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Gary Pearl

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Interim

Chicago Teachers College North
Vol. 9, No. 6

Wednesday, July 22, 1964

SENATE DANCE COMING THIS FRIDAY

On Friday, July 24, 1964, the Student Senate will sponsor a dance entitled "The Hexagon Hop." It will be held under the stars in the school's parking lot, but if Mother Nature should give us rain that night, the dance will be moved inside the gym. Music will be provided by the "Gents," a five piece orchestra, between the hours of 8 p.m. and 12 midnight. Admission is 75c a person or \$1.00 per couple, and refreshments will also be available.

The members of the Dance Committee have worked very hard to make the evening a pleasant one for all. They want all their guests to enjoy themselves and to dress comfortably, but Bermuda shorts will not be welcome. Be sure to come and to bring your friends along as well.

ARTICLES WANTED FOR FUTURE LITERARY MAGAZINE

If you happen to be one of those creative type people who writes things but never gets them published or even read by others, your big chance has arrived! A plan is under consideration now to have a literary magazine published for our students featuring their own work. There's no doubt that many famous writers got their start in the field of writing, by having their poems, short stories, essays, or whatever published in their college magazine. For those that didn't attend college, I imagine they must have gotten their golden opportunity in another way.

Whether you write with the intention of eventually making it your career, or whether it is just

a delightful way to spend your leisure time creatively, seeing your own work in print will be satisfying and perhaps be the needed incentive to finish the other numerous stories you've started but somehow never got around to put the finishing touches on them.

Being such a young college, it takes a lot of cooperation and talent to coordinate the efforts of many to make such projects successful. It is up to us now to contribute whatever we can to make the first issue a pace setter which will reflect our interest in the creative arts.

All interested students please see Mr. De Ville for further information.

LIBRARY CHANGES FROM DEWEY DECIMAL TO LIBRARY OF CONGRESS SYSTEM

As a measure of both economy and adjustment to a swiftly growing collection, the Library (exclusive of the Curriculum Materials Center) has begun to convert from the Dewey Decimal system to the Library of Congress (L. C.) system of classification. The inadequacies of the Dewey system in the face of the new and rapidly expanding knowledge are well known and lamented in the academic world. Because of the expense, time, and technical difficulties involved in composing adequate Dewey numbers, the library is taking advantage of the classification numbers already provided in full on Library of Congress printed catalog cards—cards which C.T.C.-N. library uses for about ninety percent of its acquisitions.

Equally important at this time, our library is still small enough to undergo reclassification with a minimum of inconvenience to all concerned. The Library of Congress scheme, which is the living,

up-to-date system of our national library, can answer many of our local scholarly and technical demands. Many faculty and students have worked with this classification and are already familiar with the arrangement in various subject areas; those to whom the system is new will find it fairly simple to learn and use.

Academic libraries of all sizes have converted to the Library of Congress system and along with obvious local benefits must be noted the possibility of greater inter-library cooperation when institutions use a common system of notation.

The Library is setting up a schedule for conversion, and hopefully plans on its accomplishment within a year. There will be no curtailment of services which, in fact, will be enhanced once the initial change is made. Adequate directions and instructions for all users are being posted as work progresses.

ROMAN PUCINSKI SPEAKS AT CTC-N

by Ron Simon

The honorable Mr. Roman Pucinski, Representative of the 11th United States Congressional district spoke to Dr. Farr's Comparative Political Systems class on Monday, July 6, at 1:00 P.M. This was the second visit Mr. Pucinski has made to this school. His last appearance was on July 30, 1962, where he spoke to Mr. Sabin's Comparative Political Systems class at that time.

Mr. Pucinski is a dynamic and interesting speaker, and captured his audience of about 100 people quite readily. He hewed and spewed his political line by praising the present administration and saying that the best way to capture the communist countries was through winning the people to our side. This is done by being kind to them.

Mr. Pucinski's main theme was that "few people will take the time to try to understand the complex political system under which we live." Many criticisms are made of the administration of affairs by the president and the Congress, yet few of these people understand the vast complications under which decisions are made. He made many relevant and irrelevant points concerning this hypothesis in an attempt to drive it home.

May we say to Mr. Pucinski that it is the view of many political scientists that a little common sense is inestimable in handling world situations, and that if the other side chooses to use this against Mr. Pucinski's scientific approach, Mr. Pucinski is only fooling himself.

UAR CON. GENERAL VISITS CTC-N

Mr. Mohamed A. Gowad, Consulate for press affairs from the United Arab Republic (Egypt) spoke to Dr. Farr's Comparative Political Systems class on Friday, July 17. The remarkable, but seldom heard philosophy of his country was reiterated to the class, and a question and answer period followed.

Mr. Gowad defined his country's philosophy as being "for peace in our time." He traced speeches of Gamel Abdeb Nasser, the Republic's President. He began with the speeches of Mr. Nasser commensurate with the opening of the U.N. Through the past fifteen years, it would seem that Mr. Nasser was looking only for peace.

In the situation of Israel Mr. Gowad described his ethnocentric views. With the correct amount of justification he said that there were no less than a million Arabs displaced from their homelands, when Palestine was granted to the Jews.

These people are currently living in the infertile Gaza Strip. This is the main reason supposedly that Egypt is taking an interest in Israel.

