



The Student Voice

VOLUME XLVI NUMBER 33 RIVER FALLS STATE COLLEGE SUNDAY, MAY 29, 1960



THE LONG WALK of the Class of 1960 was nearly ended when these seniors formed a procession from the Student Center to Karges Center and the Commencement exercises this afternoon. A total of 249 graduates received their Bachelor's degree, the largest class ever to graduate from Wisconsin State College at River Falls.

Students Receive Awards on Honors Day

Speaking on "The Challenge to Public Higher Education," President of the College E. H. Kleinpell delivered the main address at the annual Honors Day convocation last Wednesday. It was the first all school convocation in the new R. A. Karges Physical Educational and Recreation Center.

Cornerstone-laying ceremonies for the new physical education building followed the recession at the north entrance of the building.

President Kleinpell spoke of two challenges to contemporary public higher education. He said that (1) a serious inadequacy of resources

for our higher institutions, and (2) the demand that students and families pay the increasing costs of higher education, may be a serious detriment to the cause of college degrees. He said that if students had to pay the costs of education themselves, the present graduating class would be less than 100.

Following the president's address at the convocation, the College Brass Ensemble played interludes from "Music for a Festival."

Dean of Students B. J. Rozehnal presented the awards for academic achievement. A total of twenty-nine scholarships were also presented by Wayne Wolfe, assistant to the president, and Dr. Kleinpell.

Senior and sophomore students were presented the annual awards for scholastic achievement, the gold and silver "R" awards.

Requirements for the senior gold "R" are a 3.5 honor point ratio with no grade below a "C". The silver "R" is given to sophomores who have maintained a 3.25 average with no grade below a "C" for their first two years.

Names below in bold face type indicate special honors.

Senior Gold "R"

Leonard Becker, LaVerna

RIPPLEY WINS GRANT FOR LANGUAGE STUDY

LaVern J. Rippley, a graduate of River Falls in 1958, has been awarded a grant under the National Defense Act, for the German Language Institute at Kent State University in Ohio.

The grant pays a stipend of \$75 a week from Sept., 1960, to June, 1961, and will permit Mr. Rippley to earn the master's degree in German. He has taught German and English in the River Falls High School this past year.

The Kent State University program uses and intensive audio-aural approach to language learning and is the only one of its kind in the country. Only 18 applicants from all over the country were accepted for the program.

All participants live in the Deutsches Haus and use only the German language.

Brown, Helen Christison, Byron Gorres, **Martha Hubin**, Iola Johnson, Judith W. Johnson, Karen Johnson, Neal Jorgenson, Mildred Krause, **Curtiss Larson**, Patricia Lind, Gerald Lindabauer, Robert Lundberg, Marvin Muhlhause, Charles Norelius, **David Skoug**, Richard Smith, and Janeth Taylor.

Senior Honorable Mention

Delores Anderson, Marilyn Anderson, Martin Augustin, Margie Bacon, Alma Bents, Kenneth Bergquist, Theresa Bier, Eleanor Brenner, Barbara Brickner, Carolyn Brown, Jean Brown, Walter Bublitz, Rae Bucholz, Susan Chakolis, Bernard Dailey, Lucy Darr, Beatrice DeGidio, Flora Dickie, Jack Dodge, William Finlan, Francis Granger, John Gregorich, Beatrice Harmon, Loree Hermanson, Ruth Holmes, Nancy Ingwell, Lorraine Jacobson, Charles Johnsen, Alice Johnson, Loren Johnson, Melvin Johnson, Norma Jones, Arnold Kaluzny, Kenneth Kickbusch, Mildred Klopffleisch, Carol Korsmo, George Lewerenz, Phyllis Linder, ane McKinley, Gerald Marlette, Bertha Melke, Marlys Meulemans, Leon Miller, Leon Morrison, Beatrice Mortenson, Harriet Negard, Donald Noltner, Isabelle O'Connell, June Orne, Ruth Ostander, Richard Patin, Edward Pronschinske, Paul Ramburg, Gary Rohde, Joe Rosenberg, Marian Ross, Glenn Samuelson, Helen Savage, Gwendolyn Schloough, Adolf Schmidt, E. Louise Schroeder, John Staiger, Norman Stuber, Donald Winans, and Elizabeth Wintermeyer.

