

The Student Body
1893–1949

"It was a motley gathering which Director Buenger regularly saw . . . after school had opened in September, 1894, the second year of its existence." So observed a Concordia alumnus in his account of life at Concordia. He went on to describe "two wonders in our student body . . . one was a cowboy directly from the wild west. Imagine, if you can, our astonishment and feeling of exaltation when we were told that we lived under the same roof with a real—so we fancied at least—representative of the romantic western life. The other was a lad recently imported from Europe who had studied at a Gymnasium and had the reputation of being a prodigy of learning."

That is how Concordia began, with a unique mix of German Gymnasium tradition and American pioneering spirit. The majority of the students came from German-American homes. Concordia's educational system was modeled after the German Gymnasium following a classical approach to learning. It had an emphasis on languages: Greek, Latin, and German were taught every year. The classes were given the Latin names used in the German Gymnasium—Sexta, Quinta, Quarta, Tertia, Secunda, and Prima. There were actually nine years of study in the German Gymnasium, but
Concordia's system never had more than six years—four years of high school and two years of junior college. These class titles were last used in the 1950's. German, in the early days, was not only the language of instruction but also the language spoken in the dorms.

Going away to school in the 1890's was especially exciting because it was not as common as it is in the 1990's. Almost 25 years after his graduation one early alumnus explained in 1921, "to many of us, entering then meant fully as much as a trip to Germany or Italy would mean to us now—contact with a new, wonderful, and somewhat perplexing world. High school freshmen today are more traveled, wiser, and less awkward gentry than we were, although I must hasten to add that there were some in our number who had seen much, read all the books on Jesse James and his tribe, and were deeply versed in good and evil lore of every sort as the cleverest freshman nowadays. But their number was small."

The daily schedule of Concordia was strictly observed. The college bell rang at 6:00 a.m. and breakfast, with devotions following, was at 6:30. Students had no problem getting to the dining hall in time for breakfast. In the evenings, for economy, the dorm rooms were not heated, and students often hurried in the morning to get to the warm dining hall, although they could not run to the dining hall because running was forbidden. After breakfast, time was given to study and to clean up dorm rooms. Then classes began and continued until 3:30 p.m. with a break for lunch. The evening meal was at 5:30, and a two-hour enforced quiet period for study followed shortly after. Evening chapel was at 9:00 p.m. and bedtime was at 10:00. Evening chapel had a strong influence in the training of these young men.

In the early years the rules and regulations of Concordia were strict in comparison to today's standards. There were several jokes made of the fact that Concordia occupied the buildings of a former reform school. Because of this, the school had a small prison that it could use, but it was only used rarely for short detention stays of an hour or two. In 1946, another dimension of the detention school mystique ended when President Poehler announced that all the tunnels connecting the gymnasium, South, West, and Old Main had been permanently closed. Thereafter, many tales of the tunnels became part of Concordia's apocryphal history.

Study hours were strictly observed and social activities outside
the college were restricted to Fridays and Saturdays. Students had to return to campus by 11:00 p.m. on weekends unless special permission had been granted. Even playing cards was forbidden because it was considered a waste of time. However, there were rumors of secret rendezvous of student players.

From the beginning hazing was punishable by suspension; upper classmen were expected to be helpful to under classmen. But as time went on, hazing became a tradition of the college. Year after year new freshmen would be initiated into college by following the guidelines set by upper classmen. Often freshmen would have to run errands, make beds, or shine shoes as the upper classmen dictated. Another custom was for upper classmen to call freshmen “foxes,” a practice also adopted from the Gymnasium tradition.

The majority of students were in training to be teachers or pastors. A friendly rivalry grew between these groups as they tried to impress one another with their knowledge. The future pastors often showed off their abilities to speak Latin, while future teachers countered with their musical abilities.

In the first decades classes did not have class presidents elected by their fellow classmates. Instead, the faculty appointed a “primus” who was to represent his class in faculty liaisons and see that his classmates were on their best behavior. This primus system continued until about 1945. Dormitories had “room bucks” who were to see that their fellow classmates behaved and kept up with their studies. The dining hall had “table bucks” who were responsible for proper student decorum, and if students wanted to stand in line for “seconds,” they needed permission from their “table buck.”

The majority of student on-campus work in those early years was in the dining hall. Meals were much different than they are today. The variety of the menus was limited, but the cooks tried to duplicate home-cooked meals as they incorporated major donations of foods from the rural areas into their meal planning.

The woods and pastures surrounding the campus provided little student entertainment, but as one student said, “We considered ourselves lords of creation for the whole territory between the college and Fort Snelling.” One attraction located across St. Anthony was a large race track owned by one of St. Paul’s first millionaires, Mr. Kittson. As a student described it, “The race track, protected by a high board fence, through the cracks of which our interested eyes
used to peer in wonder, has disappeared. A good idea of romance was attached to the track in our youthful fancy, perhaps mainly because we knew very little of what was actually happening within those enclosed precincts.” Later when business and shopping developed on University Avenue, student hikes to one of Montgomery Ward’s earliest major stores not only became frequent, but Ward’s also provided much student employment.

1950–1993

Student life was drastically changed when Concordia began to enroll women. It was the first major step in the diversification of the student body of Concordia. The issue of coeducation was quite controversial at the time; many wanted the school to remain exclusively male. But the high demand for synodically educated teachers was the main reason Concordia became coeducational.

