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# The Dial, Volume 1, Number 6, February 13, 1964

Milwaukee-Downer College

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# THE DIAL

Volume 1, No. 6

Milwaukee-Downer College

February 13, 1964

## IBM: Inefficiency Becomes Messy

By Toini Lefren

Efficiency. What a beautiful word! What does it mean? It is applied to so many different situations. In each case efficiency is a desired quality. It implies that time and materials are employed with the utmost conscientiousness to successfully accomplish a given end. Efficiency is normally applied to one's actions for personal purposes, i.e. getting a job done so that there will be either leisure time or time to do other impending jobs. But, efficiency includes insuring the least amount of inconvenience to persons involved in a process.

There have been many questions raised by members of the college community concerning the efficiency of the registration which took place on the 28th of January. With the exception of one advisor who did not arrive to fulfill his responsibility until two hours after the beginning of registration, the faculty was most instrumental in making registration as painless and quick as possible. The big delay, oddly enough, presented itself in the very last step of the registration process. It is difficult to find any reason which would satisfactorily excuse such inefficient action. One student told, with some vehemence of feeling, that she stood in exactly the same position for a period of more than eight minutes. Eight minutes multiplied by 150 becomes many minutes. It may be assumed that it was not because she chose to do so. Such reports were all too frequent among members of the academic community. It would be very difficult to arrive at a justification for such circumstances in a college of this size. It is hoped that in the future those involved in similar processes will make the utmost attempt to determine and employ a more efficient means to the desired end. It undoubtedly would have gratifying as well as shocking results.

The hour and half classes which many of us have attended this semester have met with unanimous approval. They are extremely effective in lecture-discussion courses. Controversial or stimulating discussions are not halted unceremoniously because of time restrictions.

There presently exist such minor problems as arriving punctually at a

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Grandma



The Tweed Look

## Farewell Ecuador 6; Hello Peru 12!

In the main hallway of McLaren Hall, there are two somber looking framed photographs — reminders of Brazil and Ecuador 6. The sober countenances of these Peace Corps volunteers, who are now fulfilling their obligations in South America, cause us to shed a tear as we pass, recollecting the times when these dedicated and serious young men once added life to the Downer Campus. Nothing remains but the famed latrine (now a skeleton in a McLaren closet) and the framed photographs.

But wait! Life again pervades in McLaren Hall—famous MDC firetrap. 'Tis Peru 12 — 49 strong! Robert W. Shortreed, program director of Peru 12, defined the goals of the project. He stated that this particular body of volunteers will be prepared to replace those Corpsmen whose terms are ending in Peru.

There are three main areas of study to which the volunteers are being subjected: American Studies, under the direction of Dr. Walter F. Peterson; Area Studies, under Dr. Orville Cope; and Technical Studies, under Mr. P. W. Downing. These areas of concentration involve lectures on all facets of political, social, economic and cultural aspects of both the United States and South America; intense language study in Spanish; technical skills (i.e. building latrines); and outside readings for individual study. The program also involves a physical fitness plan, which includes sports, knee skinning, back wrenching. Of course, getting up at

5:30 a.m. should come under the category of physical fitness, as well as being able to last until 10 p.m.!

### Inside Story

That is a look at Peru 12 in theory; here are the dynamics of the group. At first glance, the insularity of the volunteers is apparent. They seem to "hang around together." One might even detect an aversion to Downer students. (Mark the look of disbelief in the eyes of the next PCV that observes you!) But they are, in reality, friendly, open-minded, and very dedicated.

Probably one of the most dedicated members of the group is a phenomenon to most of her companions. She is Mrs. Irene Jones, whom some volunteers refer to as "Grandma," not because of her looks or actions, but because she is in her sixties! (please refer to unretouched photo marked "grandma" and do not call the *Dial* reporter a liar.) Mrs. Jones, more energetic than some of her younger co-workers, was at one time a social worker, having done graduate work in that field. This background, plus her interest in international relations, makes her well-qualified for the job. Her reasons for joining the Peace Corps make her even more qualified: "I've had a good life here," she said. "My country has been the best! I now want to give others the opportunities that I have had. Because the Peace Corps is a means of working independently, I have chosen this course as the most effective." Mrs. Jones complimented the fine organization of studies and shivered in the Milwaukee weather. She is from sunny Florida!

