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Commencement Budger

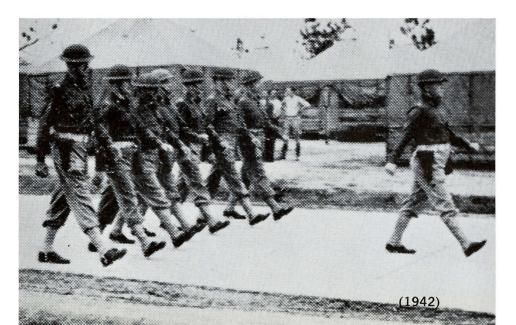
WISCONSIN STATE COLLEGE

1962

LETEAN

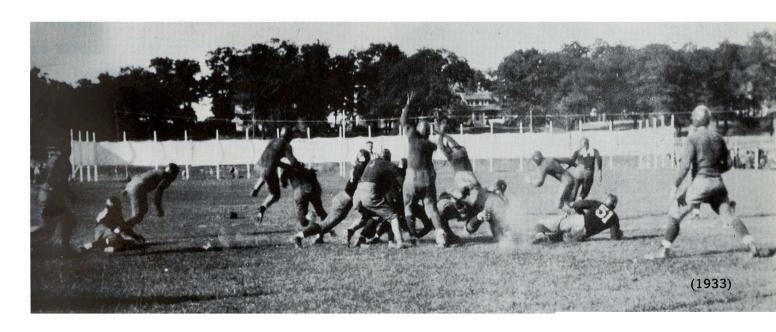


foreword...



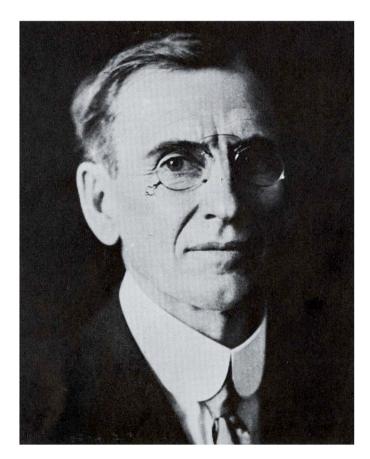
This is, finally, the 1962 Meletean, the fiftieth consecutive publication of the book whose Latin name means "Badger," and whose emblem more likely than not, is a Falcon. If this seems strange it should be noted that yearbooks themselves are odd publications. They are neither fur nor feather, not fish, not fin. They rarely carry the information of a bound volume of the year's student newspapers; they at the same time are not the pure pieces of nostalgia of, say, a high school prom program. If yearbooks purport to be records of the academic year they certainly are most shallow ones. When have you seen a college yearbook that published the student's grades alongside his picture and hometown?

Nor does a yearbook cover the year. Generally, a yearbook is usually concerned with only the nine months of the academic year. This yearbook attempts to do at least two things: (1) It attempts to "cover" the academic year 1961-1962, without discussing "grades", "ideas" or courses of study in detail, and (2) give the reader something of the flavor of some of the forty-nine Meleteans that came before it. Here, whatever it is, is the fiftieth meletean (1950)





The 1912 Meletean Staff



Dedicated to President Crabtree.

It is with pleasure that we dedicate to our president, the first Annual issued by the River Falls State Normal School.

President Crabtree is a scholarly and talented man, admirably prepared for the position which he occupies. His ever ready word of encouragement, his many helpful suggestions, his sympathy and good will have made him the honored, respected, and beloved friend of the faculty and the entire student body.

The Meletean Staff, of the Senior Class, dedicate to President Crabtree, the Annual of 1912.

... dedication

To the editors of the first forty nine Meleteans

The Editor's job is to plan and design the yearbook and to supervise its detailed construction. The job usually entails much more than meets the eye of the casual observer-and the editor invariably winds up designing covers (never having had an art course) writing and editing copy, scheduling pictures, deciding on layout, and labeling last minute faces. To the past 49 editors of the River Falls Meletean who have shared our experiences we dedicate.

