

10-24-1957

# Snapshot, Number 1, October 24, 1957

Milwaukee-Downer College

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## Recommended Citation

Milwaukee-Downer College, "Snapshot, Number 1, October 24, 1957" (1957). *Milwaukee-Downer College Student Newspapers*. Paper 261.

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# Snapshot

"an active voice on campus"

No. 1

MILWAUKEE-DOWNER COLLEGE

October 24, 1957

## To The Students

### All-College Conference Friday

If we were to trace our student government through the past forty-eight years, we would have a record of growth and progress. I am hopeful that progress through effective self-government will be one of the important aims of C. G. A. this year.

The All-College Conference is a big step in the attainment of this goal. I would like to explain the *thinking behind the purpose and program of the conference.*

The All-College Conference is just what its name indicates—a conference which all students, faculty and staff of the college are urged to attend. Its purpose is to involve the members of our college community in a discussion away from the college where they may think critically and constructively; where they may analyze and discuss such matters as academic life, student government and affairs, and justice; where they may honestly express their individual opinions and values; and where they may assume their responsibility in the many aspects of college life and work.

For those of you who attend the conference we hope it will be all and more than you expected. For those of you who cannot attend, we hope you will become as dynamically involved and interested in the ideas and work of the conference as will its participants. We hope, too, that you will contribute your thoughts and opinions so that this All-College Conference will truly be a big step in the attainment of our goal of progress through effective self-government.

Gloria Van Vleet  
C. G. A. President

## Group Takes Action Cancels Many Classes

On Friday, October 10, Downer students were excused from many of their classes, when the president and a majority of the faculty granted, after a few hours of student pressure, the cancellation of their classes. The students united Thursday evening after the Milwaukee Braves' victory over the New York Yankees, and sent representatives to Mr. Johnson's home. Their serenading was received with a smile, and after a few minutes of negotiations, the president told the group that no faculty member would have to hold classes on Friday.

The dorm phones were busy for quite some time, calling the faculty members, informing them of the situation, and asking them to "give the word." Lists were posted of classes which would not be held, and notices from a few teachers who felt it necessary to complete a certain amount of work before a near date.

The action of the students was responsible for the holiday, allowing a large number of the student body to attend the festivities in the downtown area on Thursday evening.

### Chairman Announces Audio-Visual Program

The beginning of an audio-visual training program was announced by Mr. William Boyer, chairman of the Audio-Visual Committee. The purpose of the program is to teach students how to operate the school's various audio-visual equipment.

According to Mr. Boyer, faculty members will be trained first. Then they and those students who already know how to operate the school's audio-visual equipment will act as instructors in the total program. A sign-up schedule will be posted for those wishing instruction.

The course should be especially valuable to O. T. and education students. In addition, some girls may wish to plan evening programs, using some of the many excellent free or inexpensive materials available.

Students who already know how to operate a 16mm projector, an opaque projector, a tape recorder, or a slide projector are asked to see Mr. Boyer.

### Committee Schedules Religious Activities

The Religious Activities Committee, with Miss Harvey as advisor, is busy making plans for their assembly this semester, November 26, when there will be a panel discussion on the topic, Science vs. Religion. Time will be allowed in order to let students and faculty members ask questions or voice opinions.

The committee chose this discussion subject because of a similar discussion held last year in a private home. Those who attended that meeting felt that it was worthy of the attention of the whole campus community rather than a small group.

## An Editorial Opinion

### Health Facilities Insufficient

In recent years there have been many questions about the services offered by the health department of the college. Whether they were available 24 hours a day in case of emergency or in the dormitories when necessary are examples of those brought up by various students.

This year, possible questions were answered ahead of time in a joint house meeting at which Miss MacDermott was to explain the services of the infirmary. Dean Kneuppel described quite adequately the health department of the school.

We learned the exact hours when the nurse would be available for consultation in the infirmary and when Columbia Hospital should be called in case of an emergency.

Rules for registering physicians' appointments with the infirmary were explained and also penalties for disobeying the nurse's orders were discussed. Visiting hours for those patients who did not need "their rest" were also announced.

Needless to say, we all realize that one nurse cannot adequately cover the infirmary 24 hours a day. However, some provision must be made so that a nurse will be available in an emergency. First Aid kits in the dorms are not enough. Even a nurse's assistant or nurse's aid might improve the situation a great deal. In this way, sick girls would not be left alone at any time.

## Letter To The Editor

Editor's note: Recently we asked Dorothea Hofmann, a student from Switzerland, to tell us some of the differences between schools in the United States and in Switzerland. The following is an excerpt from her letter to **Snapshot**.