Junior Honors

Marilyn Ames, Clair Brohaugh, John Butler, Michael Durand, Wayne Handlos, Gertrude Harless, Arlo Miller, Muriel Peterson, Dan Porfilio, John Ruemmele, Barbara Scheffer, Mildred Seeger, Wilma Thoreson, Mary Tonn, Irvin Vanasse, Gayle Wernberg, Robert Wynveen.

Sophomore Silver "R"

Jon Belisle, Donna Berg, David Cook, James Esswein, Allan Flygstad, Gloria Grover, Duane Hall, Judith Harmon, Charlotte Hentsch, Lucy Hofacker, Jan Ihrke, Merlyn Jones, Larry Julien, Raymond Kozub, Gloria Mack, Neal Melby, Judy Monchilovich, Anita Munson, Carol Myhre, Beverly

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Graduates Get Degrees At 82nd Commencement

We fail to recognize that which our founding fathers fully realized; that our strength is in our freedom, that ideas expressed and subjected to the competition of the marketplace are generally far less dangerous than are ideas which fester under restraint, said Daniel J. Dykstra, Dean of the College of Law at the University of Utah, in his Commencement Day address at Wisconsin State College at River Falls this afternoon.

Alumna Receives Recognition at Ceremony Today

Miss Helen Parkhurst, graduate with the class of 1907, received the Distinguished Alumni Award at River Falls during commencement ceremonies this afternoon. But receiving awards is nothing new to Miss Parkhurst. She was decorated by the Queen of Italy in 1914, the president of China in 1925, the Emperor of Japan in 1937 and by Queen Juliana of the Netherlands in 1957.

After her graduation from the College at River Falls, Miss Parkhurst taught for two years at Hudson, Wis. Then she went to Tacoma, Washington, where, in 1910, she founded the Laboratory Plan of Education. It was there she received her first award, the Distinguished Gold Medal given by the Board of Education, when she was named "First Citizen of Tacoma."

Her educational plan was renamed the Dalton Plan when she founded the famous Dalton School in New York City, and again awards have been the result.

In 1948 she received the Radio and TV Critics Award and the

Because of fear we have not had sufficient discussions, either inside or outside official circles, concerning the problems of our nation, said Dr. Dykstra in speaking to the 249 graduating seniors, their families, teachers, and friends.

Editors note: The text of Dr. Dykstra's speech will be found on page four.

He said that the college graduates of today must be increasingly aware of the argument that we should become less free so that we may become more secure. If such arguments prove irresistible, then we will have relinquished in the name of security that quality which has been our major source of strength, he said.

It is the role of the college graduate to assume the burden of perpetuating and improving the institutions which society employs to share its knowledge, said Dr. Dykstra.

Included in the 82nd graduating class were 73 seniors in elementary education, 66 in secondary education, 44 in agriculture, and 66 in liberal arts. Of those in liberal arts, 63 received the B.S. degree. This is the College's largest graduating class.

Bachelor of Science in Education

David Accola

Mary Alt

*Delores J. Anderson

*Marylin A. Anderson

Wayne H. Anderson

*Martin Augustin

*Margie M. Bacon

David W. Becker

**Leonard C. W. Becker

*Kenneth G. Becker

*Alma L. Bents

John E. Beskar

June A. Bergstrom

*Theresa A. Bier

Dorothy A. Binkowski

David W. Blank

Georgia M. Bosman

*Eleanor E. Brenner

*Barbara J. Brickner

*Jean B. Brown

**LaVerna E. Brown

*Walter P. Bublitz

*F. Rae Buchholz

Merle R. Campbell

Elizabeth M. Canfield

Dwayne S. Carlson

Kenneth J. Cernohous

*Susan F. Chakolis

Annabelle D. Chapin

Shirley J. Christenson

**Helen B. Christison

William L. Clark

Carol Clinton

Charlene J. Crane

Gary M. Dado

(Continued on page 2)

Dean Rozehnal Receives Ph. D.

B. J. Rozehnal, Dean of Students at Wisconsin State College at River Falls, has completed work on his Ph. D. in educational psychology at the University of Minnesota.