- 1912 Jennie Wisenthal
- 1913 Nell Egan
- 1914 W. W. Irle
- 1915 Hazel Hansen
- 1916 Wilbur Ensign
- 1917 C. V. LaDuke
- 1918 Francis McMahon
- 1919 Fred Huber
- 1920 Audrey Gordon
- 1921 James Luther
- 1922 Joseph Blombren
- 1923 Neil F. Martin
- 1924 Donald Boardman
- 1925 Bernard Ingli
- 1926 Victor Sivertson
- 1927 H. Sidney Scoville
- 1928 Victor L. Peterson
- 1929 Lyle A. Lamphere
- 1930 Jacob Fogo
- 1931 Earle Sanford
- 1932 Charles Freeman
- 1933 Leslie Libakken
- 1934 Carol Isacson
- 1935 Arnold Lewiston
- 1936 Harry Guinn
- 1937 Rolf Ordal
- 1938 Charles Stratton
- 1939 Charles Stratton
- 1940 Eugene Laurent

- 1941 Everett Chapman
- 1942 Oliver Glanzman
- 1943 Dawn Wheeler
- 1944 Patricia Ryan
- 1945 Eleanor Hayes
- 1946 Louise Melbye, Shirley Wiff
- 1947 Richard Swenson Phyllis Anderson Sandra Johnson
- 1948 Same
- 1949 Lloyd Falk Shirley Swanson
- 1950 Arthur Waters
- 1951 Joyce Stapleton Leroy Stern
- 1952 Arlene Pechacek
- 1953 Rite Ruemmele John Reque
- 1954 William Gotz Mimi Gotz
- 1955 Jack Toolev
- 1956 Joan N. Drumm
- 1957 Richard Doetkott
- 1958 Arlin Albrecht
- 1959 Harriet Kettlekamp Suzanne Christenson
- 1960 Patricia Lind Judy Johnson
- 1961 Anne Adams Carol Truttchell

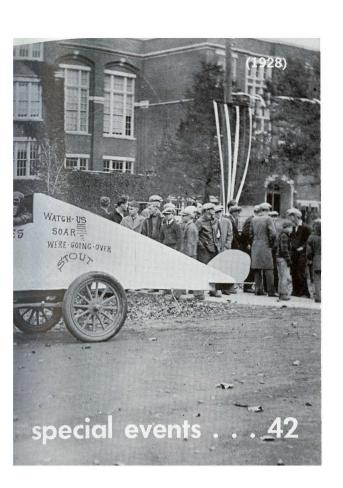


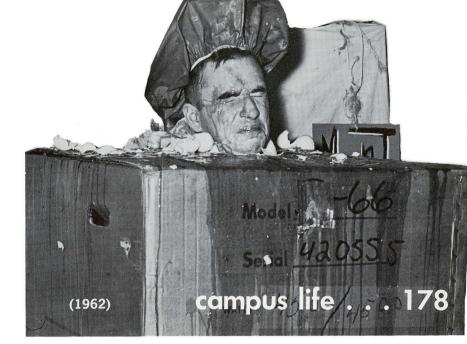
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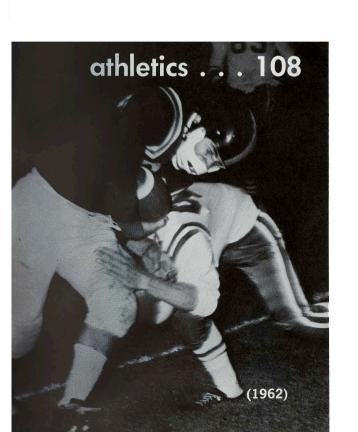