Mr. Gowad said that the role of the U.A.R. as an increasing power (through enjoining more and more African Nations) will be the big brother of the newly evolving countries. The U.A.R. will guide these countries into peaceful non-alignment as Egypt has situated itself for the past decade.

Although a few mundane arguments were attempted against the anti-Israeli attitude, the people present could not break Mr. Gowad's position on the subject. It is truly a shame that these people took the entire question and answer period in attempting to dissipate their hatred of the Arabs and the man. Several truly interested people remained after the period, and discussed some other aspects of the U.A.R. today.

Science Workshop in Progress at CTC-N

Beginning on July 13th, and lasting until July 24th, there will be an Elementary School Science Workshop here at C.T.C.-N. Teachers from C.T.C. and guest lecturers will demonstrate new methods and materials.

The lectures will be from 9:00-10:20 A.M. in the Little Theater, every day during the workshop schedule. ALL STUDENTS ARE INVITED TO ATTEND, especially those interested in the teaching of the sciences. The schedule is as follows:

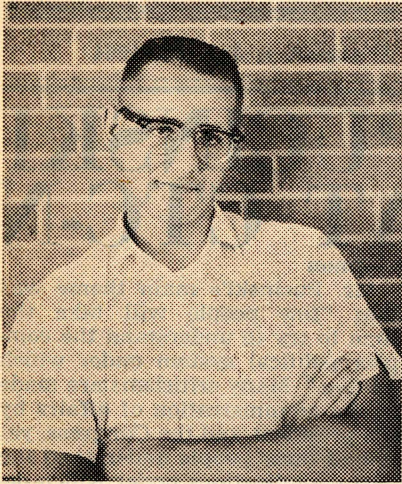
Wednesday, July 22—Dr. Robert J. Goldberg, Professor of Biology,

Chicago Teachers College North, "Animal Kingdom."

Thursday, July 23—Dr. Alan Humphreys, Visiting Assistant Professor of Science Education, University of Minnesota, report on MINNEMAST and current Research in the Development of New Science Curricula. Field Trip to the Henson and Johnson Schools. "Continuous Development" and "Team Teaching Techniques."

Friday, July 24—Mr. Peter Speltz, Instructor in Physical Science, Chicago Teachers College North, "Topics in Magnetism and Electricity."

STUDENT SKETCH



Bob Skaja

While everyone was running around congratulating the members of the Stage Players on their successful presentation of *Death of a Salesman*, your reporter managed to corner one member of the cast to interview him for this week's Student Sketch. Bob Skaja, who portrayed Happy in the play, was willing to outline his many extracurricular activities which led to his being honored in the Honors Convocation for service to the school.

Bob came to C.T.C.-N. in September 1962 after graduating from

Elgin Community Junior College. Although he began his college career as a pre-med student, he later changed his major to history and then again to literature. Bob insists his real major is activities. At Elgin he was able to letter in every sport. Here at C.T.C.-N., he has been active in the Bowling League for which he has been vice president and secretary three times. He has been a member of the Student Senate for one term of office and has been both a reporter and Sports Editor for the INTERIM. He was one of the "founding fathers" of the Literature Club and participated in this year's Mock United Nations Convention as Chairman of the Trusteeship Council of Iraq. In December, 1963, Bob made his debut on the stage by playing Governor Danforth in the *Crucible*. Ironically enough, the Governor was the oldest person in the play while Happy was the youngest in *Death of a Salesman!*

In addition to his studies and activities at school, Bob works part time. He lives in Dundee, Illinois, and drives in every day. The trip requires over an hour each way. He plans to graduate in April, 1965, and he will certainly leave an impressive record of student participation behind him.

PLAY REVIEW

"DEATH OF A SALESMAN"

by Stephen Tallackson

Somebody in love once said as part of a poem:

"Thank you for overlooking my faults

And expanding my virtues."

So must a viewer of an amateur dramatic performance be like the receiver of that thanks. As the viewer sits in the audience, if he has had anything to do with the play, he knows how much work, trouble, and devotion went into the play. He also knows that the effort was made not for money but for the esthetic reward that comes from participating in this uniquely human experience.

All this was true for those of us who saw the Stage Player's performance of Arthur Miller's *Death of a Salesman*. The performance had virtues that were expandable and faults that were overlookable.

Mike Levin did a superb job as Willy Loman. Mike brought home with great force Willy's weariness from fighting life and living with his own delusions. This writer's only wish for Mike is that if he also has to die at the end of his next play, that at least he be given a death scene.

Gail Merki, who suffers better every play we see her in, gave an excellent performance as Mrs. Loman. She particularly shone in the scene when she confronts her two sons after they left their father in a restaurant. Her anger, unhappiness, and helplessness at watching her family disintegrate before her eyes was keenly felt.

Paul Mattes and Bob Skaja both developed their characters as Wil-

ly's sons Biff and Happy with performances that were particularly moving in the last two or three scenes of the play.

Tim Scanlon, Joe Capp, Roberta Maguire, Emil De Julio, Penny Wilson, Greg Gottstein, Frank Collins, Eileen McArdle, and Karen Jasen were all excellent in supporting roles.

Anyone who has taken part in or been a viewer of any of the Stage Player's previous plays could not help but be aware that the sound, lighting, sets, and program were all vastly superior to anything else that has been done in these areas before.