Mr. Bill Tweed, a 28 year old teacher from Penns Grove, New Jersey, was in

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**THE DIAL**

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**Guest Editorial**

By Cathy Grant

Centuries ago, a philosopher called Socrates was pronounced guilty and sentenced to die for refusing to abandon the dictates of his conscience and conviction. Many years later, a man called Jesus spoke out against certain elements in the prevailing socio-political-theocratic structure of his milieu. He spoke of love and peace and good will towards men, and yet he was branded a heretic and crucified upon a cross.

Jesus and Socrates died for expressing their dissatisfaction, their moral repulsion of a **status quo** in their society which they felt was anathema to the cause of fulfillment and development of the human being and his society. Yet they spoke not to destroy but to build, to enlighten. And though we lose sight of this historical fact today in the veneration and respect these two men are held in the modern age, Jesus and Socrates were two of history's earliest civil disobedients and "heretics."

Yet though both gained widespread acceptance and following, the tradition of heresy which they participated in, and which has continued through the ages, has never quite lost its radical, dangerous, even subversive image in many people's minds. Such modern manifestations of the non violent expression of moral objection — such as picketing or peace marches, for peace or for civil rights, for example—seem to many beyond the pale of a sensible, normally adjusted citizen.

Perhaps our brave new world is not as brave as we think it, in all its technological and scientific wonder.

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*Poor Downer's Dead*

The disunity which was feared at the announcement of the Lawrence-Downer merger is certainly rampant on the Downer campus. As individually we struggle for positions in other schools both as teachers and students, Downer collectively has gradually disintegrated and died. Perhaps it is better this way. At least we can not be accused of the cruelty of burying the school alive. The so-called merger has become merely the Downer endowment fund to a University which shall be completely Lawrence. The news we were promised of developments in those first honeymoon days after the merger has never been presented. We can only assume there have been no developments.

The faculty has been dealt with on an individual basis and the students have little to say about future policy in the new institution. President Johnson has certainly not openly exhibited any leadership in seeing our institutions and policies were integrated into the Lawrence University plan. The faculty also did not take a unified stand on decisions. The students were never given enough information to take a stand at all. Perhaps opportunities were available to give Downer an equal status in negotiations. They certainly were not taken. It is also possible that there never was a merger, that the word merger was a euphemism to cover the fact that Downer was to close and we were using our money to endow another school. It appears that we will never know the actual details. Secrecy seems to be the only major characteristic that we who infest the corpse of the dead college still have in common.

SANDRA EDHLUND, Editor

**Students Expand Interests**

With the death of Milwaukee-Downer College, some students appear to have deserted the unhealthy corpse for new fields. Much activity has been channelled into the civil rights movements in Milwaukee. Miss Lee Dodds in a Chapel talk several weeks ago called attention to the "new conscience of youth" in the United States. Apparently this conscience is invading our campus. The problems in Milwaukee of Negro employment, the "Inner Core" area, and **de facto** school segregation have become problems which concern many Downer students. Almost all of us heard John Howard Griffin describe the problems of the Negro in the South, and many also attended the meeting at the Milwaukee Auditorium at which Dr. Martin Luther King, Jr. spoke on the problems of Negroes in both North and South. Since then some students have become active in the fight for equality for Negroes in Milwaukee. Several have helped to picket the schools which they feel practice **de facto** segregation (12th Street School, 20th Street School, and Sherman School).

CORE has also attracted students from Downer, who learn methods of peaceful resistance and civil disobedience. Whether the channel be demonstrations, membership in CORE or the NAACP, or concern over problems in the area of Negro equality, it is certain that Downer students have found that they can become a part of the Milwaukee community as well as the college community.

SANDRA EDHLUND, Editor

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## Open Dorm Policy Ended at Lawrence

(Ed.: This is the second in a series of articles on aspects of life on the Lawrence campus.)

Astute Downerites who read the *Lawrentian* are well informed on the issues which concern the Lawrence students at any given moment. As fall has faded into winter, civil rights, NSA, and Greek discrimination have yielded the center of the stage to the "open dorms" policy.

Viewed objectively, the issue seems clear-cut; however, certain ramifications are apparent which would make a further investigation into the issue profitable.