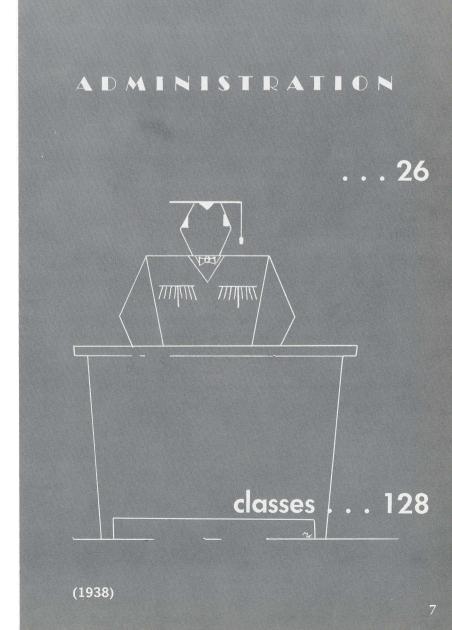












GREETING

To those graduates, who in former years, have accomplished the tasks which we now are accomplishing, who have occupied places which we now occupy and who have loved our Alma Mater as we now love her, greeting!

To those younger classmen, who now frequent the class rooms of our school and whose privilege it is to perpetuate the spirit of progress which is so evident here, greeting!

To those teachers, who have guided us in the duties we had to perform, greeting!

To all those, who may be interested in our Alma Mater, greeting!

The Seniors of 1913.

Comments Heard on the First Appearance of the Annual.

"Got your Meletean? Well, look at mine!"

"What poor taste! Just look at this cover! I never saw one like it before!" (We know that and realize that you need something new.)

"There is nothing funny in this joke!" (Don't you think so? — Read it again when you are better humored and you will see the point.)

"Not a single color plate in the whole thing!" (Odd, we have noticed that ourselves.)

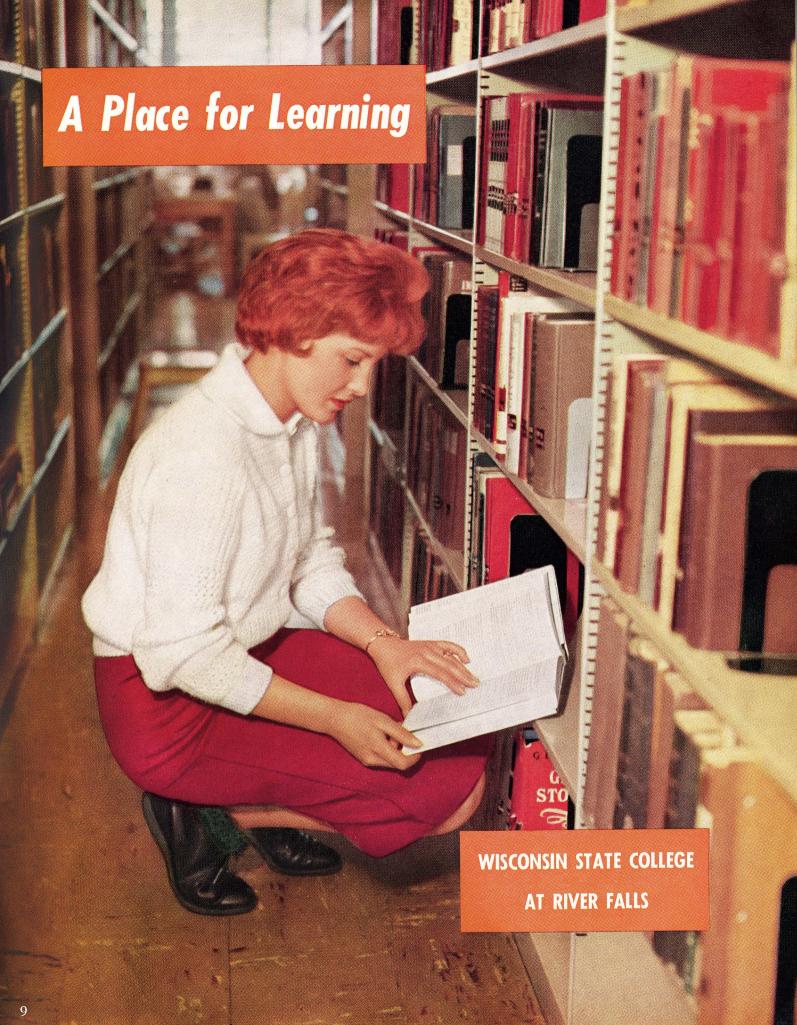
"It isn't worth what we paid for it!" (Neither is a diamond, but how you long for one.)

