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Meletean

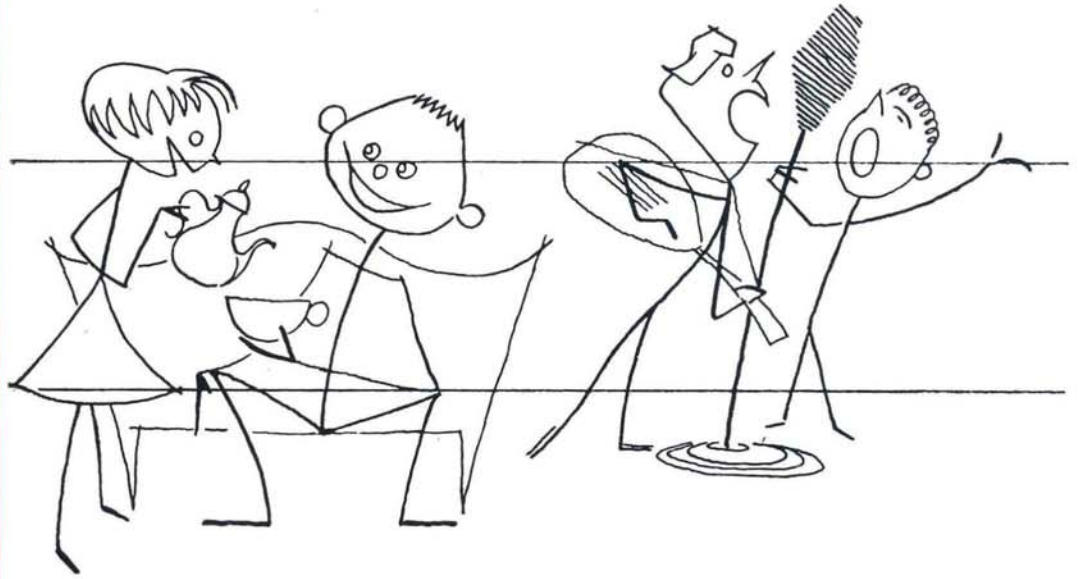
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RIVER FALLS



College Sketches

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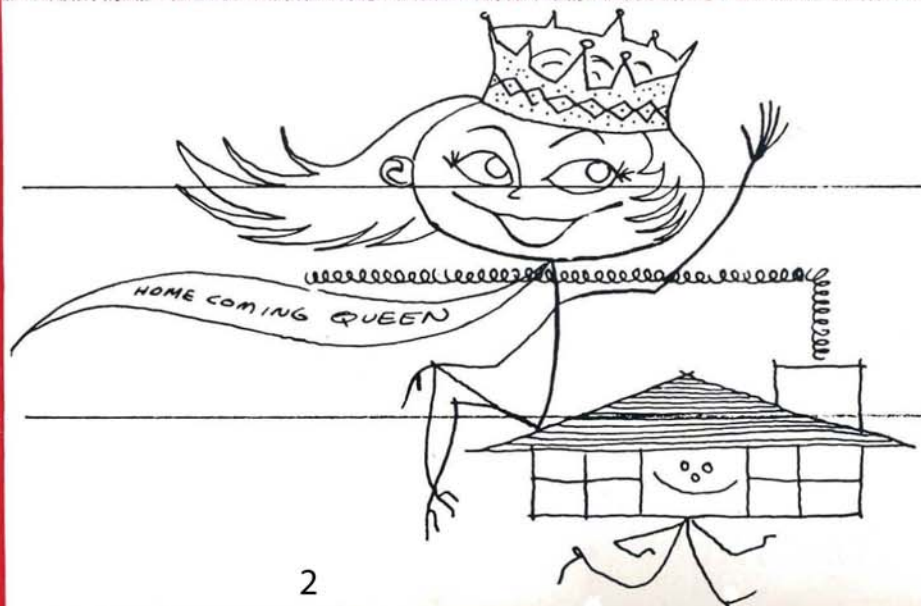
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Special Events