*I shall be glad to try to tell you about the difference between American and European students. Keep in mind, however, that my experience with both American and European schools is very limited. I am going to describe just what it is like in a Swiss school and leave it to you to make the comparison.*

*Compulsory school education varies from seven to nine years; everything beyond that is selection. Selection is influenced mainly by money in private schools, and by intelligence in public*

## Snapshot

published by-weekly by the  
Student Government Association  
Milwaukee-Downer College  
Editor.....Janet Stenson  
Asst. Editor.....Sheila Rosenthal  
Business Manager..Jane Simmons

Another contradiction concerns illness in the dorms. Although students are allowed to stay in their own rooms when they do not feel well, after notifying the head of their hall, friends are not permitted to bring them any kind of food from the Commons at mealtime.

The infirmary as it is now is *the last resort* of the campus. Students who are unsatisfied with the treatment available stay as far away as possible, except when there is no other alternative.

And now, with the necessity for registering physicians' appointments with the infirmary, students will also refrain from visiting doctors. If a student does not feel well and wishes to see a physician, a full explanation at the infirmary of what bothers her will probably postpone her call. Although we are reminded over and over again about assuming responsibility, now, we suddenly do not have the ability to dial a physician when we think we need one.

We have been told that the health facilities are under observation by the administration. We hope that it is a good study of the facilities available. *The health department of today is something to avoid and doesn't accomplish its purpose on the college campus. But perhaps we just don't understand its purpose.*

*institutions where a certain number of students are accepted after an entrance examination.*

*The schedule is quite heavy. All subjects are required until the third year when a choice may be made among Greek, English, or Italian, and in the fifth year when an additional language may be taken as an elective. A normal week's plan carries 35-40 or more class periods which include German, three or four foreign languages, mathematics, physics, chemistry, biology, geography, history, gym, art, and choir.*

*Especially in the higher grades, the student is expected to work mostly on his own. Assignments to be handed in are seldom in subjects other than languages where, of course, themes and*  
(Continued on page 4)

## We Accuse You—

The most recent suggestion for a title for the present day collegians has been the *egocentric generation*. Actually, this appears to be a nice way of saying that the great majority of students today are absorbedly *self-centered*.

Here at Downer, we may say that it does not apply to us. However, more than any other fact brought out by the many surveys, this is one which is very pertinent to our student body.

The fence around the Downer campus is apt to mean more than it should. Why are we content to remain within it, not only physically but mentally.

*Our activities, conversation, and our thinking are surrounded by a high fence.* News programs are ignored. The comic pages of the newspaper are well thumbed by the end of the day while the news of national and international importance is rarely touched. Conversation includes the latest date, the newest clothes, and the hardest class. Religious thinking is left for Sunday mornings only.

It is *more than just a coincidence*, that the letter to the editor this month by one of the foreign students mentions this very same problem. She wonders how we can be satisfied staying within our own little circle all the time. A wonderful opportunity to discuss different ideas with leaders of other schools is ignored in our Leadership Conference, which could be an excellent workshop with people from different parts of this area.

If we intend to leave college as educated individuals or those on their way to becoming educated, it is going to be necessary for us to step outside of this fence and to take an interest in the outside world. One of these days we will each find ourselves away from school and we will find that we have to think about something other than ourselves.

Right now, while we are still in college, is the time to look around us. *It is today that we must see ourselves in terms of a greater circle.*

**"We want Faculty Follies"**

## Native Viewpoint!

We have at Milwaukee-Downer College a new faculty member, Miss Thomas, from Auburn, Alabama. Although her home town isn't close to Little Rock, to us Northerners, South is South, so we decided to get a "native" viewpoint on the Little Rock incident. A summary of that interview follows.

The feeling against integration in the South is not only on the part of the White population. Some Negroes don't want to integrate any more than some Whites want to. Neither is this problem to be relegated to that part of the United States known as the South. Racial integration is a national problem, not a sectional difficulty. Care must be taken not to oversimplify a problem of this kind into a white man hating a black man. Part of the confusion in the South today, the irrationality, is due to the changes which are taking place in that area. An economic awakening as well as a stirring of old Civil War memories has made the integration of the schools more difficult. The greater economic rivalry between the two races in the South makes their integration a greater problem than any that some northern cities have faced. Yet the same type of problem has come up all over the country, all over the world: the Orientals in California, the Jews in Germany.

### Consideration As Individuals

If the problem could be narrowed to a question of whether or not the students could get along in the same school, it would be safe to say that they could; that is if they could be individuals, not members of a huge mass. Any differences between them would be personality differences, not a clash in color.