Any review of this play by anyone who has the slightest acquaintance with this group of actors must make mention of someone who was not on the stage. That person would have to be director Joyce Loots. Here is a lady with a vast resource of patience and a seemingly inexhaustible reservoir of energy and drive. Whatever platitudes are written about any attempt by this group, must, in the last analysis, come back to her.

A few plays have a certain magic to elicit time after time a response, from their audience, that borders on catharsis. The author has played our souls like a master violin player, making us aware of the heights to which we can reach. Such a play is Arthur Miller's *Death of a Salesman*. That magic was preserved in this presentation.

(PIL) (Committee Poll Receives Big Success)

The recent PIL (Pepsi in the Lunchroom) poll taken here at C.T.C.-N. was a huge success. The committee, under the direction of Art Sullivan and Tim Olsen was concerned with giving bottled Pepsi a chance here at C.T.C.-N.

The committee received 54 ballots; 52 yesses for Pepsi in bottles, 1 no, and 1 ballot for Hamm's beer.

We congratulate the committee and its all-out efforts for "a cause." The rest is up to the lunchroom staff.

WE WANT PEPSI IN BOTTLES!

BOOK REVIEW

"THE CONVERSION OF CHAPLAIN COHEN"

by Greg Gottstein

Every semester almost without fail, we are required to read many books. We read these books only because we have to, and not necessarily for pleasure although we may enjoy some of the required readings. It may be good to occasionally make available some time in which to read solely for pleasure. If you are in that frame of mind I heartily recommend Herbert Tarr's "The Conversion of Chaplain Cohen."

Here is a book with no great message. It is not crammed full of important facts. It is merely a hilariously delightful story of a young Jewish (are there any other kind) Rabbi's adventures in the Air Force.

Rabbi Cohen is the type of character that immediately captures your imagination and carries it around in his hip pocket as he serves his time in the Air Force. Several scenes in the book stand

out as particularly delightful. In the beginning of the book Rabbi Cohen is shown going thru his physical examination. His introduction into army life begins when he cuts down a boorish army doctor who is picking on a non-English speaking draftee. The doctor in an effort to save face asks for Cohen's name while the other draftees debate between Jimmy Durante and that inscrutable Chinaman Scroo Yoo as a suitable name to give the doctor. Rabbi Cohen is never afraid to face the music and gives his correct name.

Being an eligible bachelor, Rabbi Cohen is fair game for every Jewish couple with a daughter. Rabbi Cohen is human and is happy for any chance to date a pretty girl. The only trouble is that the girls happen to think that Rabbits are not quite human. Poor Cohen can't even get a goodnight kiss.

The novel goes on in this enjoyable vein until near the end when

Rabbi Cohen is sent to Thule Air Force base as squadron Chaplain. Here he meets a girl with a tragic past and finally falls in love. She turns him down flat. At Thule he also becomes acquainted with a troubled young pilot. He manages to straighten out the pilot only to see him crash. In the end he does manage to get the girl and despite his many run-ins with Air Force brass, he signs over for another hitch.

The book has everything—humor, love, and tragedy—blended together into one of the best best-sellers in a long time.

If I had to make one criticism it would have to be the lack of character depth. All the characters in the book are absolutely delightful and one wishes that we could know more about them. The only other criticism would be that the book was too short—it ended much too soon.

THE RACE

There is a time for living,
a time for dying.
Life is the wonderful thing,
the miracle of birth.
Death is the mysterious thing,
the end and start at once.
Time seems long at the start,
too short near the end.
Yet time doesn't race along,
you do the running by.
It is a one way race with no
turning back.
To grasp all of life;
to use all of time,
This is the object,
the goal to attain.
Hand in hand with life and
death
One goes by the complacent
time,
Never again to return nor
to look back.
Just one last mile yet to
be run;
Here today and gone tomorrow.
Marilyn Gunderson

INTERIM
STAFF BREAKFAST
FRI., AUG. 7
AT 10:00
IN THE CAFETERIA

Guest Editorial

“THE PROPER THING” REFUTED

We deserve equal time! A rather dim view of marriage was published in the last issue of 'INTERIM' of unknown authorship. We wonder why? We find it our 'duty' to take issue with some of his ideas and paint a purely 'objective' picture of the same subject for the benefit of our loyal readers (99% of whom are on our side, naturally).

The only truism mentioned in the editorial was the fact that a premature marriage is not advisable. You don't have to go to college to realize this. What is maturity? Not all of us mature at the same rate or in the same manner yet we know a mature person is one who knows himself, (his assets and limitations), and is considerate of others. Along with this he must be able to handle responsibility and oft times put up with the humdrum part of life in order to accomplish more exciting ambitions (which seems to be hunting wild bear or something equally as exciting). A mature relationship is an equal give and take proposition where one must give up certain things in order to please the other. This does not necessarily entail the sacrifice of all the 'freedoms and liberties' regarded so sacred by our one man campaign. He presents it as a good reason to abolish one conformity a young man is faced with—marriage. It'll never become a national movement.

We've always thought the female is the weaker sex yet in the previous article, it was mentioned the female entraps the 'weaker male animal.' Why is it this can happen? If a young man is literally forced into marriage by his girlfriend, mother, society or what have you, then he is obviously not a man yet as he's too weak to know his own mind then we agree with the 'phantom author' that such a male should not get married. We would pity any female who had so entrapped him.