The hope for coeducation at Concordia was prevalent for some time before being implemented. As early as 1928 a student wrote in to *The Comet* making a plea for the enrollment of women. “I have for the past six years passed many idle hours dreaming of coeducation at our Concordia... Here we are, about 250 strong, nearly outcasts from the world as far as girls are concerned. If there is no incentive for the individual to keep up his standards, it is no more than natural that he will become somewhat slovenly in his dress and a little careless in his manners. There is but one solution, and that is coeducation.” That solution came in 1950 when a class of 24 women enrolled. However, a 1954 graduate still had this to say about coeducation, “Coeducation is a thief; it steals all my time.”

When women were added to the college community, many changes were made. In addition to the dean of students, Concordia added a dean of men and a dean of women. Women lived in the dorms with housemothers, who were often the widows of pastors. The housemothers were to insure that the women studied during study hours, were in before curfew, and followed all of the dorm rules. Women had stricter dorm hours than did men. It was felt that if the women were in early, the men would also be in early. But these first coeducational classes at times teamed up to cheat the system and hide the transgressors in the most ingenious ways, including non-emergency use of the fire escape ladders.
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New controversial issues also came with the enrollment of women. Concordia’s strict dress code, which required women to wear skirts every day but Saturday, continued through the 1960’s. Unlike men, women also had to check out and get parental permission whenever they wanted to be off campus over night. Dancing was another issue that followed the enrollment of women. Dancing was not allowed on campus until the late 1960’s. But in spite of many variations and reforms, Concordia has continued to have dorm hours, times when men may visit women’s dorms and vice versa.

Concordia’s system of having resident assistants (RA’s) developed in the early 1970’s. Resident Assistants are assigned to each dorm floor to help create a positive environment in which students can live. RA’s are there to help students with problems in the residence halls and coordinate educational and social programs. RA’s also have the difficult job of reporting students who break college policies. Prior to having RA’s, Concordia’s students had a Women’s Council and Men’s Council which worked to promote social activities and reviewed college residence hall policies. The work of the Men’s Council, Women’s Council, and RA’s replaced the system of housemothers.

Another controversial issue over the years for many students has been the college policy on alcoholic beverages. With a greater percentage of students above the legal drinking age in Minnesota, with the average age of students increasing in the last two decades, with the fluctuation of the legal age in the state from age 21 to 18 and back to 21 in the 1970’s and 1980’s, and with a significant increase in students living in college-owned married-student housing, the ingredients for student dissatisfaction were as present and as frustrating as they were on many other campuses around the nation. The net result of all the discussion and debate, however, is that Concordia is now a dry campus, designed to enhance student life, health, and academic success.

Concordia’s student body further diversified with the enrollment of African-Americans and Native Americans through M-TEPS, the Metropolitan Teacher Education Program Selection. M-TEPS began at Concordia in 1969 and was a program which encouraged African-Americans and Native Americans to become teachers. Concordia wanted to serve the changing community by preparing minority teachers to improve the educational success of the culturally
diverse population. The program began with 25 students and was the beginning of significant minority enrollment at Concordia. Concordia’s African-American students have formed different organizations which promote their ethnic heritage. United Minds of Joint Action (UMOJA) is the name the African-American organization adopted in 1987. Umoja is a Swahilian word for “unity.”

In the early 1980’s, an English as a Second Language program was developed at the college. The ESL program was developed primarily to help Southeast Asian students who had moved to the United States. Currently, Concordia has the highest percentage of Southeast Asian students of any college in Minnesota. SEASA, the Southeast Asian Student Association, is the organization which celebrates Southeast Asian culture. SEASA began a tradition of hosting a Southeast Asian day in the spring of each year. It allows the college community to better know the cultures of Southeast Asia.

Since the development of the liberal arts program at Concordia in the mid-1960’s, Concordia’s students have pursued an education for a greater variety of employment opportunities. Students in church work programs continued to be the majority through the 1970’s. Today, about one-third of Concordia’s students are in church career programs.

Over the years more of Concordia’s students have become daily commuting residents of the metropolitan area. Today, approximately half of Concordia’s students are commuters. Concordia also has a greater number of older adult and second-career students today than at any other time in its history. The number of students employed has increased with the increasing cost of education. Today, many more students have on-campus and off-campus jobs than in the past. Many campus job opportunities include clerical work, in addition to those with the college food service, campus security, and campus maintenance. Any announced increase in student fees brings varied student reaction. A recent increase prompted students to consider a boycott of classes, but one student sagely observed he couldn’t afford to boycott a class because each one cost so much.

**Student Activities**

One of the advantages of Concordia is that students are able to participate in activities that affect every dimension of a person's
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life—spiritual, intellectual, aesthetic, athletic, and social. Students have the opportunity to participate in many different organizations which help to enhance what students learn in the classroom.

Spiritual Activities

The spiritual aspect of life at Concordia is one of the things that makes Concordia College unique. As Concordia's motto suggests, Concordia aims to provide opportunities not only for intellectual growth, but also for spiritual growth. The Christian faith of many of Concordia's students is exemplified in their spiritual activities.

Daily chapel was a part of Concordia from the very beginning. For many years chapel services or devotions were held twice every school day, once in the morning and once at night. Originally, morning devotions were held each day at breakfast time. In 1928 the class schedule was altered to make a time slot between the second and third class periods to create a time for chapel or devotions that would enable the faculty to attend. This tradition of morning chapel services between the second and third hour classes has continued until today. Today evening services are held every Wednesday night.

In the early years of Concordia, chapel was led strictly by the faculty. Presidents Buenger and Graebner often led the services, and President Poehler was the regular Monday morning speaker. Under President Graebner, in 1927, students began to help lead evening chapel services. Soon after, students began assisting at morning chapel by reading lessons. Gradually it became common for students to assist and lead chapel services. Students have also assisted chapel services through the chapel guild, which helps to take care of the chapel. Student worship committees have also been organized to help plan worship services.