Mr. Rozehnal's doctoral thesis was on the relationship of certain temperament traits to success in college. The study was based on freshman students at Wisconsin State College at River Falls during the years 1950 through 1953. The project included a follow-up of these students through their entire school career.

Local Kappa Delta Pi Honors Lillian Gough

Dr. Lillian Gough, mathematics professor at Wisconsin State College at River Falls, was recently honored by the local chapter of Kappa Delta Pi as the teacher most qualified for the teaching field.

Due to this honor, Dr. Gough will receive honorary membership in the national organization of Kappa Delta Pi. She was chosen for her dedication to the field of education, professional attitude in and out of the classroom, and the success which her students have shown. This is a tradition performed annually by the local chapter.



Parkhurst

Ohio State Award for Radio. In 1949 she received the Magazine Award and recognition by the National Council of Christians and Jews. In 1956 she was awarded the McCall Gold Mike for Greatest Service to Youth.

Rotterdam, Holland, in 1952, named one its schools The Helen Parkhurst Dalton School and gave her the "key to the city" at Amsterdam, Rotterdam, and The Hague.



CORNERSTONE CEREMONIES for the new physical education building were highlighted Wednesday when Dr. R. A. Karges smoothed out the last cement for the building which has been named after him. On hand to assist was President of the College E. H. Kleinpell.

The Editor Speaks . . .

THE FREE SPIRIT

Dean Daniel J. Dykstra's address to the graduating class today was one of unusual timeliness. In a period when national security is threatened, it becomes increasingly difficult to tolerate minority ideas. The pressure for conformity becomes tremendous.

But times of crisis are, more often than not, the very periods when new and sometimes revolutionary ideas are most needed. Dean Dykstra points out that framers of the Constitution did not proclaim the American freedoms in a period of smug complacency when all seemed right with the world. Rather, these assertions were made in "perilous times." The speaker does a service in pointing out that these rights are not reserved for the conformist or the orthodox but belong also to "the critic and the dissenter."

Dr. Dykstra avoids the trap of intolerance for the intolerant, for he points out that many who would suppress our freedoms do so for the best motives and quotes Justice Brandeis who wrote: "the greatest dangers to liberty lurk in insidious encroachment by men of zeal, well meaning, but without understanding."

A college degree, of course, is no guarantee of a democratic outlook. Many Germans with long training in the universities were seduced by Naziism. Some of our greatest bigots have an impressive record of formal education.

But it seems to us that graduates of this institution should be well-equipped for the struggle against intolerance. That four years of what William T. Evjue, editor of the **Madison Capital Times**, termed "The State College where the free spirit prevails" will have left its mark.

The value of this "free spirit" is evidenced in the caliber of the two alumni who shared the Commencement platform today—Dr. Dykstra and Miss Helen Parkhurst who has made such outstanding contributions to the field of professional education.

Letters to the Editor . . .

Dear Editor:

In reply to the letter regarding the Student Senate banquet which appeared in the May 23 issue of the **Student Voice**, I would like to make these comments:

First of all I would like to present accurate figures as to the actual banquet costs. The banquet was attended by ten Senate members, their wives, husbands or dates, and Dr. and Mrs. Kleinpell. The average cost per person was \$4.15, which made the total cost \$74.75. You may note that these figures differ considerably from those published in last week's letter.

Secondly, I would like to point out that the Senate Banquet is a tradition which has withstood seventeen years since the Senate was founded in 1943. The Senate, of course, would break this tradition immediately if it felt that this was the wish of the student body. It has not felt, however, that this is the wish of the students.

As my last and most important point, I would like to say on behalf of the Student Senate that the members appreciate such interest as has been shown in this letter. Senate meeting minutes, and records are always open to the interested student should he or she

wish to participate. May I take this opportunity to invite all of you to continue this interest next year, and take an active part in your student government.

Curt Larson
Student Senate President

NOTE OF THANKS

The Prom Committee would like to thank all those who contributed their efforts to make the Prom a success. While time does not permit us to thank everyone personally, we wish to express our sincere appreciation.
1960 Prom Committee

Wrestlers to Meet Pennsylvania Team

Coach Byron James announced Thursday the River Falls wrestling team, WSCC champions, will face the NAIA defending champions, Pennsylvania State College at Bloomsberg, in a dual meet Dec. 17 in River Falls.