"I think they are too hard on the Faculty." (Don't you think the Faculty appreciate a joke as well as the rest of us?)

"See, the staff pictures are all in the front of the book!" (An engine usually heads the train, does it not?)

"What a stiff arrangement of pictures!" (Pause a moment — Could you have done any better yourself?)

(From the 1913 Meletean)





A break between classes.

The visitor may be impressed with the many new buildings that dot the campus of the College. For, although the College at River Falls was founded in 1874, only three of its buildings were constructed before 1950.

Yet, one soon senses that these buildings are not the College; that the facilities are merely the setting in which learning takes place.

Enflamed with the study of learning and the admiration of virtue; stirred up with high hopes of living to be brave men and worthy patriots, dear to God, and famous to all ages.

-Milton



The Student Center.

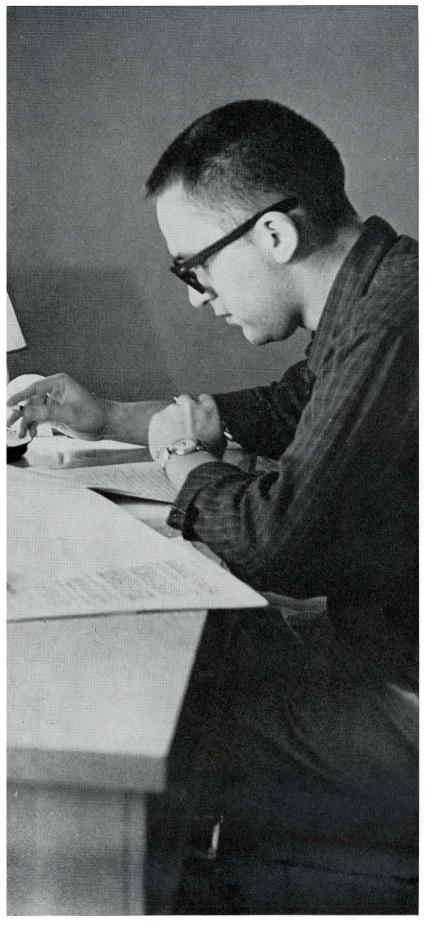
From teachers, from books, from his classmates and associates, and alone with himself

THE STUDENT LEARNS

Within the mind, education takes place. For the College acts as the store-house of the accumulated knowledge of centuries...held in its books and in the learning of its faculty.

The student comes, remains but a few years, and departs with much more knowledge than he brought. What is the process, what are the experiences that make the difference?

The freshman comes to a new world when he arrives on campus. While his education started in infancy and continued more formally through 12 years, he has now come to the point where he is more nearly "on his own." The responsibility for learning is his in an ever larger measure.



Responsibility for learning is his.



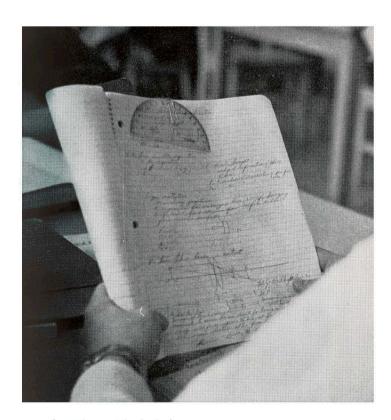
Providing the framework

IS THE PROFESSOR

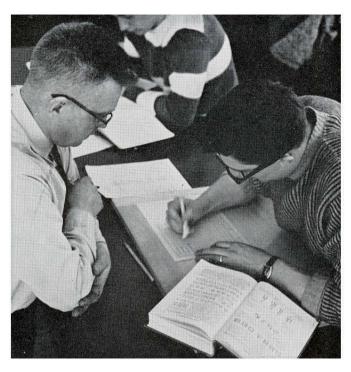
Faculty members at River Falls have always maintained an "honest allegiance to the student." Their interest in young people as men and women, not as statistics, has developed a tradition of inspired teaching. This concern is not only for the academically talented student but extends also to the average student—the student of limited background, the student of broad experience, the rich student, the poor student—all are important to the faculty.