When the library building was being planned, Concordia's students took the initiative to take on the prayer chapel project. It took Concordia's students over three years to raise the needed $3,000 for the chapel, but their efforts were successful. The prayer chapel was dedicated in 1952.

For many years students have made contributions to various missions of the church and worthy community projects. Each year the dean of chapel compiles a list of different missions and projects that have been submitted by faculty, staff, and students. Worshipers
vote on these options, and weekly chapel offerings are gathered to support the project selected. Funds have been sent to such charities as Bethesda Lutheran Home, a St. Paul church’s Hmong mission, and to the St. Paul Food Shelf.

Students have had a formal spiritual life organization since the early days of the Student Senate. Since one of the goals of Senate has been to promote rich spiritual life on campus, Senate has helped to sponsor this organization. Earlier it was called the Religious Activities Committee. Today, Senate no longer has a committee as such, but instead it appoints a spiritual life director who is to organize interested students and work with the campus pastor to promote spiritual life on campus. The members of the spiritual life organization have traditionally begun each year with a retreat where they study God’s Word and make plans for the year. The organization coordinates spiritual life representatives from each floor to give Bible studies on a regular basis. The organization also helps to provide transportation to local churches on Sundays and puts on quarterly all-campus devotions.

Other organizations have been formed to enhance spiritual development at Concordia. Phi Delta Chi was a group in the 1960’s that helped to inform women about the deaconess program. The Greek letters AEX stand for “Adelphoi en Christo” which means “Brothers in Christ.” AEX is the pre-seminary group at Concordia which sponsors Bible studies, social functions, and a newsletter for pre-seminary students. STEAM stands for Student Theological Educators and Associated Ministers. It is a group for director of Christian education students at Concordia which sponsors weekly Bible studies, seminars, and social functions.

Concordia’s students have also organized many different forms of spiritual outreach. In the 1970’s two retreats were begun on campus, one for junior high youth and the other for senior high youth. Both retreats are coordinated and run by students. The junior high youth gathering has a different theme each year and attracts hundreds of junior high youth. Students volunteer to be counselors for the weekend retreat and lead Bible studies for their groups. The senior high youth gathering has the theme (CC)², Celebrate Christ, Communicate Christ. This is also a weekend gathering, but its focus is on evangelism.

Students have also been involved with groups that travel to local
churches. Lutheran Youth Encounter groups began in 1970 and lasted through part of the 80's. These groups traveled to churches using their talents to share God's Word. Youth Alive in Christ (YAC) was formed in the early 1980's, and it also provided ministries to local churches. YAC is divided into several teams which travel to a number of different churches each year. Often they lead programs for a variety of different youth groups. One team of YAC is Clowns for Christ which is a clowning ministry.

Concordia's students formed a branch of the Lutheran Human Relations Association in the 1960's. This group of students was concerned with social problems such as poverty and racism. In the 1970's, some of Concordia's students started a branch of Lutherans for Life on campus. For a few years in the early 1980's, some of Concordia's students were involved in a prison ministry.

In the late 1950's and early 1960's, Concordia students ministered to people with disabilities. Periodically some students took sign language classes and were able to teach Sunday school to the deaf. Other students taught Sunday school at St. Paul's Gillette Hospital for Crippled Children in a program that lasted 15 years. Almost every year groups of students have a nursing home visitation program which brings enjoyment to many elderly people.

Hundreds more of Concordia's students have taught Sunday school at churches all around the Twin Cities area. Students have also been recruited to work at Lutheran camps throughout the United States, and many have spent their summers working at these camps.

A group that began in the early 1980's was HMS, the Hispanic Mission Society. Each year a group of students involved with HMS takes their spring break and travels south to El Paso, Texas, right on the Mexican border. To keep costs low, this group takes vans and drives straight to El Paso without making an overnight stay. Prior to their trip the group meets together to learn more about mission work and Mexican culture. While in El Paso, students stay at a mission and help out with cleaning, repairing, painting, and doing other needed tasks.

**Intellectual Activities**

Outside of the classroom, besides the every day homework, students have been involved with a number of different activities that have
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added to their intellectual growth. While some of these opportu-
nities may be more practical than academic in their nature, students
have been able to challenge themselves in a number of different
pursuits.

Popular activities of Concordia's students, especially in the first
half of Concordia's history were in the literary societies. These so-
cieties fit in well with Concordia's emphasis on the humanities. The
two main societies in these years were Tri Alpha, which stood for
Greek words that meant "to hear, to observe, and to accomplish," and Sigma Alpha Beta, which stood for Greek words that meant "the
Council of the Wise and Best." These societies often challenged each
other to speech and writing contests. They staged mock trials and
coordinated roundtable discussions. There was also a German lit-
erary society which published its work in German. Today, many of
Concordia's English majors and minors are members of Sigma Tau
Delta, a group which gets together to share and promote their love
of literature.

Forensics was another popular activity in the days of the all-
male school. Students would debate such issues as, "Resolved, a
federation of nations should be established based on the eight points
of Roosevelt and Churchill" or "Resolved, the federal government
should regulate by law all labor unions." Concordia's forensics club
competed in many different matches and were often very successful.
Debate teams filled buses on weekends in the fall and winter for
debate tournaments in western Wisconsin and southern Minnesota.
In the 1950's Concordia's debaters competed in national tourna-
ments as far away as Utah. Concordia students won numerous tro-
phies and some of Concordia's debaters qualified for Phi Rho Phi,
the national honor society for intercollegiate debate.