STUDENT VOICE STAFF

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AWARDS—

(Continued from page one)

Nielsen, Neal Prochnow, John L. Rice, Dora Rohl, James Segerstrom, Diana Steen, Lois Steffenhagen, Edward Susedik, Suzanne Tollander, and Wayne Viitanen.

Freshman Honors

Joanne Belfiori, Ronald Berg, Earl Burton, Thomas Davee, Jane Finn, Rodney Firl, Joan Frank, Francis Gregorich Muriel Hanson, Wayne Hendrickson, Donna Hulverson, Ruth Jahnke, Erma Michelson, Phyllis Reidner, Sheldon Schneider, Dianne Sommerfeldt, Frederick Trautmann, Mary Viitanen, and Barbara Webb.

Awards

Curtiss Larson from Hillsdale received the American Association of University Professors award. This recognition is given to an outstanding senior who plans to enter graduate school the following year. It is based on scholastic excellence and intellectual curiosity.

An award for four years of outstanding participation in college mathematics was presented to **David Skoug** of Chetek.

The P. E. O. Book Award, given to an outstanding sophomore girl, was presented to **Carol Myhre** of Hammond.

Barb Scheffer, from Frederic, received the American Association of University Women Scholarship given to a junior girl who is outstanding in scholarship, character and leadership.

Judy Monchilovich, from Cumberland, was given a scholarship sponsored by the Association for Childhood Education for being an outstanding elementary major.

The Alumni-Faculty Scholarship, awarded to a sophomore who excels in scholarship and who plans to enroll in the junior class, went to **Jon Belisle** of River Falls.

Howard Hofschild of Plymouth received the P. J. Belfiori Memorial Scholarship, which is given to a needy student with a good scholastic standing, and has made an outstanding contribution to the college. A special award was also given to **Joanne Belfiori**, daughter of the late coach for her outstanding work in her freshman year.

The Business and Professional Women's Club of River Falls Scholarship to a freshman girl who is outstanding in studies, character and leadership went to **Donna Hulverson**, of Wilson.

Wayne Handlos, of Hudson, received the 1924 Scholarship which is given to a member of the junior class who excels in scholarship, character, and general merit.

Frederick Trautmann, of Tomahawk, and **Wayne Viitanen**, of Turtle Lake, received the William T. Evjue Scholarship, established by the publisher of the **Capital Times**, which are awarded to two deserving students who are earnest about getting a good education with which to equip themselves in life.

Gayle Wernberg, of Arpin, received the Faculty Women's Club Scholarship which is awarded to a ranking junior girl.

The Falcon Award, given to a student who has made an excellent contribution to the college through her fine citizenship, scholarship, and leadership, went to **Gloria Grover**, of Galesville.

Lois Steffenhagen, of Red Wing, received the R. L. Garnett Memorial Scholarship, which is granted to a promising candidate in elementary education.

The George and Helen Gilkey Scholarship given to an outstanding student majoring in social sciences or the humanities was awarded to **John Rice** of Ellsworth.

The J. H. Grimm Memorial Scholarship, given to an outstanding student in the pre-law curriculum was awarded to **Jan Ihrke**, of Roberts.

Earl Burton of Knapp received the J. H. Grimm Insurance Agen-



FINALS FORGOTTEN for a time, Edith Walker and Ed Pronschinske were but two of the several students who have been taking time out for relaxation and fun at picnics in Glenn Park during the past week.

cy, Inc., Scholarship which is given to a student who has made an outstanding contribution to the College and maintained a high scholastic average.

The H. T. Hagestad Memorial Scholarship which is awarded to an outstanding freshman enrolled in pre-engineering went to **Rodney Firl**, of Red Wing.

The Humanities Scholarship awarded to a high ranking student majoring in the humanities, was awarded to **Barbara Webb**, of Roberts.

Robert Wynveen of Baldwin received the J. P. Jacobson Memorial Scholarship which is awarded to a student who plans to graduate from River Falls, who is of good character with a demonstrated excellent scholastic record.