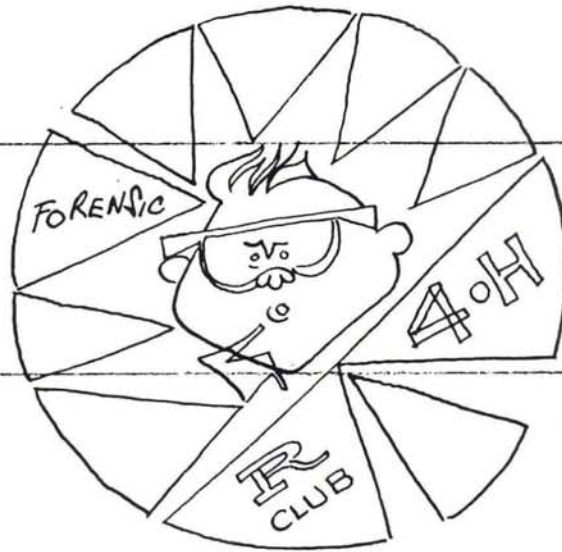
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NINETEEN FIFTY-NINE

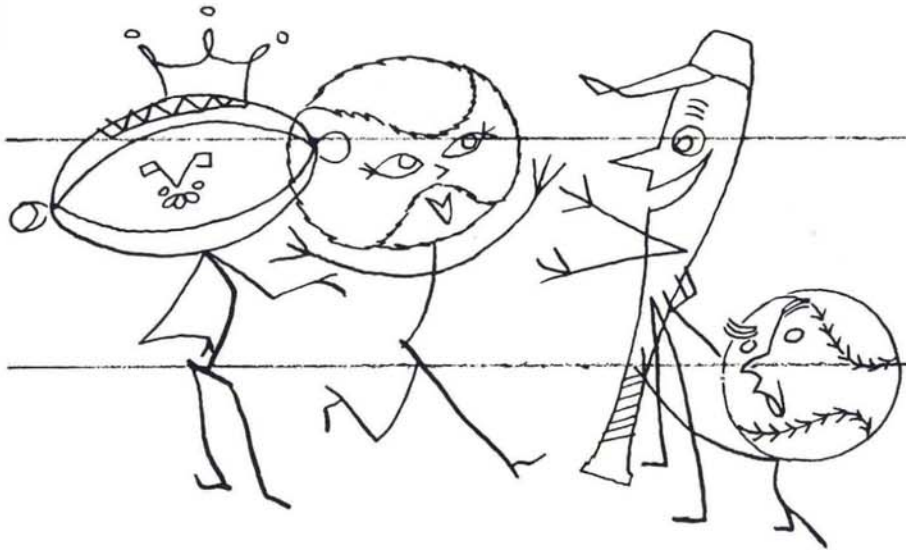
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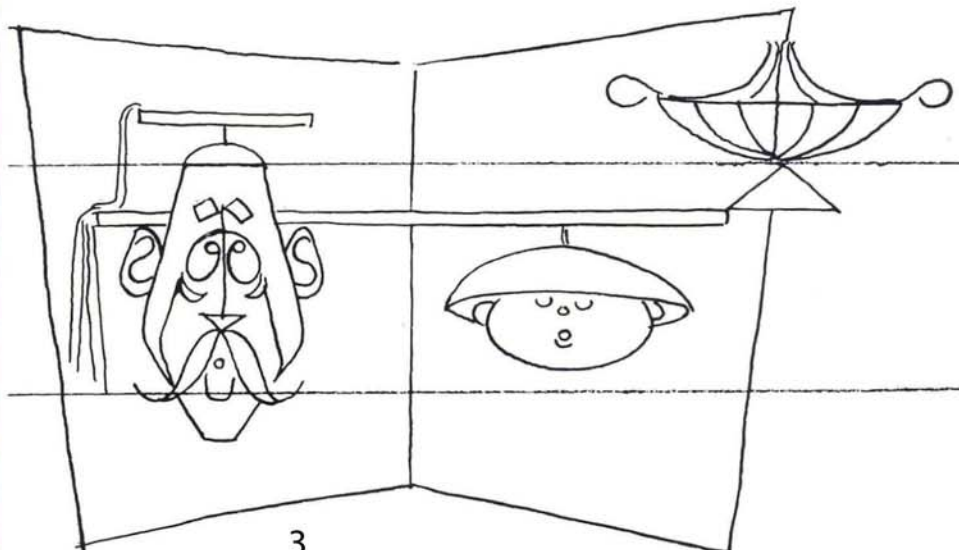
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A. N. JOHNSON