During its first half century, Concordia's students did not really
publish their own newspaper. However, they did publish original
written works under the auspices of the literary societies. This form
of publication was continued into the early 1960's with the start of
another student publication in 1959 called The Inkspot, which was
devoted entirely to creative writing such as short stories and poetry.

The first attempt at a student newspaper was The Comet, which
began in 1925 as a literary magazine. The Comet format grew to
include news of campus activities, editorials, news of alumni, and
even humor, to go along with literary contributions. The Comet
attracted a wide readership among both students and alumni. In 1938 *The Comet* became a joint production of the students and the office of alumni relations. This arrangement soon ended because the students needed their own intramural voice to raise issues and discuss campus life and their concerns. There were several unsuccessful attempts at creating a publication solely by and for the students. *Newsletter, The Voice, The Atom, The Pharisee, Campus Commette, and On Campus* all failed at establishing a student newspaper. *On Campus* was the longest-lasting of these attempts. It was run by the Student Senate and had the slogan “Voice of the Student Senate and You.” *The Comet* then became the public relations newspaper for the college in 1965. The name was later changed to *The Commentary*, and now *Concordia St. Paul Magazine* has taken its place. *The Sword* became the students’ newspaper in 1966 and has continued since then. Over the years, *The Sword* has had mixed reviews; successful years have largely depended on the quality of its editors and writers.

In 1920 the students produced Concordia’s first yearbook, *The Blue and Gold*. The first yearbook, although pleasing to the students, was financially unsuccessful and was not continued. The yearbook was tried again in 1926 and 1927 under the name *The Concordia Moccasin*. Because of costs, the yearbook was again discontinued, and the students instead created a larger version of *The Comet*. This was the practice until 1948. From 1949 until today, with the exception of one year without publication, the yearbook has been published under the title of *The Scribe*. Today both *The Sword* and *The Scribe* are sponsored by Concordia’s Student Senate.

The Student Senate has held a variety of different roles over the years. Student government at Concordia has its roots in the athletic association that began in 1908. The constitution for this association was revised to some extent to include almost all student activities. In 1926 a new “Student Association” Constitution was written which separated student government from the athletic association. The new constitution created nine committees which were to help the Senate’s duties. Some of the Senate’s committees were the Religious Activities Committee, the Social Activities Committee, and the Recreation Room committee. The constitution underwent further revisions as the high school and college Senates were separated. For years the student representatives to Senate were voted on by each
class, but in 1968 this was changed to choosing students as dorm or commuting representatives.

In earlier years the student government supervised the spring campus clean-up day, the mail delivery, and the running of the stationery store. The profits from the stationery store enabled the Senate to sponsor various activities. Today the Senate receives its operating funds from a small percentage of students' tuition.

The Student Senate currently coordinates a variety of activities as well as attempts to be a channel for student concerns. The constitution has been modified in recent years to include a five member Executive Board. There is also a Board of Directors, formerly called the Superboard, which includes positions such as director of clubs and organizations, director of community activities and Sword editor. Much of the student power that exists at Concordia is through student representation to faculty standing committees. Students have representation on committees such as the Academic Policy Committee, the Student Policy Committee, the Athletic Committee, and the Library Committee. Students are the majority on the Student Conduct Committee which considers cases of students who wish to challenge allegations made against them. In 1990, students gained further representation when one voting student member was added to the subcommittees of the Board of Regents.

The 75th anniversary history of Concordia observed: "Anyone visiting the campus at election time will conclude that campaigning for office in the Student Senate is big business. He will see streamers flying high between the flagpole and Old South, or a huge sign covering the front of the library building, or a monument stretching towards the sky in honor of one or the other of the presidential candidates." However, in recent years, Senate elections have not shown such student enthusiasm; at times officers have run unopposed. Even last minute write-in campaigns have been organized with limited success.

In 1950, colleges of The Lutheran Church—Missouri Synod began to host Student Government Conferences. Students from the various LCMS colleges got together to discuss issues and share ideas. Host colleges also provided entertainment for the student delegates. These conferences continued for some years, and later SALS, the Synodical Association of Lutheran Schools, took their place. After SALS was discontinued, no formal communication took place be-
tween students of the synodical schools. In 1984, ASHE, the Association of Schools of Higher Education, was formed to bring the students of LCMS-owned schools together again. The first ASHE conference was held at Concordia, St. Paul.

Another association in which Concordia’s Senate holds membership is MAPCS, the Minnesota Association of Private College Students. Concordia became involved with MAPCS in the 1970’s. MAPCS brings together student leaders from the Minnesota private college campuses to discuss issues facing the different campuses. MAPCS also participates in student lobby day at the Minnesota State Capitol and works for increased financial aid for private college students.

Concordia’s students have also formed a number of different clubs and organizations to broaden their understanding of world events. In the 1960’s Concordia had a World Affairs Club which met to discuss current world happenings. Today some of Concordia’s students are involved with the Public Policy Forum which sponsored speakers and panel discussions on events such as the recent Persian Gulf War. It also coordinates The Public Policy Review, a publication that deals with local, national, and international issues.

Concordia has never been considered a politically active campus, but political interest did rise during the 1960’s. While Concordia had no protests during the Vietnam era, as were common on many other campuses, Concordia did host an all-day Indochina teach-in for a day in 1970. In the late 1960’s and early 1970’s, Concordia also had Republican and Democratic Clubs. These clubs attempted to promote their political views and often volunteered their efforts at local campaign headquarters. These clubs were probably due, in part, to the increasing interest that students had in politics during this era and the lowering of the voting age to 18.