Teachers are stimulated by watching the intellectual growth of the student during his years in college and afterward. Their aim is to bring the student to the point where he develops independently—beginning in very close association with the teacher and gradually relying less and less on supervision.

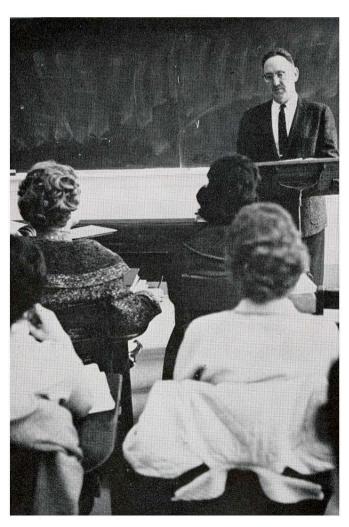
But throughout all of the student's experiences, the teacher stands ready to give advice, counsel and encouragement.



An assignment is checked.



The student gets help from his prof.

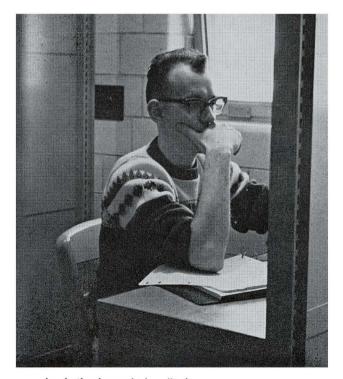


A tradition of inspired teaching.



Sources of knowledge are

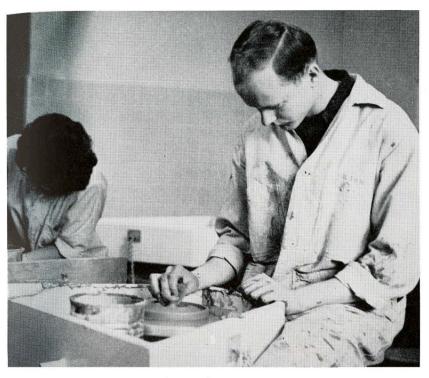
On their own, students dig out knowledge from books.



Inspiration is sought in solitude.



Checking the card file.



Testing the theory in the ceramics lab.



The language student listens to native speakers.

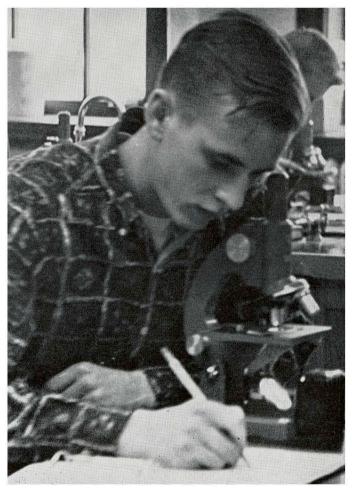
THE LIBRARY AND THE LABORATORY

Books are the traditional tools of the scholar and laboratory experiences are an essential part of the learning process in scores of subjects.

Knowledge is imparted only when the student of his own will and effort has sought it.

The Chalmer Davee Library at River Falls was constructed in 1954 and provides open shelf access to its many volumes. Special areas are set aside for individual study in the stacks.

Many of the laboratories on campus are in use long after the formal class session has ended. The student continues to test out and prove what he has heard in the lecture session, to try an idea that may have value.



What he sees is recorded.