Dan Porfilio of Wausaukee received the Kappa Delta Pi Scholarship granted to a junior member of Kappa Delta Pi on the basis of need, scholarship, and leadership.

The E. H. Kleinpell Award, given to an outstanding junior, was awarded to **Mildred Seeger**, of Prairie Farm.

The River Falls Lions Club Scholarship, given to a ranking fellow student who has demonstrated leadership ability, was presented to **Ronald Berg**, of Cushing.

David Nichols of River Falls received the Leslie C. McKeen Memorial Scholarship given to a ranking student majoring in one of the humanities.

The John May Memorial Scholarship, awarded to a high ranking sophomore student in the field of agriculture, went to **Gerald Palesh** of Wausau.

The E. J. Prucha Memorial Scholarship, awarded to a student who has demonstrated a constant excellence in the use of the English language, was presented to **Clair Brohaugh** of River Falls.

Muriel Peterson of Frederic received the River Falls Alumni Chapter Scholarship which is awarded to a sophomore or junior who is completing the teaching curriculum on the basis of scholarship, leadership, and character.

Neal Prochnow of Gilman received the River Falls Foundation Scholarship awarded to a student enrolled in the teaching curriculum, who is of good character, is actively participating in the developmental program of the College, and is among the top 15 students in scholarship in the sophomore class.

The River Falls State Bank Forensic Scholarship given to students who have outstanding participation in the inter-collegiate speech activities of the College, went to **Judith Harmon** of Clear Lake and **Anita Munson** of Minneapolis. It is awarded on the basis

of achievement, leadership, and scholarship.

Erma Michaelson of St. Croix Falls received the Sigma Chi Sigma Scholarship, awarded to a freshman girl who has maintained a high scholastic average and has been interested in and actively participated in campus organizations.

The C. G. Stratton Memorial Scholarship which is given to a resident of Stratton Hall who has demonstrated outstanding scholastic achievement was presented to **Wayne Hendrickson** of Spring Valley.

Kathleen Hartwig of Hammond was awarded the Augusta M. Thomas Memorial Scholarship given to a junior student who is outstanding and enrolled in elementary teaching curriculum.

The Walker D. and Helen Bryant Scholarship, awarded to an upper-division student majoring in either art or social science, based on merit and need, was given to **James DeMarce** from Spring Valley.

Hathorn Hall Honors Two Junior Students

Edie O'Mera, junior from Knapp, and **Anne Adams**, junior from Sheboygan, received awards at the annual Hathorn Hall spring party. Miss O'Mera received a plaque for being the girl who has contributed the most to dorm activities, and Miss Adams received a plaque for contributing the most to campus activities.

The Knapp junior has been active as president of the dorm, therefore represented it at A.W.S. and S.A.C. meetings, has been a counselor, and served on various committees as well as several campus activities.

Miss Adams received the award on the basis of her participation in band, N.C.T.E., Sigma Chi Sigma, Wesley, S.A.C., A.W.S., and Meletean. She has also served as French Club president, Junior Class secretary, and editorial page editor of the **Student Voice**.

Graduating seniors were presented with tokens of good luck for the coming years by the new Hathorn Hall president, **Chris Jelen**.

(Continued from page 1)

- Barbara A. Dague
- Kenneth J. Dahl
- *Bernard R. Dailey
- *Lucy B. Darr
- Lawrence A. Davenport
- *Beatrice A. DeGidio
- Michael J. DesRosier
- *Flora Dickie
- Robert A. Dietsche
- *Jack Dodge
- William R. Dougherty
- Carl E. Duch
- Howard J. Edlin

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NOTICE

Students who want Form 109 sent to their local draft board please stop at the Registrar's Office this week.

Registrar's Office

"Freedom Is Strength," Dykstra Tells Grads

Wisconsin State College
River Falls, Wisconsin
May 29, 1960

To observe that for the past several years, the members of each graduating class have emerged from their academic pursuits at a time of crisis is but to pass judgment on the status of mid-twentieth century society. It is a way of reporting that civilized man has not as yet learned to live in harmony with his fellow man.