Another teach-in was also held on Concordia’s campus in 1970 for Earth Day. Concordia’s students have a history of involvement in the sciences. In 1928, Concordia’s Science Club was formed; it sponsored various scientific lectures, movies, and discussions. For a time the Science Club coordinated annual science fairs, with over 200 students participating one year. A few years after the Science Club dissolved, a Health and Science Organization was formed whose members were mostly science majors. In 1990 after the Health and Science Organization became inactive, students formed a new group, CREW. CREW stands for Concordia’s Relentless En-
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environmental Workers. Though a new club, CREW has supported many activities to protect the environment in addition to sponsoring trips to the Science Museum of Minnesota and a canoe trip down the St. Croix.

Two other more recently organized clubs are the Business Club and Amnesty International. In the early 1980's, Concordia's business students formed a business and investment club, UNIBUS. The size of the club has varied from year to year, but the business club has been a worthwhile club for many business majors. In 1989, a branch of Amnesty International was formed on campus. Amnesty is a worldwide independent movement that works to promote the protection of human rights. Student members of this group write letters to officials in countries with reported human rights abuses and support the efforts of other groups also concerned with unjust imprisonment and oppression around the world.

Aesthetic Activities

Throughout its history Concordia has always had a large percentage of its students involved with the arts. With the help of many talented faculty, Concordia's students have continuously developed their artistic skills and achieved excellence in many different forms of the arts: music, drama, painting, sculpture, and other related areas.

Concordia's band began in 1928 with high school and college students, many of whom had never played in a band or orchestra before. In 1954 the band acquired new blue, gold, and grey uniforms and frequently performed as a marching band, replete with baton twirlers and a majorette, at athletic events. Campus rumor reported a presidential inquiry was held on the adequacy of the majorette's uniform on cold fall days when Concordia's first majorette in history returned home to 1245 Carroll Avenue. When interest in polka music greatly increased, Concordia had a German band which was a very popular campus addition.

Shortly after Professor Leon Titus became the director of Concordia's band in 1960, the emphasis was changed to make the group more of a concert band than a pep band. During the last 30 years, Concordia's highly respected and admired concert band has toured the United States from coast to coast and in several provinces of Canada. Their annual travels have provided audiences with a wide
variety of some of the best sacred and secular music written for concert bands. In recent years a very popular addition to Concordia's music offerings has been a jazz band, formed and directed by Professor Richard Norris.

The Concordia Glee Club was organized by students in the early part of the 1900's. The Glee Club soon became the elite group of Concordia's singers. In 1927, because of increased enrollment, the format of the choir changed; the Glee Club became the high school choir and the college men made up the Concordia Choral Club. The name of the Choral Club was later changed to the Chorale and then to the current Christus Chorus. This is the choir which travels and performs at Lutheran churches and concert halls throughout the country and has twice performed in Europe from St. Thomas in Leipzig to Notre Dame in Paris.

When women first enrolled on campus, they were not allowed to join the Choral Club until 1953, so they formed their own Chapel Choir; the name was later changed to the Chamber Choir. A Chapel Choir of mixed voices was formed in the 1960's and also became a touring choir in the midwest. The name was later changed to the Scola Cantorum Choir and is currently called Jubilate. The choirs continue to preserve Concordia's tradition of excellent choral concerts, especially their popular Christmas concerts and Choral Vesper services.

In the early days of Concordia, an orchestra was formed to play at commencement and other activities. The orchestra continued into the late 1920's. Concordia's strings were again organized by Professor Friedrich Brauer who joined the faculty in 1967. Today Concordia's String Ensemble includes faculty, staff, and students. They perform at many noon recitals and often accompany the choirs in concert.

Throughout Concordia's history there have been many other musical groups. The Messiah Chorus was organized in 1950 to perform Handel's Messiah. After 1953 the concert was presented in the Lutheran Memorial Center at Christmas time. The Messiah Chorus at one time included over 300 people and was an annual event for nearly a decade.

Glad Sound was another popular touring group which was formed in the late 1970's and continued through the mid-1980's. Some years, Glad Sound spent the whole summer touring the coun-
try. This group, usually numbering eight students, performed both instrumental and vocal music at Lutheran churches, sharing their love of the Lord and telling about the work of the college.

Another group which still exists today is Concordia's handbell choir which performs in chapel and at the annual Christmas concert. The initial three octave set of bells was presented to Concordia in 1986 by the Reverend Lawrence Gallman, Litt.D. ('70).

Concordia has always had a significant number of accomplished organ students. Since 1974 they have had the privilege to practice on the Schlicker organ in the Music Building Auditorium. Periodically student organists have formed a guild of organists and planned activities to aid their professional development. Many students also take vocal, piano, and instrumental lessons. The Fine Arts Division in recent years has sponsored weekly noon recitals in which students can showcase their talents for faculty, staff, and students of Concordia. These are an enjoyable break for observers and give students an opportunity to become more comfortable with performing before an audience.

In past years students have organized to form the Music Appreciation Society and the Music Interest Society. These societies have encouraged the enjoyment of the musical arts and have planned trips to concerts in the Twin Cities area. Today no formal organization such as these exists. However, informally the MHAA, the Music History Alumni Association, gets together to enjoy music history and attend local concerts.

Originally drama at Concordia had no formal structure and was left to student organization. Periodic attempts at establishing drama at Concordia were unsuccessful until 1910. In 1910, the senior class, motivated by classical studies, performed the ancient Roman play by Plautus, "Captive." After this performance, it became a tradition for the senior class to present a class play. The first touring show was in 1941 when the high school seniors presented Shakespeare's "Merchant of Venice."