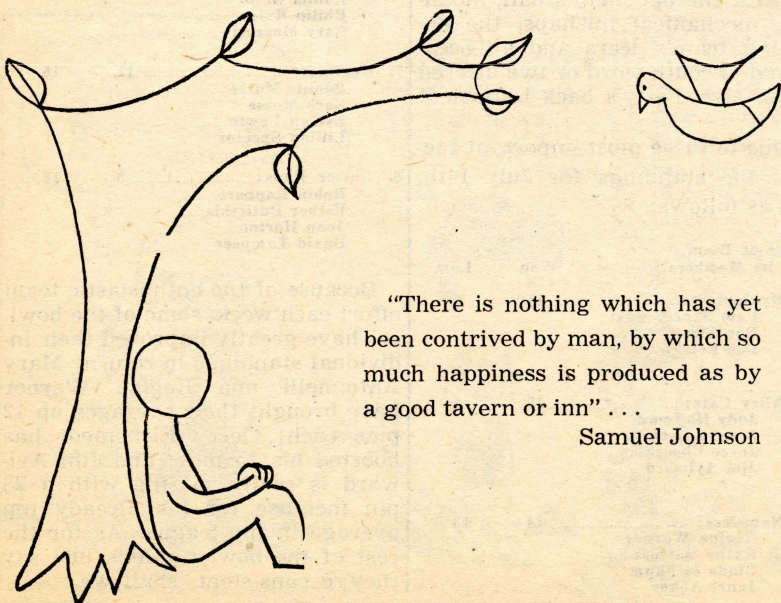
Several arguments were presented to illustrate to our male readers (the minority fortunately) why they should not get married, one being 'stagnation is ruination'. One can stagnate in the single life as well as in the married life (if you allow yourself). It's up to the individual to create the interesting life he wishes to experience. Even Buffalo Bill had his dull days, but that is no reason to see marriage as a series of routine tasks and erase completely the happiness one can find by sharing his life with the person he loves. These views are not meant to sound like a soap opera with syrupy ideals untinged by reality. If they do, it was just an effort to point out the good side of marriage. (There are some advantages, believe it or not.)

The real issue of the previous editorial was the mentioned 'love and marriage are not synonymous terms.' If marriage does not go with love, what does? Our author tends to think free love is a good idea. Aren't the morals of the U.S. low enough, phantom, without telling impressionable young men that marriage is just another conformity? Remember fellas, statistics show 50% of all married couples are men.

Barbara Lofgren and Denise Kelly

The INTERIM editors know that there are qualified people among the students and faculty of this college who have various viewpoints on subjects relating to teaching and teacher education. To offer an outlet for expression of these opinions and to provide enlightenment of our readers, guest editorials will appear in this paper.

Responsible comments as well as requests to participate are invited. Both should be addressed to the INTERIM editors. The opinions of the guest are not necessarily those of the INTERIM editors or the college.



“There is nothing which has yet been contrived by man, by which so much happiness is produced as by a good tavern or inn” . . .

Samuel Johnson

Editorial

WE DON'T WANT BARRY GOLDWATER FOR PRESIDENT

Barry Goldwater has been called communist, anti-communist, rightist, extremist, Klu Klux Klanner, anti-Negro, and probably anti-people. His political career is one of turmoil because of his beliefs; his conservatism concerning the Civil Rights Issue, his opposition to Medicare, test-ban treaty, desire to encourage Cuban refugees to invade Cuba and finally, but most important, his concern for states rights against federal intervention.

Barry Goldwater has just received the full support of a Republican Convention and will run on the Republican ticket for the presidency of the United States.

In this issue and a recent issue of the INTERIM was printed "Goldwater: The Man vs. the Issue" and "Goldwater: The Great American." Two sides of a man were presented. One side was "con" giving background on "the man," his failings, and his success. The other side was "pro-Goldwater" and stayed with the issues and our times, discussing why Goldwater is qualified for the presidency and his plans on becoming president.

Now our editorial staff may take a stand because we have presented both sides of the story. We do not want Barry Goldwater as the next President of these United States. Barry Goldwater is not qualified to be President of these United States. We feel that to qualify, a man must have intelligence, an understanding of the world problems, political experience, ability to deal with people of all nations, and many, many, more qualities that are too numerous to mention. Barry Goldwater may have these but there is one thing we feel he is lacking. That is human compassion and the belief in the worth of each and very individual in this nation and the individual's right to the pursuit of happiness.

He can't have this quality and still believe that state's rights without federal intervention is our best solution to the racial problems which now exist. If this be the case, eventual success of the Civil Rights Law will be prolonged as long as Barry Goldwater or people like him exist in our federal government.

We don't want Barry Goldwater for President and all "Americans" should vote against Barry Goldwater for President be they Republican or Democrat.

Civil Rights for all will eventually come to be the by-word for every American citizen. We want to see it hurry along. We want everyone to believe in the worth of every other individual. This can not happen with Barry.

We hope Barry Goldwater loses in '64 and forever. Don't vote for Barry Goldwater for President.

GUEST EDITORIALS ON THIS ISSUE ARE INVITED.
Gary W. Pearl, Ed.