Admittedly, the paths to such coexistence are more difficult than they once were. In a world in which the interdependence of nations is an established fact, it is understandable that each reacts with peculiar sensitivity to the attitudes and actions of others. This sensitivity is intensified by the fact of inflicting destruction of such magnitude that men vie with one another in their efforts to find suitable adjectives with which to describe it. What has been said concerning the interdependence of nations also applies to individuals, for in today's society what A does frequently has an impact on B. It is thus not to be anticipated that B can remain oblivious to A, and as a result the possibilities for irritation and anger, for frustration and despair, for suspicion and fear are greatly enhanced.

Lest such comments leave a lingering discordant note on this meaningful day, I hasten to add that the very factor which accentuates the possibilities of friction may, if properly utilized, be the basis for promoting respect, harmony and good will. What I am trying to say is that in a highly interdependent society there is placed upon every individual a significant responsibility for in such a society the actions and attitudes of each have an added impact for good or ill.

Education Brings Responsibility

The responsibility to which reference is made rests more heavily on some than on others. This is so because all occupy equal status in the minds of men. In your case, for example, you as a college graduate will carry the mark of one who has had the privilege of at least sixteen years of formal education. This fact you cannot escape and with this fact should go the realization that your influence on society has been significantly increased.

The crucial question is how will you discharge the added responsibility which is now yours? The answer is lost in the mist of the future. As that future unfolds, your words and deeds will answer for you. They will inform us how you are contributing to the social welfare; whether you are using your influence to promote tolerance, understanding and enlightenment or are employing your talents to accentuate bigotry, discord and ignorance.

Each of you may at this point be mentally noting that your efforts will most certainly be pointed towards the ends to which I first made reference. I have no doubt that such is your present intention. The difficulty is that such intention, when confronted with the complexities and pressures of modern life, is too frequently abandoned; abandoned because of confusion or for purposes of convenience.

Examples illustrating this observation come readily to mind. The club member who belongs to the "exclusive set", the club which has a policy against admitting Negroes or Jews, may either be unconscious of the fact that he is passively contributing to racial intolerance or, if conscious of this fact, may too readily dismiss it with the observation he has the right to pick his own associates. Thus too, the church member who, wrapped in the smugness of narrow dogma, condemns beliefs other than his own, may not fully realize that his assertions rather than promoting the brotherhood of man have contributed to bigotry and misunderstanding.

Please do not misinterpret these comments. They are not a plea for universal agreement nor are they an argument for shallow convictions. On the contrary, they are a prayer for that quality of mind which permits diverse views and deeply held convictions to dwell in harmony. I refer to the quality of mutual respect; a respect of individual for individual; a respect which transcends color, dogma, and economic status.

This quality more commonly possessed would reflect itself in many ways. It would cause an individual to be judged by his character, by the value of his ideas, by his diligence rather than by the extraneous factors which too frequently mold today's considerations. This quality would also provoke genuine concern of man for his fellow man. It would not permit indifference to desperate poverty nor would it sanction complacency in respect to denials of due process of law or other miscarriages of justice. Furthermore, it would not permit institutions to capitalize on intolerance and self-righteousness. It would not permit these developments because each of us would realize that the welfare of one is the concern of all.

Freedom Is Strength

As a corollary to mutual respect there must be shared freedom—freedom to give voice to one's opinions. Here, also, today's graduates will mentally note that they will lend their efforts to the promotion of this cherished concept. Again, the difficulty is that the context in which the issue of freedom is presented is frequently murky and complicated. It is, for example, commonly interwoven with problems of national security. When this occurs, too often we labor under the illusion that our safety rests on suppression. We fail to recognize that which our founding fathers fully realized, that our strength is in our freedom, that ideas expressed and subjected to competition of the marketplace are generally far less dangerous than are ideas which fester under restraint.

It was because they recognized this fact that the framers of the Constitution, writing, it should be recalled, in perilous times, proclaimed: Congress shall make no law abridging freedom of speech, or of the press, or the right of the people peaceably to assemble or the right to petition the government for redress of grievances. While few would insist that these phrases were intended as absolutes it must, nonetheless, be acknowledged that interference only can be justified under extraordinary circumstances. Freedom under our constitutional guarantees is not reserved to the conformist nor is it the exclusive possession of the orthodox. The critic and the dissenter must share in its benefits and responsibilities or it is a meaningless thing.