In 1942 students formed the first drama club, The Tri Gamma, and presented a wide variety of productions in the following years. In the next 15 years, with a number of different faculty directors, Concordia presented a broad range of theatrical works including "Julius Caesar," Moliere's "Doctor by Compulsion" and "Tartuffe," operettas "Trial by Jury" and "The Mikado," comedies "Arsenic and
Old Lace” and “The Male Animal,” a religious drama “The Third Day,” and numerous one-act plays. Most performances were staged in the Lutheran Memorial Center or in a “little theatre” on the ground level of the Main Classroom Building.

Concordia’s present theatre and drama program had its beginning with the organization of The Harlequins in 1969. With the curricular growth of academic courses in drama, the drama club structure disappeared and the theatre program became a department of the Division of Fine Arts. The continued growth of drama on campus, both in course offerings and in the quality of public performances, will be greatly enhanced with the completion of the new theatre during the centennial year.

Students have opportunities both to participate in a wide variety of drama and to observe the performances of some of the best literature of the dramatic arts. Although figures are sketchy for some years, the modern attendance record for musicals seems to be the 1969 production of “Oliver” in the Lutheran Memorial Center, and the record for drama is the 1990 staging of “Macbeth” in the Music Building Auditorium.

During the 1970’s and until the Arndt Science Hall was completed in 1989, the home of drama at Concordia was the unfinished south end of the second floor of that building, affectionately called “The Attic Theatre.” Although some people were concerned with the name, The Attic was intended to refer to an unfinished area of a building immediately below the roof, and not a reference to the dialect of ancient Greek which became the literary language of the Greek-speaking world. The size and comfort of the area greatly limited attendance at many major productions. Since all performances have been staged in the Music Auditorium in recent years, one of the interesting challenges has been the search for creative ways to incorporate the organ into theatrical sets.

In the 1970’s a children’s theatre group began to emerge as an important part of the theatre program. In their travels to schools and churches in the metropolitan area, they called themselves “The Peanut Butter Players.” They appealed to young audiences with a modernization of old stories and tales from children’s literature, Aesop’s Fables, and the classic Canterbury Tales.

In 1987, under the direction of Professor Michael Charron, the King’s Players were organized. This group replaced the children’s
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theatre repertoire with religious and biblical parables and vignettes in a creative presentation. While still appealing to children, the dramatizations are equally appreciated by all ages. In a skit like "Jonah and the Whale," Jonah has become a modern California surfer, while "The Three Little Pigs" has been transformed into a religious parable. The King's Players have a year-round performing schedule, but their main tour is during the vacation following the winter quarter. Their creative performances have been given on tours to England and Japan as well as the Denver and New Orleans youth gatherings of The Lutheran Church—Missouri Synod. Communicating the Gospel effectively in creative and non-traditional ways will continue to be a major objective of the King's Players.

Like graduates of other arts majors at Concordia, theatre arts alumni have also achieved professional and personal success in a variety of areas. One of the most successful graduates is Mark Rosenwinkel ('77) whose professional acting career has included roles in productions ranging from The Guthrie to the Chanhassen Dinner Theatre complex.

From 1959 to 1969 Concordia had an art club called Bottega. Its name came from an Italian art workshop of the Renaissance. The members of Bottega organized and supported activities related to the arts. These included art lectures, art exhibits, art workshops, and even trips to movies with special artistic significance, as their 1968 trip to see "Gone With the Wind" was designated.

Even before Concordia offered an arts major, its students were recognized for producing significant works of art in ceramics, sculpture, and painting. Most recently at the New Academy, a 1990 juried art show featuring art from Twin Cities college students, several students were privileged to have their works shown. 1991 saw Concordia's first juried art show featuring works by Concordia students. Plans are to make this an annual event.

Athletic Activities

Athletics have always been an important part of life at Concordia. Physical fitness was so important to President Buenger that he had the second floor of the West Building furnished with gymnastic and exercise equipment in 1894. When spring came, a baseball diamond
was laid out on the land where the Main Classroom Building now stands.

Baseball was the major sport when Dr. Herman Wollaeger arrived in 1904 to become Concordia's first athletic director and baseball coach. The faculty soon permitted interscholastic baseball games to be scheduled with available teams in the area, but all games were to be played on the home field, if at all possible. Since baseball was the only competitive sport, the exploits of the early teams became legendary.

Perhaps the most famous sports legend in Concordia's history was Dick Siebert, class of 1930 and son of Professor E. G. Richard Siebert. Although Dick signed a professional contract with the St. Louis Cardinals and later had a successful career as a player for Connie Mack's Philadelphia Athletics, his more important achievement on campus was his 7 to 6 pitching victory over the University of Minnesota in 1930.

During his baseball off-season, Dick Siebert returned to Concordia to coach basketball. In 1947, Dick became head baseball coach at the University of Minnesota. In recognition of his 30-year coaching success at Minnesota, including three NCAA baseball championships, in 1979 the university renamed its baseball facility Siebert Field, four months after his death in 1978.

Another Concordia legend, Professor Paul Stor, became athletic director in 1931, and helped Concordia build a respected intercollegiate athletic program. The Comets were especially successful in baseball and basketball as they competed in the Junior College Conference of Minnesota. When the conference was divided into a northern and southern division, the Comets became one of the better performers in the Southern Minnesota Junior College Conference of Minnesota until Concordia became a four-year college.