Interim

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GOLDWATER: THE GREAT AMERICAN

by Ron Simon

Senator Barry M. Goldwater is one of the most misjudged, misquoted, misunderstood people in the U.S. today. He has been called everything from a communist to a White Black Muslim. Because he has refused to sacrifice his principles based upon constitutionalism, even his own party has become anti-pathetic. This article is designed to speak to these people on this campus who feel that a politician should be a leader firstly, and a Machiavellian Politician secondly. Mr. Goldwater, a member of the U.S. Senate is not a quack, not a Fascist, but works basically for perservation of a political system which he believes has worked in the past and can continue to work in the future, namely Democracy. He may be selfish when he says that he doesn't want to have the government charging him confiscatory taxes, for the survival of a socialistic philosophy, but as an American citizen, believing in what people have died for, the reader should feel the same way.

His arguments are not ones of the fanatic, and will be presented as he has stated, and continues to state them.

The philosophy of an American should include the value and worth of the individual. The aim of the government should be to attempt to extend freedom, and to preserve same. Therefore, "the conscience of the Conservative is pricked by anyone who would debase the dignity of the individual human being." He is at odds with the dictator, or a congress of the U.S. who asks permission to play God with

the human race." Through history, government has been the instrument of despotism. To give anyone unlimited power will ultimately cause that person to use it. Why put the federal government in such a position as to be able to do as it wishes, further removing it from the control of the people.

The farm program of the United States can only be described as economic insanity. Through this program politicians are buying votes, by paying for products that no-one really wants. Evidently the government considers the farmer (a business man) as being holy. It cannot be logically shown why the farmer should receive money to stay in a market in which he can not be successful except by government charity. If a man is in the shoe business and he cannot succeed, the hard story is that he is forced to leave. The government doesn't pay him to stay in business. Six billion dollars a year could be saved here. Yet the government stubbornly with no decent reason throws good money away, not allowing a free market to determine who belongs in farming and who doesn't. Free capitalism works in every other business!

As the working situation was deplorable during and after the turn of the century, because of a lack of unionism, the opposite can occur today if the unions continue with unlimited power. It is much better to have a balance created between labor and management whereas, each would be yielding the same power. Inflation is caused by price rise where the value of

the goods has not actually risen. Management isn't going to lose money for themselves. They will simply follow each pay raise with a price raise, where the market will allow this. Inflation can easily be stemmed if unmitigated power would be removed from the hands of people like James Hoffa who could easily stife the transportation of goods in the U.S. Closed shops are also a hand of force driven by unionism. In these places only union members may work. Is this fair? To whom is it fair? It isn't even fair to the union members, for if they want to quit the union they can't, without losing their jobs. Why can't there be the same laws for unions as for business, "Union anti-trust laws."

Taxes in the United States have reached the point whereas the average person works one month out of the year for the government alone. It isn't because of loafers on the jobs, or because of patronage. The basic fact is that the national debt constantly exceeds its bounds. The centralization of power is becoming so large that 20% of the gross national product (money spent) is from the government. The only way to combat this is to reduce government spending where it doesn't belong. The welfare state is confiscating income to provide an ever increasing number of services. These are really services that the majority of Americans could achieve for quite a smaller sum of money. How? By reducing the duplicity of function in the government. Whenever the federal government has to enter a new

area, they have to make extensive surveys etc. many times the same survey that the local government has already made. Who is better equipped to handle a local problem, the local government or the Washington grabbers? Less than 1/2 of 1% of the local governments in the U.S. are in need of federal money because they can't afford to pay for it themselves, including education.

Where the Soviet Union is concerned, Mr. Goldwater suggests that we stoop to conquer. Since the tactics of the U.S.S.R. are considered so far below our integrity, yet these tactics are successful, wouldn't it be logical that the U.S. play political chess. Just as the communists raise trouble spots in the world through fomenting revolutions, why isn't it logical for the U.S. to take the same course in the satellite countries of the Soviet Union. We're already pouring \$ into some of these countries. All this money does is to make the communist governments stronger. Why can't the U.S. help freedom loving peoples in these countries in the same underhanded way that the soviet union has been hindering them all over the world. The people of the U.S. must realize that the communists plan to disintegrate the American way of life.

Mr. Goldwater and anyone who is intelligent can see that in a struggle there are only two alternatives—victory or defeat, communist ideology will not allow a stalemate. The title of Senator Barry Goldwater's second book is **Why Not Victory?**

FIND THE HIDDEN FACULTY

by Ann Dunn and Virginia Schambari

In this paragraph are hidden the names of over 50 of our faculty members. See how many you can find!! Names may be written horizontally, vertically, on an angle, or even backwards. Examples are shown.

Anyone who can find and circle 50 or more names may cut this square out and submit their answers to the INTERIM Office before the next deadline—a week from today. The first to hand in the most correct answers will be declared the winner. Nothing will be accepted after the deadline date. Answers to the puzzle will appear in the next issue. Good luck!

(NOTE: There are more than 50 so look close.)

C G O L D B E R G V G F G R O G A N S R S P E L T Z Q G E Y G D
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S C H R A G E R I T K I N G F U R L O W G F H J W E R C H U N L

BOWLING NEWS

To all non-bowlers let it be known: that the following standings, averages and scores are not merely the results of competition, but the products of concentration, hopes, skills, cheers, crossed fingers, bruised ankles, crying towels, Weber "t" shirts (the last two items are actually the same thing), long-shots, French fries, luck, frowns, the opponent's ball, moaning, mechanical mishaps, the opposing team's jeers and an occasional uncouth word or two uttered when Mrs. Petty's back is turned!