In varied associations

LEARNING COMES FROM FELLOW STUDENTS



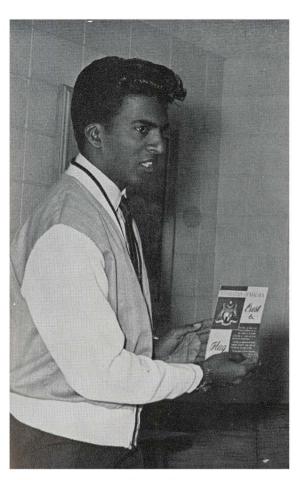
In Hathorn Cottage, students exchange opinions.



A book is recommended.

From association with classmates of differing backgrounds, from trying ideas and defending his point of view with others engaged in study, the student learns.

A review of the day's activities late at night over a cup of coffee, a discussion of a book he has just read, a "bull session" in the dormitory — all of these help to refine ideas, to discover new relationships between seemingly unrelated bits of knowledge. From such activities, a pattern of self-education begins to emerge.



A foreign student discusses his country.

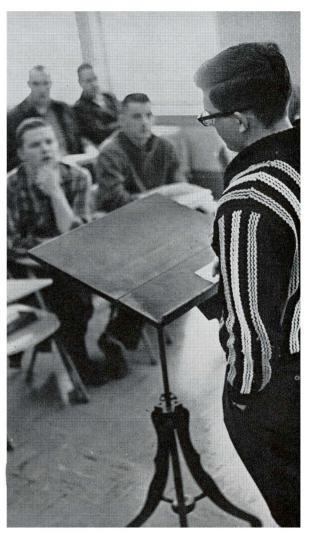


Another view is sought.

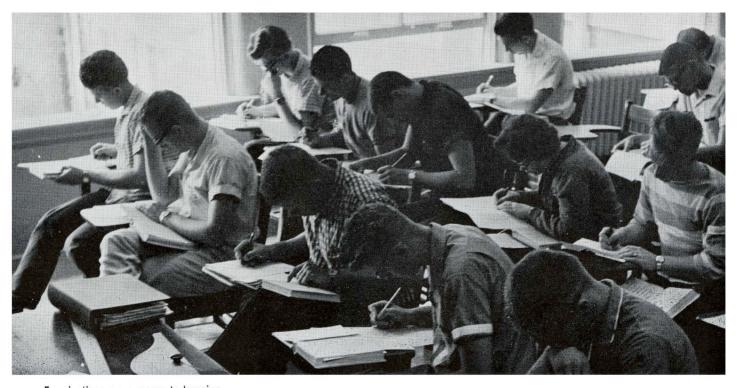




Obvious food for thought.



A student's presentation brings interest.



Examinations are a means to learning.

Grist for the mental mill comes from

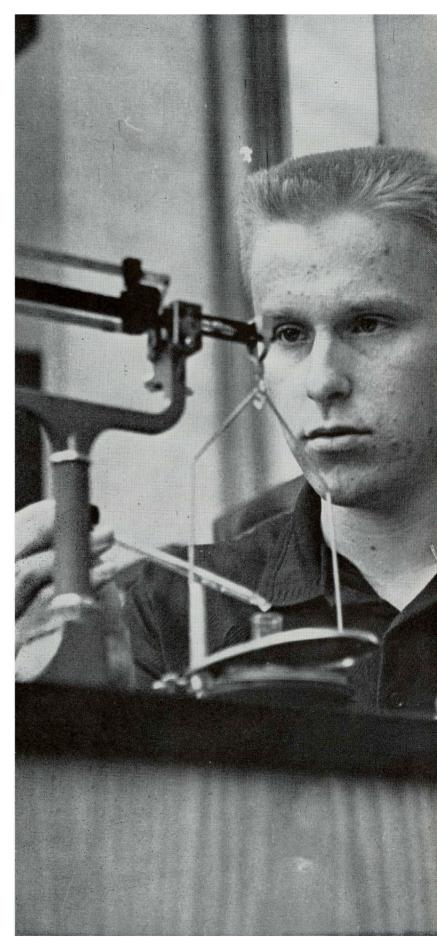
THE CLASSROOM AND LECTURES

The first years in College are spent in sharpening the basic skills that are essential to all learning. The student learns to communicate with others effectively. He is introduced to the great body of knowledge which is common to all educated persons.