In 1948, the Comet baseball team had three pitchers who did very well financially playing semi-professional baseball. The faculty requested that the captain of the 1924 Comet baseball team speak to these players to convince them to relinquish their weekend professional activities. Shortly thereafter, President Poehler reported to the faculty that the three players had agreed to keep their amateur status and baseball eligibility by discontinuing their play-for-pay baseball.

Beginning in 1937, the highlight of the basketball season was
often the All-Concordia tournament. The four synodical colleges from Concordia, Missouri; Winfield, Kansas; Seward, Nebraska; and St. Paul, Minnesota, closed the season with a tourney that rotated among the campuses. In 1951 the Concordia Invitational Tournament was begun with the terminal institutions of synod participating. They were the two seminaries—in St. Louis and Springfield—and the two teachers colleges—in Seward and River Forest. When Concordia Seminary in Springfield discontinued intercollegiate basketball, the Comets were invited to replace Springfield for the 1967 tourney. The Comets won their first CIT championship in 1969 when they hosted the event, and they also became champions on their home court in 1978.

After years of intramural competition only, the women began intercollegiate athletics in 1967. Thus when the Concordia Invitational decided to begin women's tourney play in 1973, the Comet women were ready to join the intra-synodical rivalry. The women have won eight championships, including six straight from 1977 through 1982. The participating women's teams are from Seward, River Forest, St. Paul, and another synodical women's team which the host school invites to complete the tourney field. Each year the site of the CIT is transformed into a social gathering of students and alumni with basketball being the focus of their attention.

While competing as members of the National Small College Athletic Association, the Comet women won the national championship in basketball in 1983 under Coach Jack Surridge and the national volleyball championship in 1991 with Coach Dennis Getzlaff. The Comet men have also captured two NSCAA championships. The soccer team of Coach John Hendrickson won its national title in 1980, and Coach Michael Charron's cross country team won its first place trophy in 1991.

While baseball and basketball have been the dominant interscholastic sports throughout Concordia's first century, a number of other sports have been added to the athletic program with varying degrees of longevity. When Professor Robert Barnes became the athletic director in 1947, new sports were added both for the Comets and for the Meteors, the moniker the high school teams began using in 1946.

The high school Meteors were a member of the Minnesota Independent School League, and by 1950 they competed in baseball,
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basketball, wrestling, hockey, and football. Wrestling was introduced in 1947, hockey in 1948, and football in 1949. Even with their own outdoor rink, however, hockey was discontinued in 1960 because there were not enough skaters to compete. Fear of players being injured made football the most difficult sport to initiate. The persistent urging by students eventually persuaded the faculty and Board to approve football for the high school only. Although Concordia was one of the smaller MISL schools, they remained competitive and won their share of conference championships until they merged with St. Paul Lutheran High School and left the campus.

During his leadership as athletic director, Professor Robert Barnes successfully revived interest in, and added men's intercollegiate wrestling in 1954, soccer in 1964, and football in 1969 to supplement the existing teams in baseball, basketball, track, tennis, golf, and cross country. However, some sports have erratic student interest, and competition is currently suspended in wrestling, track, and golf.

Women's intercollegiate athletes compete in volleyball, basketball, softball, tennis, and cross country track. At one time these teams were called Comettes, but now all campus athletic teams use the unisex title Comets.

While many women have received recognition for their achievement in athletics, the two who played professional basketball with the Minnesota Fillies were Cindy Pummill ('78) and Peggy Jackson ('78). Another notable performer was Carrie Rindal ('92) who was honored as the first team All-American softball catcher by the National Association of Intercollegiate Athletics in 1991. Although the Comets have had players receive second team and honorable mention awards by the NAIA, Carrie Rindal was the first athlete to be selected for first team honors.

While it would be difficult to get a consensus all-Comet team in any sport for the centennial milestone, three additional men had athletic performances which merited professional contracts. Paul Hinrichs ('45) originally signed with the Detroit Tigers. He later pitched for both the New York Yankees and the Boston Red Sox after stops with several minor league teams. He played for two years after he graduated from Concordia Seminary in St. Louis and then became a parish pastor. Michael J. Bailey ('71), a member of the Comets' first college football team in 1969, signed a contract with
the Dallas Cowboys of the National Football League. Ten years later, Edward LeRoy McBrayer ('81), who holds Concordia's career rushing record of 4,213 yards, also signed a free agent contract with Dallas.

The individual and team successes of Concordia's athletics were achieved in part by the dedicated coaches who taught, strategized, and encouraged the thousands of Concordia's athletes. Some of these coaches were Paul W. Stor, a major force in building the Lutheran Memorial Center; Walter H. Engelhardt, the master of wrestling and baseball fundamentals; Robert E. Barnes, head coach of almost every intercollegiate sport at Concordia and in whose honor the present baseball field was named; John P. Chiapuzio, head football coach of the first Comet team; and Jack F. Surridge, who, during his tenure as women's basketball and softball coach and head football coach, had the distinction of defeating every college and university in the state with one of these teams. In addition, there were dozens of other coaches doing equally important tasks for Concordia's student athletes throughout the years.

Intramural sports have always been an important part of Concordia ever since the first intramural baseball teams were formed in 1893. Basketball joined the intramural program in 1912, and in 1938 touch football was added. Intramurals are popular among Concordia's students as a great way to take a break from studies, get some exercise, and socialize. Open gym times and the weight room are also available to provide students with the opportunity to exercise.