Last spring the administration of Lawrence College agreed to allow visiting privileges in the dorms on a trial basis. This fall the trial period was extended to give further opportunity for observation of the system. The day of reckoning has now come; President Tarr has made his stand clear, and the Board of Trustees has voted unanimously to discontinue the allowance of the open dorms practice.

Degree of student opposition to this move is uncertain. Apparently petitions were circulated in protest and the results were disappointing and/or inconclusive. A meeting was held at which Dean Venderbush spoke to SEC representatives to interpret the trustees' action. The *Lawrentian* has done an admirable job in presenting both student and administrative views; the paper has also taken a well-defined-and-supported position editorially.

As the issue stands now the action seems to be irrevocable. President Tarr has said that the trustees would probably be willing to meet with students to discuss or clarify the decision, but would not consider altering it. Even letters from parents, which he does not expect, would probably not affect the ruling. Were student opinion overwhelmingly against the action, it would probably have little effect.

In an interview with the editor of the *Lawrentian*, Hal Quinley, President Tarr presented the points of argument which had probably influenced the decision of the Board. The moral implications were clearly a major factor. Lawrence College does not wish to move in a direction that would place needless temptations before the student. Tarr pointed out that there are sufficient complications inherent in the maturing of a young person so that further hazards are unnecessary. Rules that are too liberal, says President

Tarr, are likely to attract a type of student that Lawrence does not want.

A suggestion was made that the open dorm privileges be restricted to the honors dorms. President Tarr replied to this that the policy was to be an all-school policy.

An interesting parallel may be drawn between the next point in the argument and the situation on Downer's campus. This point concerns the "image" of the college, that all-important factor that created controversy about our own speaker policy. It is felt that an undesirable image will discourage financial support of the college, as well as parental support.

If student opinion on the issue were overwhelming and obvious, the arbitrary nature of the decision is revealing as to the state of student-administrative relations. Perhaps the issue of student responsibility and maturity is at stake.

*In loco parentis* has been, at best, a nebulous issue; no matter how one reacts to this decision, he must acknowledge the clarity of it.

### IBM

*Continued from Page 1)*

class which begins at a time un-marked by the bell, and the almost overpowering effort required to fulfill the role of the alert, responsive student at eight in the morning.

There is one more issue which has succeeded in becoming the topic of conversation frequently during the last two weeks. It is the puzzlement at the boycott of evening classes. Reportedly, a law exists which, in effect, states that there will be no evening classes. The subsequent question is: has this law been in existence for a period of time greater than two years or was it drawn up at the beginning of this semester? If it has existed over a period of time, why is this semester the first time it has been enforced? The evening, if agreeable to professor and students, is often the ideal time for the scheduling of a regular class meeting or an occasional extra session.

These collected opinions from various students indicate that efficiency does not depend solely upon an IBM machine, but upon the function of the entire administration.

## Dean's List

Students on this list earned averages of at least 3.00 for the past semester, with a minimum of 14 credits, and had no "Incompletes" on their records. Those marked \* earned averages of 3.50 or higher. (Seniors who complete all degree requirements in a given semester and earn averages of at least 3.00 are included in the list even though they carry fewer than 14 credits.)

### Freshmen—1967

Jacquelyn Anderson, \*Mary Elizabeth Juneau, Mary Neess, Diane Nelson, Joan Phillips.

### Sophomores—1966

Marilyn Anker, \*Susan Mueller, Kathi Schumann, \*Jean Shepard, \*Ingrid Tucholke, Kathryn Westering, \*Andrea Wray, \*Mara Zarins.

### Juniors—1965

Gretchen Akers, \*Martha Burke, \*Lynn Deisher, \*Lee Dodds, Pamela Jeffery, Laura Jennison, \*Brenda Kounovsky, Ellen O'Connor, Julie Odell, Karin Roang, Diane Savage, \*Jean Vetter.

### Seniors—1964

\*Barbara Allen, Helene Bartz, \*Carol Craig, Charlotte Dhein, \*Sandra Edlund, \*Barbara Geisar, Mary Gibbon, Maralee Goltermann, Sally Haynam, Diana Holtz, Judith Jahnke, Anne Juneau, Jane Kiner, \*Beverly Krause, Joy Kurzer, Barbara Leas, Kathleen Lipp, Robin Redfield, \*Diane Rosedale, Barbara Schwegler, Katherine Seitz, Pamela Siefert, Elaine Templin, Ira Voigt.

