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THE OBSERVER

Foreman Campus - Chicago Teachers College

November, 1959

DINNER HONORING GRADUATES OPEN TO ALL STUDENTS OF THE COLLEGE JANUARY 23

The graduation dinner will be held on Saturday, January 23 at 7:30 p.m. at the Franklin House, 8800 W. Grand Avenue.

All students of the college are invited to this dinner which is the big event of the semester for graduates and regular students.

Reservations must be made by December 16. See Mrs. Sopejstal in room 301 for reservations.

The cost for the evening is \$2.00 per person. The dinner will be served at 7:45 p.m. There will be a dance band in the main dining room adjoining the private room for our use from about 9:00 p.m. to midnight.

The dinner is also for staff members and alumni.

CONFER WITH DEAN BY DECEMBER 16

Students who have filed application for graduation in either June 1960 or August, 1960. Each student is required to confer with Dean Guysenir on or before Wednesday, December 16. Evaluation of credits must be brought to the conference.

CONTEMPORARY FURNITURE TALK

All students of the college are invited to a series of films and a talk to be given on Tuesday December 15 at 7:30 p.m. in the Herman Miller Furniture Showroom on the sixth floor of the Merchandise Mart.

The subject of the films will be architectural design, visual communication, and interior design. A talk will be given by the manager of the showroom, Mr. Hy Bomberg, on the subject of contemporary furniture design.

The Art 310 class will be present with their instructor Mr. Leopold Segodin.

HARVEY AND SCHULTZ CHAMPS!

On November 18 Lee Harvey and Bob Schultz downed Tom Lopresti and Bruce Mikkelsen in football 30-24 for the Foreman College football championship.

TALENT*TALENT*TALENT*TALENT*

Foreman College will have a talent show on December 22. Anyone interested in performing for this show may contact Mrs. Peri Georgiou or Dean Maurice Guysenir.

The
FALL MEETING
of the

CHICAGO AREA COUNCIL OF THE INTERNATIONAL READING ASSOCIATION was held on Saturday, November 7, 1959, in the Law Auditorium of Loyola University.

"The CHICAGO AREA COUNCIL, IRA aims to provide professional programs and opportunities for interested persons in the Greater Chicago area."

Four faculty members of Chicago Teachers College are officers and board members in the Council. This includes our own Dr. Lucille Grogan who is the Director of Student Teaching at Foreman.

Dr. Kenneth Lund, Superintendent of the Oak Park-River Forest High School, was the principle speaker of the day. The topic he so eloquently delivered to an alert and sensitive audience was entitled, "READING AND GUIDANCE."

There are different approaches in education and therefore Dr. Lund concluded, "Education is in ferment and not in chaos." Rather than bother to define education, we are too busy doing something about meeting the needs of children, he said. "Education is the factor that will denote whether a man can stand erect among his fellow-men."

Some of the problems facing education and the educators in reading and guidance programs in our schools today include appropriate pupil diagnosis especially of the academically talented, concern for individuals ("There is no FIRE HOUSE approach."); there must be "joint concern." If we are

(con't page 3, col. 1.....)

EDITORIAL

Educable Mentally Handicapped, the name which is given to the program for children of low I.Q., seems to be an incorrect, misleading, and damaging one.

"Mentally handicapped" implies not being able to do, not being able to succeed, achieve, or progress. But all of these implications go contrary to the ideas that we have about EMH (Educable Mentally Handicapped) children.

We believe that they can do, succeed, achieve, and progress - slowly. But they can. And they do when the atmosphere of learning is free from attitudes damaging to the EMH program.

A child who does not put forward effort in learning because he is lazy, but who has high potential is just as "mentally handicapped" as the child in the EMH program. As we said before, "mentally handicapped" suggests an inability to think or reason, or learn. If a child cannot learn because he is lazy, he is just as "mentally handicapped" as a child in EMH and he should be classified that way.

"The term 'mentally handicapped' proves to further handicap those children of the EMH program because it labels the children unfairly. After all, they aren't the only ones who are handicapped in learning; the lazy child's mental processes are just as handicapped. We shouldn't think, therefore, that the EMH child is so much different than any other child who has difficulty with learning and be so quick to give him a label of 'mentally handicapped.'"

(con't from page 2, col. 1.....)
to achieve a full working capacity,
we must have a knowledge of our
students, a cognizance of their
capacities as well as their abilities.

Tests are not the sole answer
to problems in guidance. The pro-
gram should be flexible, diagnostic,
have a unity of purpose, and be
instituted with motivational impetus,
if it is to be successful.