Along with sports came cheerleaders, pep clubs, and dancelines. Prior to coeducation, Concordia's cheerleaders obviously were all male. Since 1950 Concordia has had cycles of all female cheerleaders followed by years with both men and women jointly urging the crowds to give the teams strong vocal support. Pep Clubs formed in the late 1950's to promote school spirit. Concordia also had a colorful drill team in the 1960's and 1970's. Since the early 1980's Concordia has had a danceline which provides half-time entertainment for the football and basketball crowds. In 1991 a Spirit Squad was formed to add spectator enthusiasm to the competition of the game.

Over the years various organizations have been formed to promote athletics. The WAO, Women's Athletic Organization, was
formed shortly after coeducation came to Concordia. It was instrumental in helping organize intercollegiate teams for women athletes. The C-Club was the club made up of all athletes who lettered in sports at Concordia. PEMM is the group for Physical Education Majors and Minors which sponsors lectures on sports and health subjects. Concordia's Fellowship of Christian Athletes is a more recent group formed to encourage Christian sportsmanship and ethical behavior in the world of competitive sports.

**Social Activities**

The social life of Concordia's students was extremely limited until the first class of coeds arrived. Previously the majority of social activities were identified with congregations of the area. The students were expected to plan most of their social events on campus, but this greatly limited their socialization with young ladies of the community. Even athletic banquets were stag affairs until 1936 when women were first permitted to attend such events on campus. Finally on its fiftieth birthday in 1943, the first campus party for men and women was held.

One of the oldest social traditions at Concordia has been an end-of-the-year banquet. Originally it was given by the college freshmen to honor the graduating sophomore class and was called the Prima-Secunda Banquet. These banquets were usually held in the dining hall, but in 1944 a new tradition to hold the banquets off campus was begun. Students rented hotel or cafe rooms at different locations each year. Part of the entertainment was an after dinner speech by a prominent political or entertainment figure. One student favorite, for example, was Senator Hubert H. Humphrey. Students often had fund raisers to keep the banquet costs low. For several years the banquet was underwritten by Concordia so everyone could attend. The end-of-the-year banquet is currently sponsored by the Student Senate. A dance has been added to the festivities, and the event is now called Spring Fling.

Concordia's first homecoming game was in 1949 when the Concordia Meteor football team played Breck. Even though the Meteors weren't able to achieve the slogan to "Wreck Breck," homecoming was still a success. The crowning of royalty and a bonfire followed the game. Concordia's first homecoming queen was a student from
the University of Minnesota. With the advent of coeducation, the students were able to choose a Concordia homecoming queen for their second homecoming. Homecoming became a more elaborate event each year, and a parade with floats was added to the festivities. Concordia went without a fall homecoming after the Meteors left, but it returned in 1969 when the college had its first homecoming football game. Homecoming has become a week-long event with many different entertainment and sporting events.

Snow Weekend began in 1959 as a college emphasis replacement for the fall homecoming which featured the high school department. It included entertainment, sporting events, and the crowning of a college King and Queen of Snows. Snow Weekend was the work of the Pep Club and committees of the Student Association. The Snow Weekend tradition has continued, but it has now become a week-long event with the name changed to Snow Week. Each day of Snow Week has some kind of sporting or entertainment activity. Events are often connected with the winter weather, such as a snow sculpting contest. In recent years, hot tubs outside the Student Union have provided warmth to the winter weather blues.

Over the years the Student Association, various clubs, and councils have planned many different social activities to provide the students with recreation and entertainment. The Student Senate used to have a Social Activities Committee, but it now has a Board of Directors who coordinate a variety of activities. Movies, speakers, comedians, and concerts have added excitement to Concordia's campus. Various groups have also formed to promote social activities. Students have formed everything from bowling leagues to ski, chess, and frisbee clubs. Playing frisbee golf on the knoll is still a favorite activity on a warm, sunny day.

When the Lutheran Memorial Center was completed in 1953, it included space for a student recreation room. Later this student recreation room was replaced by the "student union" located in the basement of Wollaeger Hall. In 1973, the student body saw the completion of the Student Union Building. Since the Union was partially paid for with fees the students voted to assess themselves, the students were to have a major voice in the administration of the building. Thus Student Union policies are determined by a Board of Governors which has a student majority in its composition.
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Concordia's students also have an advantageous position in the midway area of the Twin Cities. Students have been able to visit museums and art galleries and attend cultural events such as plays, concerts, and theatre performances. The Twin Cities area provides many different restaurants, malls, movie theatres, and parks that provide a great diversion away from campus. St. Paul's unique Grand Avenue is in walking distance from the college. The campus is also near convenient bus routes which replaced the streetcar lines that formerly were right next to the campus.

Concordia's students have also participated in community relations activities. Since the 1960's, students have helped to coordinate blood drives on campus to encourage fellow students to donate blood. The college has also sponsored many Halloween and Christmas parties for the Lex-Ham community children. Recently students have helped with meals at the Dorothy Day Center and helped to organize a refugee sponsorship program.

A great tradition of Concordia's students is to dress up the favorite statue on campus, Martin Luther. Over the years, Marty has seen many a make-over, some of which were even attractive. Marty was dressed up like a clown to kick off the Clowns for Christ ministry group on campus. Marty has also been a sports fan of Minnesota teams when he was dressed up for the Twins' wins in the World Series and the North Stars' battle in the Stanley Cup finals.

Student activities outside of the classroom are a vital part of the college experience. As time passes, students forget many things that they studied in classes, but they never forget special college memories like the game the Comets rallied to win, late-night study sessions, and the beginning of life-long friendships. Student life outside the classroom has its own lessons to teach and its own memories to keep, and they may be the most treasured benefits of the Concordia experience.