## GUEST EDITORIAL

*(Continued from Page 2)*

Perhaps we lag terribly in our ability to transcend our fear and our suspicion, our lack of perception as to what such forms of heresy or expression of discontent really imply. Whether we agree with the implication or not, perhaps it is time to stand witness for the right to be discontented and to exercise individual conscience in practice as well as in theory. For if we listen to the sound of a man walking in a picket line or peace march, we may hear the ring of dissent that men like Jesus and Socrates died to perpetuate. And if we hear, we must surely comprehend what their individual heresy and disobedience has meant to man and society, and to the concept of the essential worth and dignity of the human being.

Enlightening news from Mr. Bell's office: The cause of the fire in McLaren is still not known; but . . . it wasn't the wiring. More **Flashes** later.

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Idealism or No?



The Marquand Duo

## FAREWELL

*(Continued from Page 1)*

accord with Mrs. Jones regarding personal reasons for becoming a volunteer. Mr. Tweed was acutely aware of the fact that he has been offered many opportunities which he would like to pass on to less fortunate individuals. In regard to the program, he said that he found the lectures very stimulating. "I only wish that we had more time to read the books," he said. The time is short and the list is long.

St. Claire Bourne, the only Negro in the group, is from New York, New York. Before entering the Peace Corps, he attended Georgetown University. St. Claire provided probably the most honest and thorough answer to the question which most volunteers dread: "Why did you join the Peace Corps?" He said that the reason was two-fold: the key words are **service** and **selfish**. In the area of service, St. Claire said: "If the United States is going to accomplish anything, and project a true image, it must be done on a personal level. Money won't work; it must be done independently." Concerning the other aspect, the 20 year old Brooklynite pointed out that he was sure to gain by this experience: "I would be stupid

not to think that there wouldn't be a selfish motive. You can be dedicated to a cause, but you have to think in terms of the personal experience too." St. Claire was pleased to see that the program was not based on an idealistic one-sided study. "The diverse opinions in the lectures offer conflicting points of view which cause you to think on your own," he said. St. Claire doesn't have a New York accent.

Regina Kusak, 22 year old volunteer, does not quite agree with St. Claire about the program. "We are having to look at everything through rose-colored glasses," she said. Regina has received her B.S. in education at Brockport State College and is interested in social work, which is one reason why she joined the Peace Corps. She finds the Downer students friendly. "They mind their own business," she stated. Regina doesn't really know us!

Mr. and Mrs. Keith Marquand share the enthusiasm of the entire group. They honestly admitted their nebulous thoughts about the Peace Corps. They are not quite sure why they joined, save the fact that the cause was indeed worthy. They are a couple of vagabonds, it appears, so perhaps South America is not an unusual move for them. They have lived in Denver, Eau Claire, where they both graduated from Eau Claire State College, and Fairbanks, Alaska. Keith has worked for a publishing company and has had experience in nutrition, which will prove invaluable to him. His wife Joan is very interested in the project. "Our interest gets greater all the time," she pointed out. They both find the program stimulating. Keith remarked: "I would hate to have to be the one to improve upon the project." They ARE improving it by their interest.

We hope to get to know Peru 12 better before their departure. A group as close and as dedicated as they are can provide for a stimulating exchange of ideas between Downer students and volunteers. A belated welcome to the PCV's headed for Llama-land!

## Ann Slanders



Christmas is past but not forgotten . . . even a Peace Corps favorite came back to haunt us, gaily wrapped in a tuxedo. Many discovered that the best things come in small packages, though, it seems, not all diamonds are forever . . . Elk Mound took the Waldorf by storm . . . and rumor has it that some girls hurried back to keep important dental appointments . . . from the looks of the Downer contingent that frequented the ski slopes it's doubtful that we'll ever get the gold medal but word has it that we were well represented in Florida this year, at least. Santa was good to everyone though some of us were disappointed to find only coal in our stockings . . . Nonetheless, all were glad to get back to the grind. . . . Speaking of grind, what's that they've been putting in our food?

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