Due to these most important factors the standings for July 14th, are as follows:

Name of Team and its Members	Won	Lost
1. Myxlpts: Pam Skoreczewski, Ron Simon, Bob Petzko	18	9
2. Alley Cats: Judy Hoffman, Jeanne Lamos, Joyce Chrosniak, Jim Aylward	18	9
3. Nameless: Regina Warner, Kathy Bartosz, Linda Ischkum, Janet Abbey	14	13

4. Pinheads: Donna Maag, Donna Rooney, Mary Antonnelli, Sharon Mace	14	13
5. Seamanons: Joanne Bowler, Alice Morhman, Jan Waskow, Gerry Eichstaedt	13	14
6. Wailers: Karen Kania, Ronna Gutof, Philip Rajca, Gary Mazeri	11	16
7. Keglers: Bonnie Morse, Barb Morse, Evelyn Lewin, Lillian Spector	11	16
8. Gutter Bugs: Robin Rapport, Esther Putirskis, Joan Horton, David Tumpeer	9	18

Because of the enthusiastic team effort each week, some of the bowlers have greatly improved their individual standings in return: Mary Antonnelli and Regina Warner have brought their averages up 12 pins each; Gerry Eichstaedt has boosted his 15 pins; and Jim Aylward is really soaring with a 23 pin increase for his already top average in the league. As for the rest of the bowler's, let's just say they're consistent, shall we.

SENATE PRESIDENT LISTS ACCOMPLISHMENTS

by Tim Scanlon

The following is a list of the accomplishments of our Student Senate given to this reporter by the President, Peter Roels.

1. A suggestion box in the cafeteria. This suggestion box disappeared from its proper place after three weeks. Most of the suggestions submitted were concerned with the cleaning of the tables in the cafeteria. The tables are cleaned by the staff in the late afternoon, but the cafeteria remains open for a few more hours during which time the tables become just as cluttered as before. When the cafeteria closes, if there happens to be any events at school at night the visitors witness a sloppy scene through the coffee shop windows.
2. The Student Senate chartered three new clubs on our campus. These clubs were as follows:
 - a) P.A.D. (Persons Acquiring Dormitories)
 - b) Orchasis Club (Modern Dance Club)

- c) The Geography Club
3. The Senate codified their own rules and by-laws and straightened out the Senate files which were "quite disorderly." This reorganization took approximately two weeks.
4. The Senate published the minutes of every meeting.
5. The Senate saw to it that C.T.C.-N. joined the Chicago Association of Colleges and Universities. The purpose of this association is to
 - 1.) Obtain entertainment at cheaper rates
 - 2.) Set up a central news agency
 - 3.) Opportunity to discuss controversial issues
6. The Senate initiated the Activities Coordination Committee. **This committee** (a) consists of all the leaders of the clubs on campus
 - b) Plans a calendar
 - c) Publishes a bulletin for all events
 - d) Furnishes mutual aid for all clubs and activities
7. The Senate did not have

- enough money on hand for their annual dance.
8. The Senate formed a high school recruiting team to get more men to attend C.T.C.-N. This team is forming now and is waiting for assignment by Mrs. Johnson or Dean Moran.
9. The Senate administered its annual award for outstanding services to the school in the form of a \$25.00 check. Joyce Loots was the recipient of the award this year.
10. The Senate sent delegates to the model U.N. convention. These delegates were Bob Skaja, Pat Seidler, Sharon Klein, Ralph Campagna and Karen Jason.
11. The Senate introduced senate pins which can also be purchased (\$2.00) by former Senate members.
12. The Senate set up rules of conduct for the Cafeteria, Card Playing and Smoking. These rules were codified to be enforced by the Senate. The first penalty is a \$1.00 fine, the second is a withholding of grades from the violator.

13. The Senate allotted a \$10.00 check to the family of one of the Senate members because of a death in his immediate family.
14. The Senate discovered that its powers consisted of any for which it will accept responsibility. In other words there has been no delimitation of powers from the Administration concerning the Student Senate.—As far as the INTERIM is concerned, the Senate has no authority because the school newspaper is not a club.
15. The platform of President Peter Roels was fulfilled completely.
16. The Senate was allotted \$100.00 from the Administration for the trimester. There was \$208.00 in the treasury in January. \$75.00 was spent on the model U.N. convention, \$25.00 was spent on the annual award, \$92.00 was spent on the Senate pins, \$10.00 was spent on the check to the one Senator. There is now \$84.00 in the treasury.

SCHOOL TEACHERS RECRUITED AT BARNARD COLLEGE

New York, N.Y.—(I.P.)—Prospective school teachers have been recruited from highly selected students at Barnard College since 1952 and offered a preprofessional program within the framework of a liberal arts curriculum.

A description and evaluation of the experimental education program, which enables students to obtain provisional teacher certification without an education major or minor, is described in a report published here. The Barnard teaching program always had an interdepartmental character. History, psychology, and philosophy course listings provide a foundation for the practice teaching and education seminar at the core of the program.

A unique educational offering

was the "Colloquium on Educational Trends and Problems," which in six years brought before program students almost 100 persons concerned with various phases of education.

A faculty committee maintained throughout that courses concerned with professional education be kept to a minimum in order not to limit either students' general education or major concentration. The resulting education program followed this recommendation while providing students up to 18 points of credit toward professional certification.