The early years are a time of sampling and testing, allowing the student time to discover his special talents, his particular interests.

During this period he is building a base of information, of methods of discovery, of ways of organizing and weighing facts, of the process of decision making.

Having acquired a solid foundation, the student begins to specialize, to delve more deeply into those fields which hold greatest attraction for him, which permit him to best express his individuality.



Precision is essential.



A presidential candidate meets the students.



Indira Gandhi, India's "first lady."



Mrs. E. H. Kleinpell, wife of the College president, and Mrs. Eleanor Roosevelt.

Providing stimulus and a new viewpoint are

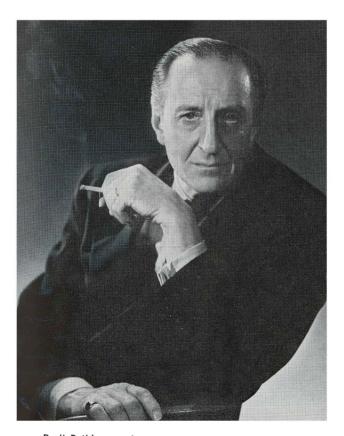
VISITORS TO THE CAMPUS

Contact with the best minds and talents of the world and the opportunity to evaluate the arguments of those who present controversial issues are a major value of education on a college campus.

The student learns first hand of world affairs, not only from intelligent observers, but from those who have taken an active role in shaping events.

He hears noted scientists and philosophers, historians and poets, statesmen and musicians, actors and writers, economists and artists.

In the complex society in which each student must make his way, and to which he must contribute, he must have a knowledge in many areas and take into consideration views contrary to his own.



Basil Rathbone, actor.



John Ciardi, poetry editor of Saturday Review, authographs one of his books.



John Rood, internationally known sculptor, works on a symbol for Karges Center.



A dance in the Student Center.

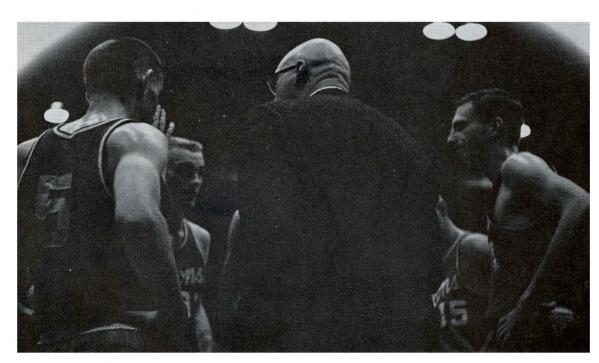
Through opportunities gained

STUDENTS DEVELOP TALENT AND POISE

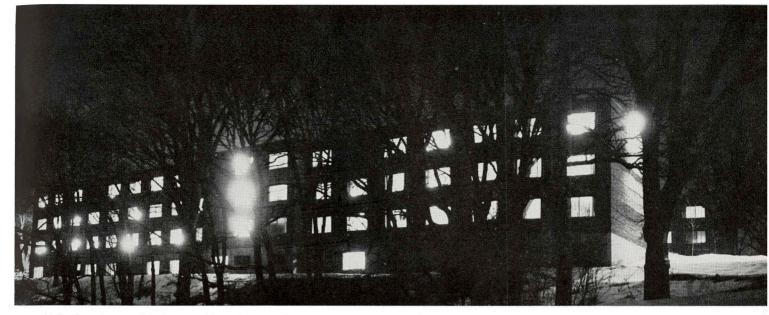
Through activities in which they themselves take leadership, students find opportunities for personal development.

In student organizations, including such diverse concerns as religious groups, publications, drama, debate, special interest clubs, athletics, and honorary and professional student societies, the interested student is offered a chance for self expression limited only by his own creativity and energy.