Professor of Animal Husbandry

Division of Agriculture

Conscientious . . . hard-working . . . energetic . . . sympathetic. These words seem to be the key to the unusual success of A. N. Johnson, a man who has contributed much to this college through many years of service and devotion to students.

The Ag Division, of which Mr. Johnson has been a member for 40 years, has not been his only concern.

Dedication

His interests and efforts have gone far beyond the west end of the campus where he holds classes and directs his laboratory work. His influence has been felt by the entire campus and community—in his work with the Athletic Council, his participation in civic affairs and his knowledge in many areas.

Mr. Johnson commands respect — and in some cases awe — from his students. It develops into an admiration which does not end with graduation, for alumni remember his stimulating lectures and quiet sincerity. Many also recall his subtle humor.

A faculty member once said of him " . . . no man is always correct, but when he speaks I listen carefully and weigh well what he has said before giving my view."

MEMO



FOREWORD

Somewhere between the areas of current events and history is a vague domain in which the yearbook resides. The newspaper records specific happenings at the moment or shortly after they occur. History books record incidents when time has thrown them into perspective. But the **Meletean** is also a record. It is the record of a single year presented in its entirety through jotted memories and photographs, both posed and unposed.

We want to give you, the 1959 graduating class, a true picture of your college life in these words and pictures. This we do not consider a book, but a sketch or memo pad on which we have put the skeleton. To this, you, yourself, must add to recreate the quintessence which was your college world.

We stress this as being your world because for four years you have lived in a world within a world. This college life which seems so rich in experiences, hard work and enjoyment, almost to the point of excluding that which occurs outside of it, is meant to be a preparation for graduation and all the days that follow.

You entered college with the thought of this preparation foremost in your mind. Perhaps teaching agriculture, third graders, attending graduate school or managing a business has been your aim and because of this you have listened, talked, read, written and thought, hoping that the events of college would give you the necessary equipment to reach your goal.

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Suppose you are graduating with an education degree. This gives you the lawful right to teach. But does it give you anything more than a signed document stating that you can be employed five days a week in the manner which you choose? This question we cannot answer nor do we propose to do so. The future seems a frightening prospect and the problems it involves are somewhat beyond those of lesson plans and daily assignments.

The world situation this year, as any year, has been something that definitely needed thinking about and that presented problems. The revolution in Cuba, the French handling of Algerian rebels in Morocco, the herding of Chinese into agricultural communes or "human anthills," the outer space contest, the education controversy, the influence or lack of influence of the Beat Generation—these are some of the problems that confronted us.

Certainly we have people in official positions to analyze and handle the major portion of these, but what about the rest of the people? Do we go on believing that if there are problems someone else will surely solve them? This is where we feel college comes into view. Is it more than preparation for a vocation? Can you think beyond your own immediate realm?

We hope that college has offered you the opportunity and the incentive to want to think of these problems and, perhaps, to propose solutions for them.

It has been said that the attitude of most college students and graduates today is "I cannot and will not be bothered." This appears to be all too true and while in college we can attempt to justify this by busyness. And after our formal education has ceased we find the complexity and chaos of modern living another answer. Assuming this attitude has affected more than this college, it would seem we have turned our backs on that which has brought us to this point.