The Barnard program departs most sharply from conventional teacher training in the attitude toward practice teaching and in the disposition of the trainees' time in school classrooms. Two courses

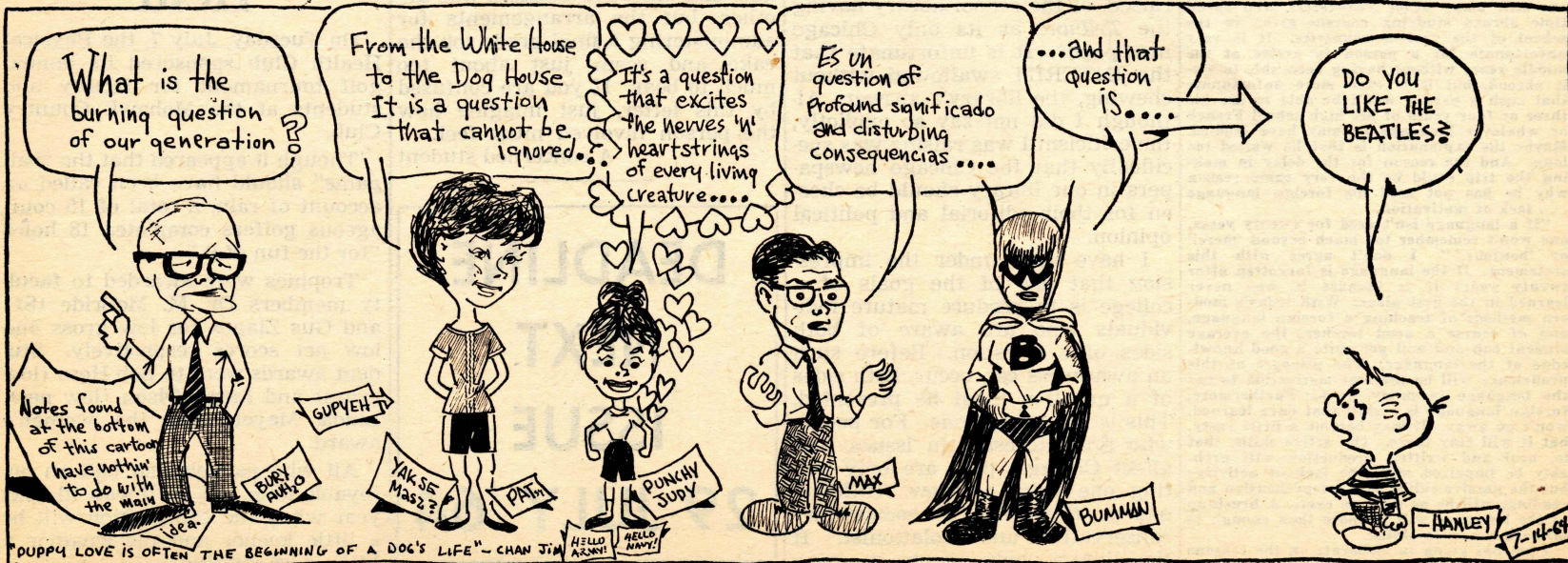
in "Theory and Practice of Teaching," one for elementary school teachers and one for the high school level, were organized on the assumption that "practice teaching should precede or accompany study of educational theory and method."

Because of the weight of their regular senior year programs, which include a comprehensive examination or thesis in the major field, Barnard students were unable to undertake the conventional practice teaching assignment of five mornings a week for one semester. Most were limited to two mornings a week.

The disadvantage of intermittent practice teaching was compensated by the requirement of a full year of practice teaching and an orientation period of continuous

full days in the schools for one week prior to the opening of college. In addition, the year-long practice period allowed program students to experience both public and independent schools and a change of grade levels.

The Barnard education program has been directed toward four goals: to recruit outstanding liberal arts students for teaching and give them training that would enable them to teach immediately after graduation; to involve the college faculty in the problems of school teaching; to utilize the resources of a liberal arts college in the training of teachers; and to study aspects of professional pedagogy that might be incorporated in the training of liberal arts college graduates.



LETTERS TO EDITOR

Dear Editor:

Extenuating circumstances prevented my presenting this letter to you for the last newspaper issue. I feel, though, that M. Guysenir's column in reference to "Foreign Language Study Warranted?" in the May 27th issue of the INTERIM should not go without being further challenged—in terms of the important role that a foreign language plays not only through school but through life.

Respectfully,
Florenca R. Radelat

The learning of foreign languages is not only warranted but it is a necessity long overdue. Why? Because the knowledge of foreign languages by the man on the street will be an asset for the United States as a nation. The international prestige, the international trade and the international relationship will improve a great deal when the average citizen will be able to communicate with the people of other countries in THEIR own languages. We will have one of the strongest weapons of the cold war—we will be able to answer propaganda with propaganda.

The individual will be enriched through the knowledge of the foreign language. Of course I agree that this is not always an easy aim to obtain. I will elaborate further in this matter, but those are the reasons why I was a little bit surprised that the statements made in favor of foreign language study have been so erroneously interpreted.