Following Dr. Lund's address,
panel discussions were next on the
agenda. There were five separate
panels, each meeting was conducted
in a different room. The panels
were on the following topics:
Colloge, High School, Upper Grades,
Middle Grades, and the Kindergarten-
Primary. Mrs. Mabel Homington,
professor at Foreman and formerly
of the Main Campus of Chicago
Teachers Colloge, was the panel
moderator for the kindergarten and
primary group.

According to the panel mem-
bers of the kindergarten-primary
group, the most important task for
the teacher is to find out more
about the children and to provide
for individual differences.

The personal rapport that the
teacher has with the children is
important too. One member of the
committee said, "Personal rapport
cannot be sold. Just saying you
love little children is not enough;
how you work with them is most im-
portant. If they learn at all, it
is because someone cares."

It is rather interesting to
learn that the parents are asking for
guidance in directing their child-
ren to read. The teachers may teach
the skill, but what then? What can
the parents do to further classroom
instruction?

Many parents are afraid to
guide for fear that they are go-
ing to teach the wrong thing. It
(con't page 4, col. 1.....)

BALLAD CONCERT GREAT SUCCESS BY Doris Ambrocelli

"A Minstrel's contem-
porary History of the
United States" was presented
at Foreman Branch, Chicago
Teacher's College on Nov. 10
by Wyn Stracke.

Mr. Stracke, equipped
with his pick and guitar,
presented not only the folk
songs of the people, life,
and events in the history
of America, but conveyed
his delightfully warm and
witty personality.

Included among the
selections presented were
"The Battle of New Orleans",
"The Ballad of Sigmund
Freud," and songs related to
the teaching profession. His
performance was concluded
with a vocal rendition link-
ing present advertisements
with former ballad tunes.

The unique blend of Mr.
Stracke's deep, rich voice,
his spontaneous humor, and
audience-orientated selection
of folk songs made the
second presentation in the
Lecture-concert Series a
great success.

(con't from page 2, col. 2)
Some people feel that
the "mentally handicapped"
name is right because it is
most correct; it tells that
the children have low men-
tality.

Would you like to be
"correct" at the expense of
fostering an attitude toward
the program which defeats
the goals which it is trying
to reach? How can you ex-
pect a child of the EMH pro-
gram to have respect for him-
self if the name you give him
isn't one which commands re-
spect?

(cont from page 3, col. 1.....)
is the classroom teacher's responsibility to educate the parents.

With the increase in foreign language groups, the biggest task for the teacher is in helping those children become members of a group. We must keep in mind that pictures in books are so different from what they have been accustomed to hearing and seeing.

Mrs. Evelyn Christensen, a student teacher at Foreman, and a book reviewer in her own right, discussed some of the problems facing a student teacher in the Language Arts program. With a professional competency, she stressed the importance of sharing ideas in the classroom through books to which the children are directed by means of their interest and reading level. Mrs. Christensen was in the Middle Grade Panel discussion.

Other suggestions for the middle grades were that skilled reader independence should be encouraged, there should be a variety of materials available; reading being a step by step program, should continually be supplied with fresh materials at and below grade level; all kinds of content books should be in supply; and lastly, the problem approach as opposed to the page approach is to be encouraged. The child should read to solve the problem. In this manner, critical thinking as well as critical reading will result.

The Chicago Area Council of the IRA, was enlightening, for it was alive and pulsating with enthusiasm and knowledge.

Humbert Fontana

NOTE The kindergarden and primary panel was reported by Merle Weiss.

OBSERVER STAFF MEMBERS

Editor....Judy Fischer
Staff Members

Doris Ambrocelli
Ronald Clayton
Humbert Fontana
Merle Weiss

Sponsor...Mr. John Van Dyke
Dean.....Dr. Maurice G. Guysenir

The OBSERVER staff is published each month by students of the college.

PRE-PRACTICE INSTRUCTORS by Judy Fischer

We want to thank you for the help you have given, Mrs. Hemington and Dr. John F. Etten,
Each instructor has made his contribution
To further the cause of erudition.

EXCEPTIONAL CHILDREN WORKSHOP

Brenda Miller and Judy Fischer represented Foreman at a workshop presented by the Chicago Council for Exceptional Children on Thursday, November 19 at 4 p.m. at the Spalding School, 1628 Washington Boulevard

Consultants from the Bureau of Curriculum were present to discuss the new curriculum guides.

*Happy Thanksgiving
to all Foremanites
from
the Observer Staff*

You are invited to the

Graduation

Dinner —

on

Saturday, January 23, 1959

7:30 P.M.

Franklin House

8800 W Grand Avenue

Reservation deadline is December 16th