And as adults and teachers who have had the opportunities of college, we cannot afford to be blasé. We have illimitable situations in which to think and to encourage thinking. This does not suggest that you solve China's problems, but that you be aware of them and try to understand.

This foreword is not written to accuse its readers of apathy. We have only desired your attention for a few minutes because we ourselves resent the label of "complacency" and hope that a mere label is not an indication of what really exists. College offers so much to so many and yet this fact is said to be ignored by three-fourths of its students, who think of it only as an assembly line for the putting together of ready-made teachers, scientists and junior executives.

is this actually the case? We prefer to think it is not. No doubt the answer to this will come only with the future.

Whatever the answer, if there is one, we hope that when you look at the 1959 **Meletean** you will see more than an organization picture and lists of activities.

College Sketches

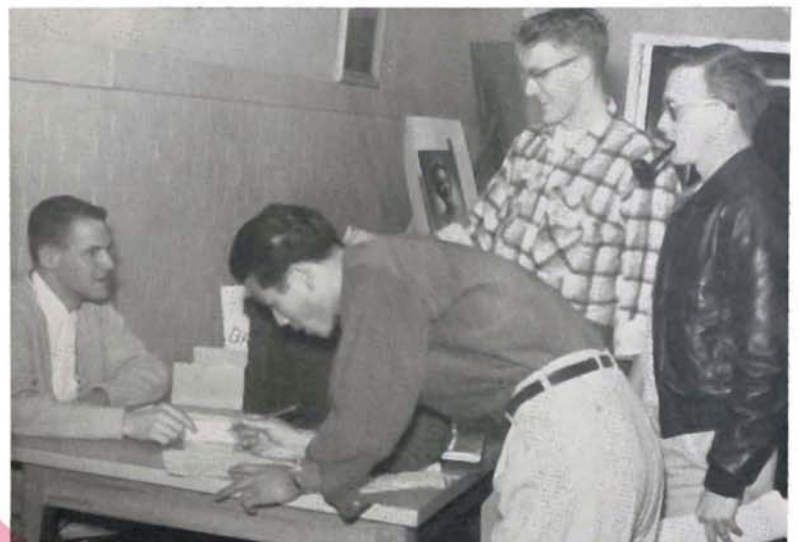


... you walk across the campus, drink coffee in the cafeteria, go to classes, convocations, the library, the dorms ...

... at first you see people you only know as fellow students, see regularly, recognize, but don't know ...

... then, next to you, in a class, the cafeteria, downtown, you are talking with somebody ...

... this is how it starts, in the fall, and you begin to feel River Falls is your college.





College Sketches

... of River Falls



What makes a college?



Pictures . . . drawings . . . words form images of life at River Falls.

Buildings, grass and trees . . . the place . . . give the setting.

Maybe between the camera and the pen I can catch some of the moods and reflections to show the spirit of this college.

It seems to me the college combines the old and the new, keeping what is valuable of the past, but accepting change and progress. So I've started this sketch book with a picture of the newest building on campus, the Student Union, 1959, and a sketch of the oldest building, South Hall, 1898. After eighty-five years, the college at River Falls keeps the emphasis on the student, even in the building program.