More must be said on this concept for it is germane to basic issues in contemporary society. Many who would not condone direct prohibitions of speech or of the press nonetheless, lend their weight to official and private actions which have as their by-products the suppression of ideas. Thus, certain congressional hearings held within the past decade have unquestionably retarded free and open discussion in many areas. Thus, too, the activities of certain private groups have no doubt resulted in many things being left unsaid.

Some who hear these comments may conclude that little was lost because of this fact. This conclusion assumes too much. It assumes that which is unknowable, namely that all that was suppressed, either directly or indirectly, lacked merit. It further assumes that it is possible to exclude from the total context of human intelligence certain concepts and leave the remainder intact. This is wholly fallacious, for ideas are a seamless web and thus intimidation or outright prohibition in one field of exchange has an immediate impact in many other areas.

I think that recent history adequately illustrates the validity of these observations. I submit, for example, that because of fear we have not had sufficient discussions, either inside or outside official circles, concerning the question of recognizing Communist China; nor have we given free, full and unintimidated consideration to such matters as the status of the F. B. I., the proper role of government in respect to internal security, and even, on occasions, to our relationships with the Soviet Union. When we reflect that the foundations of a democratic society rest on the assumption that the solutions are best found in the collective exchange of information and opinions, the perils inherent in such restrictive discussion in these and other areas should be obvious.



Dr. Dykstra

Understanding Is Essential

The tragedy is that many who contribute to this atmosphere of coercion act on the best of motives—motives which have their origins in genuine concern for the welfare of the country. This unfortunately, complicates the problem; for action predicated on such motives erodes freedom and interferes with the full exchange of views as surely as does repressive measures promoted by those who utilize fear for selfish ends. As Justice Brandeis has observed, "the greatest dangers to liberty lurk in insidious encroachment by men of zeal, well meaning but without understanding."

It may be argued that what is said more appropriately describes conditions a few years ago rather than of the present. This may well be true though I fear that to some extent the feeling that the air is freer today stems from the fact that we have already grown accustomed to certain intrusions which we formerly viewed with distaste. My primary concern is not, however, with whether we currently have less or more freedom. The point I am trying to make is that because the issue of freedom is seldom sharply and clearly presented, it is frequently sacrificed; sacrificed by the very ones who continue to worship at its shrine.

To you who today receive your college degree may I urge alertness to this fact. Each year as we become more interdependent and as crisis follows upon crisis, the argument that we should become less free so that we may become more safe will be advanced with increasing plausibility. It will be up to you whether such arguments prove irresistible. If they do, then, ironically, we will have relinquished in the name of security that quality which has been and is our major source of strength.

Mutual respect and shared freedom must be accompanied by a third factor if society is to build for a better tomorrow. I refer in this instance to collective enlightenment, a core of information and ideals possessed and enjoyed by the great bulk of mankind.

It is as to this objective that you, as college graduates, have a special obligation. The key to collective enlightenment is education, and you who have had the opportunity to taste extensively of its fruits must now assume the burden of perpetuating and improving the institutions which society employs to share its knowledge.

Some of you will seek to discharge this obligation as teachers. If this is your role, may I urge that you keep in mind constantly your primary responsibility, that of awakening and stimulating the minds of students. Whatever additional goals may be associated with education, they must in no instance be allowed to divert you from the realization that this is your essential task.

And to all of us, for all are citizens, I state that to the extent that we promote or even tolerate activities which detract significantly from the training of the intellect, we contribute to the dissipation of time and talent desperately needed for this objective. Furthermore, to the extent that we deny to schools the funds essential to the performance of this task, we deprive society of the full realization of its greatest resource, the maximum development of human minds. Collective en-

lightenment cannot be enhanced by policies which result in negligently appropriations for school libraries, maps and other essential equipment; nor will our best teachers forsake their profession for other fields of endeavor.

Education Is Never Finished

It should not be assumed from what has been said that formal education is the sole means by which society's collective wisdom is promoted. Even more important is the fact that each of us keep himself informed—that each of us endeavor to grow intellectually. Only in this way can the full potential of early and more directed training be realized.