And the people, as far as they are concerned, protest loudly in their homes, not on the school lawns. It is not the prominent citizens who have nothing better to do than stand around all day to riot. It is the person who isn't fit for anything else, never was, and probably won't ever be. And it is also, if the papers tell the truth, the imported rabble rousers, who are paid to stand around. The fortunate thing is that these persons aren't the average man.

Little Rock might mean a set-

back, for a short time, of the gradual improvement of racial conditions in the South. Governor Faubus could have helped by keeping his head, and, as some newspaper editors in his home town believe, by keeping election gimmicks in their proper places.

The important thing to remember is that although the rioting, the force, and their repression did possibly stir up memories of a beaten South, with *time* the resentment will die, and with *time*, law and custom may coincide.

## Snips 'n' Snaps

Words cannot express the sorrow felt by members of the campus community on the death of 1957 graduate, Mary Ann Treutel. Our deepest sympathy is expressed to her family and friends.

Welcome back Miss Hadley and Miss Hawley. Miss Hawley is returning after a year of absence for study purposes. Miss Hadley, who broke her leg and hip last winter, has resumed teaching in a more luxurious classroom. She's holding them in the accessible McLaren living room.

One cherry voice has been missed around Downer's halls lately. Miss Hungate, physical education instructor, has been confined to bed since late September. Best wishes for her recovery and fast return

## A New Purple Class

"You're part of Downer at last, part of a new purple class." Now that razzing is over, and the sophomores have put their beanies away, turned their collars down, and resumed their friendly smiles, you can feel a sense of belonging. The uncomfortable feeling which you experienced when those "glassy stares" and "sophomore voices" greeted you everywhere finally disappeared after Hat Banquet, when the sops surrounded you. Suddenly, like the sun dividing the clouds after the storm, the tension between the two classes disappeared.

Razzing was important to you as individuals, giving you an idea of what you can do and just how well you can "take it"; but it has also made you stick together as a class, showing that when the "chips are down" the class must unite to face difficulties with all the spirit you can muster.

*"Way down deep in your Downer hearts" there will always be the memories of the few days of razzing. And perhaps with unspoken thanks you will remember Mary Ellen who helped you to start across the bridge of Tradition.*

are expressed by the entire student body. And our thanks go to Mrs. Dougherty who is helping so adequately in Miss Hungate's absence.

## Frosh Report On Orientation Week

Orientation week at Downer is a period of seven days in which the confused freshmen become friends with the college and the college, in turn, becomes acquainted with the newcomers. The freshmen opinion of Orientation is as follows:

LORETTA EVANOFF: "I thought it was well planned and gave a modified introduction to college life. The formal reception was a fitting climax to the week."

KAY DOBSON: "It gave me a feeling of belonging before I got lost in in the mad rush of classes. I had time to get accustomed to things."

KAREN MULBERGER: "I enjoyed the informality and friendliness of everyone. The testing was well spaced, not too much all at once. I didn't like the idea of advance assignments though, because I didn't know exactly what was expected of us."

COLETTE DISHER: "I thought the junior board did a terrific job and especially appreciated their carrying my suitcases when I arrived."

JOYCE CJEKA: "I felt that it was good because it got the freshmen into the swing of things right away. I do feel though, the spirit of Orientation faded a little after the first week."

NANCY CHARM: "I wish we had had more time to ourselves; time to buy needed supplies. Otherwise, I thought it was nice because of the friendly atmosphere that prevailed."



I was so surprised! A freshman at Downer is actually exposed to one of the major traditions here only one or two days after her arrival. Of course, I'm not referring to Hat Hunt or similar unknowns — we still have only a few vague misconceptions about those. No, I mean that time-honored institution supported so fervently by the upper-classmen — *bridge*.

"*Bridge?*" I rushed for my dictionary. Trust to Webster — he hit it right on the head by defining bridge as, "a span of time or space." The only prerequisites for bridge seemed to be some playing cards, cigarettes, the latest gossip to be repeated sotto voce (my ears still ring from the strain), and time.

One day I heard several devoted fiends plotting to cut a certain class in order to brush up on their skill before the season really got under way. Recently I've noticed some of the better players retire after the first or second game each night to be thoroughly rested for the morrow's competition. How they improve their game in bed is beyond me. Perhaps they take sneak correspondence courses from this Jacoby person.

I have successfully resisted all offers from well-meaning souls who are simply itching to teach me. Then they stare at me as if I were a therapsid or something.

But then, to each his own — I prefer a good book.