Primarily,

students make a college



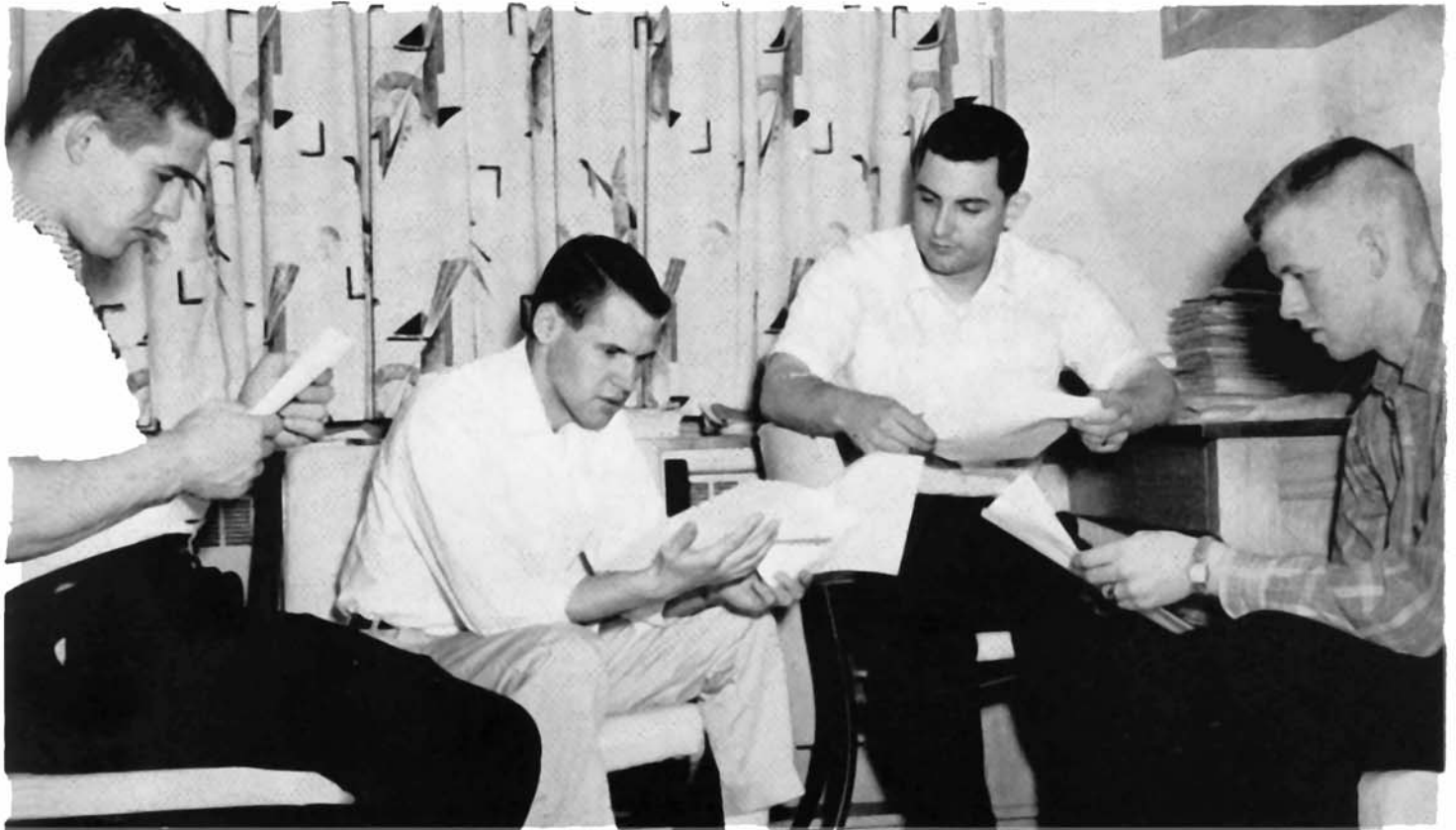
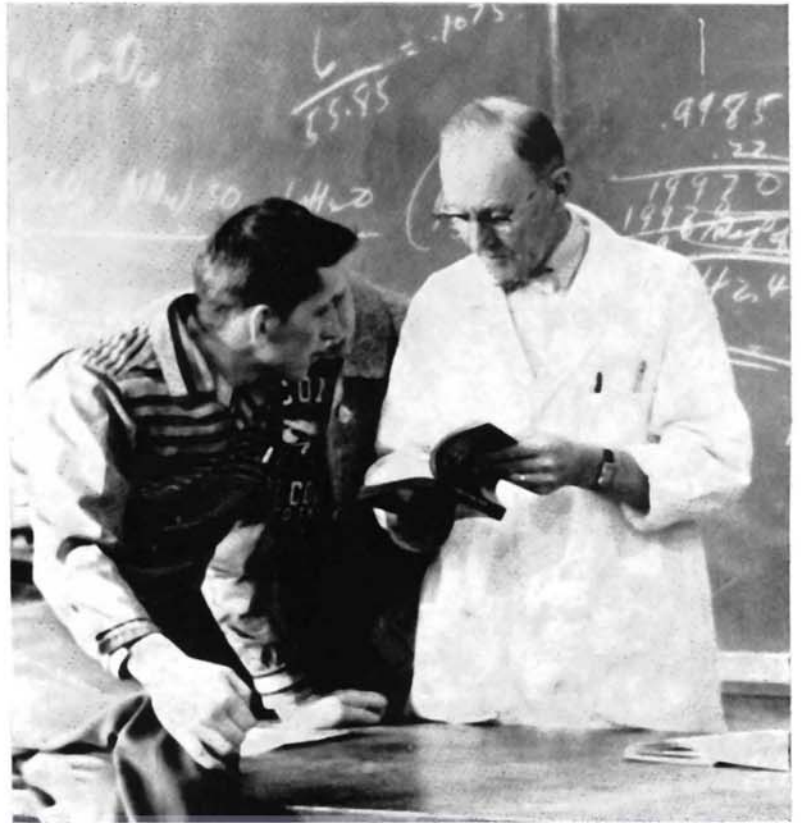
EXIT