It is as to this responsibility that we too often fail. Too many of us, having graduated from college, rest contentedly on our laurels. The reading of good books becomes a lost art; being concerned and enlightened as to today's crucial problems becomes a task for others; the cultivation of good taste in art and music becomes too time-consuming. The result is that within a decade or less after receiving a B. A. or B. S. degree we have forfeited any claim we might have made to being educated. We have not only been unfaithful to ourselves, but more we have failed in our obligations to society.

Imagine, if you will, the consequences which would stem from a society in which all college graduates endeavored to build upon their educational backgrounds. The flow of mediocrity from radio and television would be appreciably reduced; the volumes which inundate our newstands would be replaced by works of merit; newspaper columns presently devoted to the sordid and sensational would be used to disseminate significant information; libraries, art museums and symphony orchestras currently existing on a marginal basis would have the resources with which to realize their full potential. Yes, these and other benefits would ensue, not

through coercion, but rather because of an improved intellectual and cultural climate.

A further development would occur. Catchwords, slogans and shibboleths which today are too frequently substitutes for analysis and thought would lose much of their power. In their place men would demand facts, sound reasons, meritorious justifications.

No longer would society's thinking in respect to grave national and international problems be warped or mesmerized by the simple comment that a particular idea is radical, or communistic, or conservative or reactionary. Instead, these ideas would be subjected to critical review and accepted or rejected on the basis of their worth.

Is it but a Utopian dream to anticipate these developments? To some extent it is, for human nature seldom lives up to its full possibilities. I submit, however, that it is not Utopian to expect a significant degree of improvement, provided those who have had the benefits of several years of schooling strive to remain educated and informed men and women.

In conclusion, I commend to you, today's graduates, the careful consideration of the factors to which reference has been made; mutual respect, shared freedom, collective enlightenment. In doing so, I recognize that they are not new concepts, that political scientists and others have long proclaimed them as essential to the flowering of society. I am further convinced that you already have an appreciation of their significance, for I know of, and am proud of, the faculty under whom you have studied. My hope is that appreciation will grow and that it will be accompanied by a dedication which results in your doing your part to promote tolerance, to assist in the maintenance of freedom and to aid in the dissipation of ignorance.

Academic Costumes Portray Educational Rank, Field

Witnesses of today's graduation ceremonies saw a variety of shapes, colors, and sizes in the gowns which were worn by seniors and faculty. Perhaps a brief explanation of these gowns will make the occasion more meaningful.

The black caps and gowns worn by the graduating class are for candidates for the degree of Bachelor of Arts in liberal arts, Bachelor of Science in liberal arts, or Bachelor of Science (education.)

Those faculty members with the Master's degree wear a gown which has sleeves square and closed at the end, with the forearm usually coming through a slit near the elbow.

The gown for one holding the Doctor's degree may best be distinguished by its full, open sleeves and velvet trim.

In addition to the black cap and gown, each faculty member wears a hood over the gown. The shape, border colors, and lining colors of the hood indicate respectively the degree held, field in which it was earned, and the college or university conferring the degree. Holders of the Doctor's degree may, if they choose, wear a gold tassel on the cap.

Border colors denoting the field of study in which the degree was awarded are: Arts and letter, awarded are: Arts and Letters, osophy, dark blue; Music, pink; Engineering, orange; Education, light blue.

Six Grads Sign Contracts

The Placement Bureau reports that six more River Falls seniors have signed employment contracts.



Ueland

Lowell Ueland, North St. Paul, has signed a contract to teach English at Custer, S. D. He is a social science major.

One contract has been arranged for an alumna of River Falls, Joyce King. (not pictured) Mrs. King, from Baldwin, will be teaching seventh or eighth grade at Baldwin.



Day

With a biology major, Ed Olund will be teaching biology and physical education, in addition to coaching, at Plum City. He is from Rice Lake.

A two-year rural graduate, Marlene Rudquist from Rush City, Minn., will teach at Lakeside Rural School in Somerset.

Working as a salesman for Wilson and Co. in Albert Lea, Minn., will be Robert Day. He is an agriculture major from Hudson.

Gordon Roth, St. Paul, will work in the Montgomery Ward Purchasing Department in St. Paul. He has a major in economics.



Rudquist



Olund