## Introducing

... Mr. Sidney Peck, who taught anthropology and sociology at Carleton College in Minnesota and at the University of Wisconsin-Milwaukee is presently a candidate for a Doctor of Philosophy degree at the University of Wisconsin. He was also a research assistant of the Bureau of Social Relations at the University of Minnesota and a teaching assistant at the University of Wisconsin in Madison.

... Mrs. Collins, new physics and physical science instructor, is not new to the school. An alumna, she

## Letter (Continued from page 2)

*book reviews play an important part. There are no semester finals. You understand that there is very little room for extra-curricular activities.*

*While attending the High School, most of the students live at home. One of the most exciting and typical characteristics of a University student is that he lives independently (except for the money) away from his family. There are very few dormitories as community life implies rules and regulations, exactly what the student wishes to avoid. He therefore lives alone in a room somewhere near the University. Since he cannot regulate the schedule of his lectures and letters except by cutting them — which would defy the purpose of his studying — he wants at least to arrange everything else around these inevitable factors.*

*And especially in his first years of study, he frequently shifts from one University to another. He spends one semester at a school where there may be a professor particularly excellent in a certain subject; another semester in a city where the climate is favorable and art galleries, theatres or the opera house are outstanding.*

*Having completed his studies, he has experienced the life in many different cities in his own and perhaps other countries. Students go out of their way to get new and different ideas, to experience new and different things.*

*One difference that I have noticed at Downer is how we can be satisfied staying within our own little circle all the time. Meetings such as the leadership conference could be made a good place to meet with leaders of other schools and exchange ideas.*

*Dorothea Hofmann*

enjoys teaching in the same room in which she was once a student. Outside of school, she is kept busy with her family of four children, and her Sunday School, Brownie, and Cub Scout work. She says that she is extremely happy to be back and likes the attitudes of her classes.

... A former instructor in the geology department has returned to teach geography. He is Mr. Elmer Nelson, Curator of Geology at the Milwaukee Public Museum. He has also had classes in geography and engineering geology at the University of Wisconsin-Milwaukee. Students will be interested in

## Dean's List—June, 1957

Students who earn 3.00 or better on a minimum of 14 credits in a semester are placed on the Dean's List. No student is eligible for the Dean's List as long as she has incomplete grades for that semester. The list is made public each semester, and notification is sent to the parents or guardians of the students involved.

### Class of 1960

Brekelbaum, Gertrude	Phillips, Arlene
Bystol, Helen	*Ruthmansdorfer, Joan
Christiansen, Karen	*Rybarz, Carole
Crockett, Barbara	Schipper, Mary
Goldberg, Charleen	Swenby, Juliene
Lorenz, Joan	Vance, Virginia

### Class of 1959

Burger, Ann	Huget, Annerose
*Carow, Ellen	Mayer, Barbara
Christophersen, Joan	*Nickolaisen, Bernice (Kwan)
*Connell, Patricia	Novy, Treva
*Dittmer, Mary	Pazen, Nancy
Garber, Patricia	*Richards, Nancy
*Hofmann, Dorothea	*Zaspel, Sally

### Class of 1958

*Andrews, Joan	*Seyfarth, Ann
Fujimoto, Barbara	Stenson, Janet
*Havens, Betty	Taagen, Linda
*Hose, Marilyn	*Van Vleet, Gloria
*Marone, Victoria	*Veed, Ellen
McCarty, Marla	Warner, Geraldine

### Class of 1957

Beck, Gertrude	Neess, Margaret
*Cahill, Beatrice (7 credits)	Nichols, Pandre
Christensen, Carla	Peterson, Patricia
*Distell, Dolores	*Prath, Joan
*Fogg, Yvonne	*Pykonen, Darlene
Hedges, Bettye	*Rauter, Mary
Levine, Jean	Smith, Marjorie
Lum, Alicia	Strong, Charlotte
Martin, Kay	*Weigand, Jane
*Neagle, Nancy	*Wilson, Shirley
	*Wood, Patricia

\*Students whose average is 3.5 or more.

talking to him about his recent trip to New Zealand.

... An extremely versatile instructor is Miss Harvey, now teaching in the Religion and Philosophy Department. She served for 31 months of active duty in the Women's Reserve of the United States Navy and for seven years in the Reserves after her graduation from Wellesley College. Now, revising her thesis for her Ph.D., her interests are varied. Active sports, especially hockey where she has helped instruct because of Miss Hungate's illness, Biblical Scholarship, the Old Testament, social justice, modern and classical Greek, and carpentry are just a few.

**Next issue: Meet other new members of faculty and staff**