You certainly couldn't have one without them. And I guess they make the college what it is.

It's an odd sort of relationship — wheels within wheels, as old Wodehouse would say. Teaching students is the goal! Around them the whole schedule of classes, of events, of activities, revolves and evolves. We're the center! But while the college affects our lives we also have an effect on the college. For eighty-five years that effect must have been good . . . for we have a good college . . . the best!

So here are some pictures of students — studying, planning, bothering a prof for help. This is Dr. Kettelkamp on the top right — Benn, everybody calls him. I also liked this shot of the dorm council. We have a lot of freedom at River Falls . . . that is, freedom to stand on our own feet, make our own decisions, our own plans . . . with a student government that actually has power.





Of Course,

faculty and classes do provide



a framework

You have to give the credit to our faculty — for a lot of the quality, naturally. I suspect that by constantly presenting their subject matter and prodding us to think for ourselves, they change us radically in this circle of effects that takes place on campus.



I don't know much about other colleges, but I don't think there could be a better all-around faculty than ours . . . they're our friends . . . walking storehouses of information . . . trying to show us the joy of discovery . . . the excitement of ideas . . . the rewards of research . . .

Of course, it doesn't all "take" but sometimes we get a glimmer . . . enough to realize that education itself is an adventure.





Even

eating and sleeping are an integral part of it all

I've heard people joke about majoring in "cafeteriology" but seriously a lot of learning takes place in the college cafeteria, coffees, and dorm bull sessions. Often they're purely social and pure froth. We may talk about classes or studies . . . and we do get into some knotty philosophical discussions.

The deans talk about adjusting to new situations, getting along with other persons, and accepting our own responsibilities . . . I guess that all happens too. But the beauty of it is it's so painless . . . at least most of the time.



Then,

there are student activities



And, certainly, we keep learning here . . . no matter what our interests are. Ever try to work up a debate, or play in an orchestra, or put on a play, or put out a newspaper, or make up a budget, or prepare devotions, or play football **without** real learning effort? Can't be done.

Yet this isn't class load. These are called extra-curricular. And they are outside the formal curriculum. But activities **are** within the college and they certainly stimulate learning.







And

campus highlights just for decoration

Throughout the year there are high spots . . . maybe these are the artistic touches . . . sometimes comic, sometimes lovely . . . to college. You couldn't have a college without traditions, could you? At River Falls, there's Homecoming, Winter Carnival, Spring Prom, various dances, concerts, plays, conferences like Rural Life or the Fine Arts Festival . . . times when the emphasis is just fun, school spirit, putting on a show out of sheer youthful exuberance.