Student government also provides an experience in democratic leadership and lessons in the art of compromise and cooperation.



Planning strategy.



Lights burn late at night in the residence halls, testimony to the need for study.

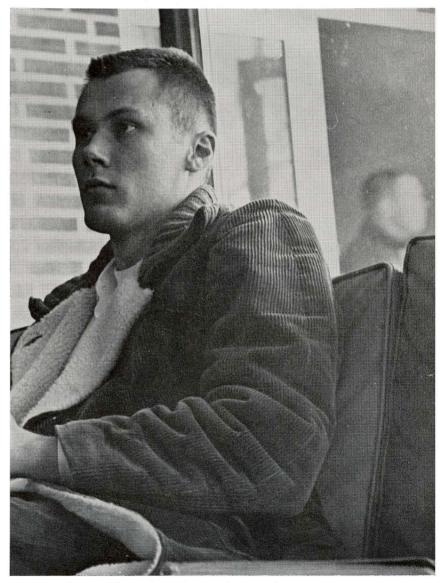
But despite all else

LEARNING IS AN INDIVIDUAL MATTER

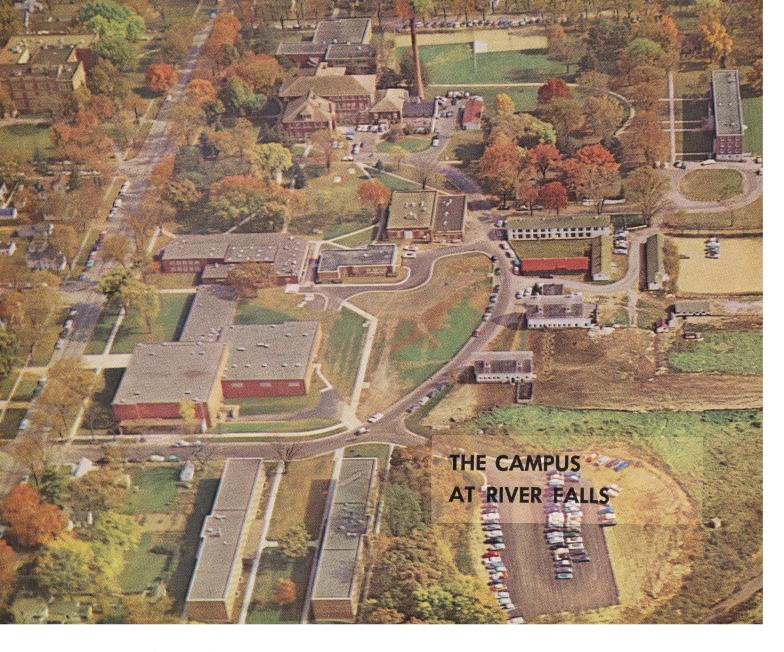
The College has provided the classrooms, the books, the professors, the laboratories and the other tools for learning.

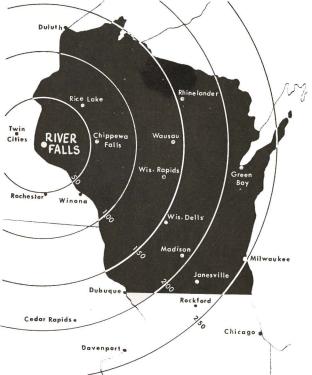
It has created an atmosphere for study, for encouragement, and for individual development. It has offered the student new ideas and has put him in company with others who are in search of knowledge.

But the only true education is self education. And this the student must gain by thought, reflection, experiment and application.



A student considers a view he has heard expressed.





Institutions, like individuals, possess character. In a college, character is the degree of excellence with which the institution performs the job assigned to it.

A measure of the character of River Falls is the success of the 18,000 students who have attended it. It is no accident that they are providing leadership in every part of the United States and in many foreign countries.

Their outstanding contribution in teaching, agriculture, in business, industry and in other professions, and their attainments in graduate school and research is living testimony to the character of the College.