'College should be a place of light, of liberty,

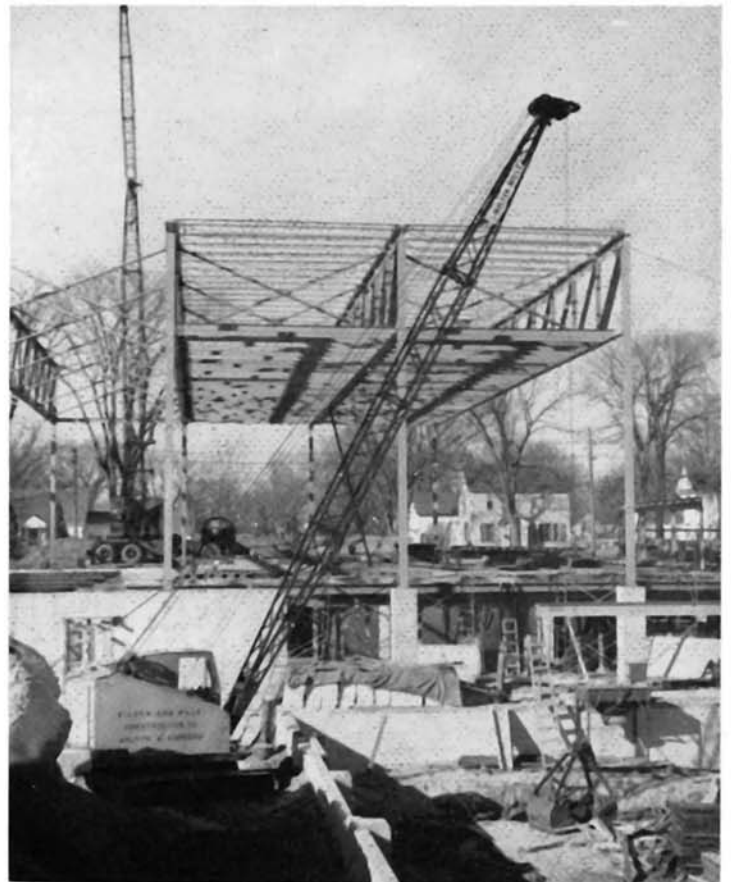


I think maybe to Disraeli's definition, I'd add growth . . . physical, mental, spiritual. I'm sure the college at River Falls is a place of light, of liberty and of learning.

I notice I keep emphasizing the learning in this sketch book. Learning in class, learning from counselling, learning from bull sessions, learning from activities, learning through fun. It seems as though college is mainly LEARNING . . . student centered, faculty directed in class, student directed in activities.

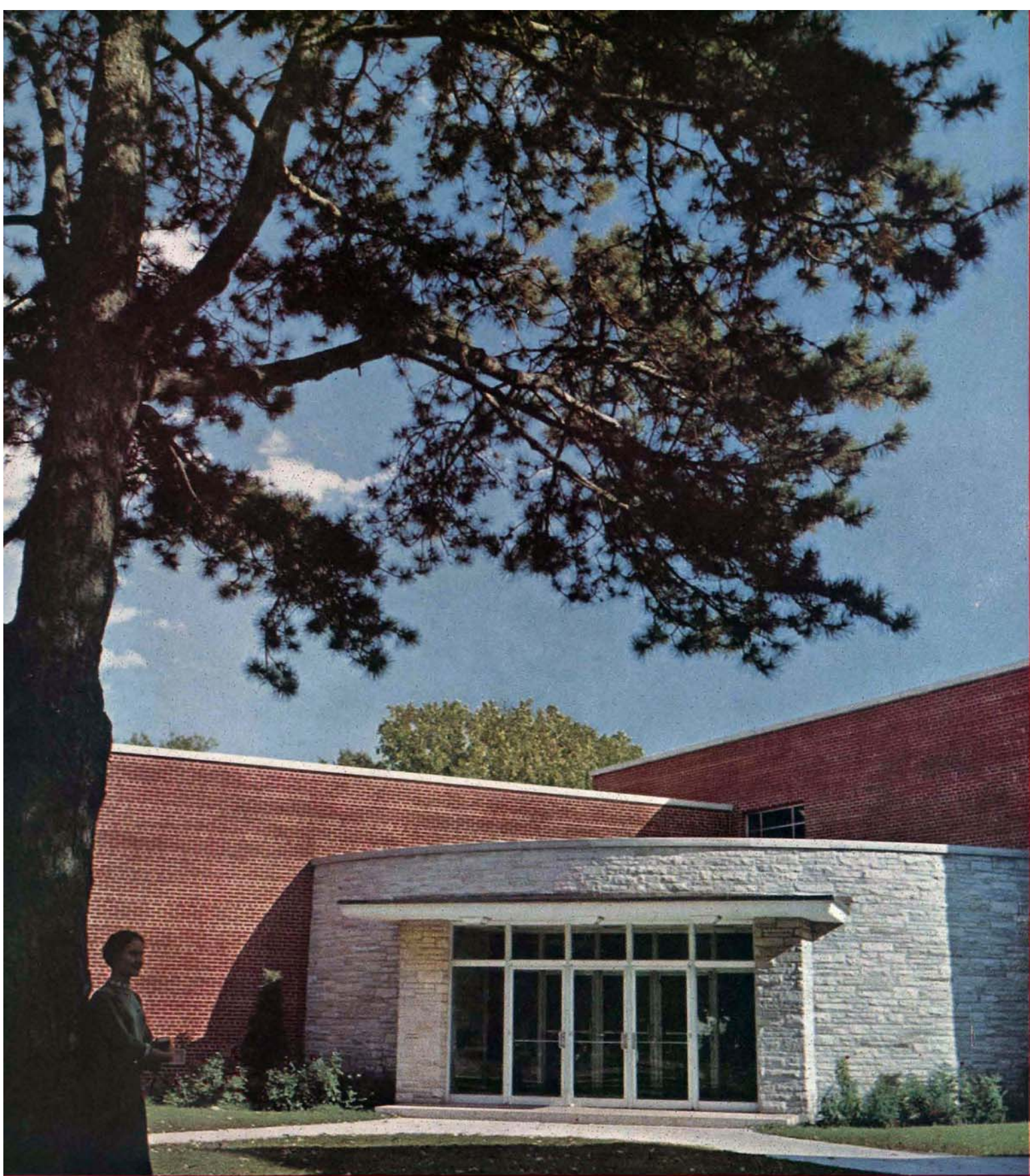
What is a College? It's a myriad of things . . . at River Falls it's building skeletons rising on the skyline, students jostling in the halls, a prof poised for mental flight, students bending over books in the library, a thousand forms to fill out at registration, a student brushing a canvas, the din of the cafeteria, a student pounding a typewriter, classes, profs, students, buildings, ideas!

I can't capture it on paper. You just have to see and hear and feel it for yourself!



of learning.'







*The rustic
bridge
that spans
the flood,
Deep in the
shadows
of the Glen,
Where lovers
come
in pensive
mood
And pause
and
wander
on again*

— Goble

One advantage of editorship (and perhaps disadvantage for the waiting reader) is that the MELETEAN office is littered with interesting items which detract from working hours. One such facet of this year's office was the bookcase crammed with MELETEANS since the first in 1911.

It was discovered that in years past, this picture was the beginning feature and mainstay of almost every yearbook. The changes in the college have been vast but students have not changed. This bridge was and is a favorite during off-hours — and is perhaps the only visible likeness between then and now.

The verse beside the picture was printed beneath this same scene in the 1918 MELETEAN. It was written by Lloyd Goble, the advisor to the 1918 MELETEAN.