Starting with: "Foreign languages will help a youngster to know his own language better," and "The learning of a foreign language will help to discipline a child's mind and enable him to think logically." Of course it will—not in the sense of precisely teaching the meaning of vocabulary words, but to appreciate that a language is the oral expression of the human thought and of the human feelings. Language as such is an Art. If we want to consider Art as the materialization of that which is abstract, a language is the materialization of the thoughts and feelings. When a youngster learns the way thoughts are conveyed by the oral expression of the foreign language and compares that to the way they are conveyed by his native tongue, HIS oral expression in English and his thoughts in English are enriched and deepened. Moreover, because foreign languages fall into the category of language arts, the methodology of learning, the approach, and the dissimilarity and differentiation of the structures will actually be closely related.

There is another oversight here too—we cannot group together modern languages and classical languages such as Latin and Greek. I shall elaborate later, but even if I agree that classical languages do not help the average student as much as a modern language will, I am very grateful for the two years I have spent studying Latin and Greek at the University of Havana. Although my active command of the English language is not the best, the knowledge of Latin and Greek has helped me a great deal in the passive knowledge of English. Of course, I am not a native speaker of English.

It is true that usually most youngsters are not going for a two-week vacation to Paris, but it is true that many youngsters go to France for a summer vacation or for a full course to study in Paris. Remember, after all there are such schools as the Sorbonne and others that attract students world-wide. There are still many other youngsters who spend time abroad studying courses given in the school of the various countries. It is very unfortunate for a person to arrive at the middle years without having been able to visit abroad, but it is even more unfortunate that such a person won't be able to use his three or four years of his high school French or whatever language he may have studied. Maybe the explanation is that he waited too long. And the reason for the delay in making the trip could be the very same reason why he has not used his foreign language... lack of motivation.

"If a language isn't used for twenty years, one won't remember too much beyond 'merci' or 'bonjour.'" I don't agree with this statement. If the language is forgotten after twenty years it is because it was never learned in the first place. With today's modern methods of teaching a foreign language, and of course a good teacher, the average student can and will get quite a good knowledge of the language. The pleasure of this proficiency will be the best motivation to use the language in many ways. Furthermore, foreign language is a skill that once learned, won't go away. It may become a little rusty, but it will stay there. The active skills, that is, oral and written production will probably be impaired with the lack of activity; but the passive skills, oral comprehension and reading, will be as good as ever. A brush-up in the language will be more than enough to oil-back the rusty skills.

I am not going to elaborate on the reasons why students forget foreign languages, but

my guess is that the language was not well-learned. Nevertheless there are many subjects that are forgotten quite quickly and nobody dreams of dropping them from the curriculum. But, by the same token that one cannot chop off the head of a person who suffers headaches, one cannot "drop-off" the learning of a foreign language in college because the results are not as good as we hoped for. What we have to do is teach foreign languages in primary grades and in the secondary schools. In fact, a foreign language is a very difficult skill—one that can only be mastered to full perfection when it is begun in the early years of grammar school. But you will say, "Why?" Precisely because we want youngsters whose interests in "Who will win the big game?" and "Will he ask me for a date or not?" will not be the "BIG" issues in their lives. We want youth with interests in the things that are normal for their age, but also in the things that open the doors for a deep and enriched life.

"One cannot understand a country without being able to understand and think in its language." "One can learn the culture of a country through the study of its language." I agree with Mr. Guysenir that many more contact hours are needed, but even in the event of a partial knowledge of the foreign language, this is better than nothing. After all, a wide knowledge of a foreign language is like a very beautiful flower in a garden, but in a night-club, a plastic flower will also serve a useful purpose. I disagree with the idea that you can learn the culture of a country by skipping a knowledge of its language. After all, a country consists of its people and the communication and relationship between its people. There is no other tool for such a communication than the Arts and the Language. One can "learn" the literature of a country without knowledge of the language, but one can only feel, cry, and laugh when one reads in the full vernacular.

"Studying two years of a foreign language would introduce the child to a subject area he may never explore on his own." It is not necessary to force a student to take bookkeeping because any person with a high motivation can learn bookkeeping almost by himself, but this is not the case with a foreign language. A foreign language cannot be learned without a model, that is, without a teacher. It is true that many students are not going to use a foreign language in their academic life, but we hope every student will use it in his life. It is not as a technician or scholar that we want every student to learn a foreign language, but rather as a human being; and precisely because we want to avoid the creation of "cute Susies" or "sophisticated Johnnys." And even though not many youngsters are going to become professional linguists, settlement house workers or members of a diplomatic corps, many of them are going abroad, and in that sense, represent the United States. There are prejudices, there are misunderstandings of the foreign countries, but, these will be taken as prejudices or misunderstandings of the people of the United States.

And, we are not only living in the UNITED STATES. With today's modern communications, with today's "Teletar," with jets and T.V., we are living in the WORLD. It is only through a good relationship, through the knowledge of their language and their culture, that we can actually live not only in peace, but, in a sense, create goodwill and love. That is the reason why today, more than in the Middle Ages, more than in the Modern Age, in the Atomic Age our only hope is through communication, and mutual understanding and love.

Dear Mr. Editor,

I was glad to see that the INTERIM took the time to inquire into the question that my letter raised, of the school library having the *Tribune* as its only Chicago newspaper. It is unfortunate that the INTERIM swallowed without chewing, the library's answer. Although I did not say so explicitly, the criticism I was raising was specifically that the Chicago newspapers in our library should be chosen for their editorial and political opinion.

I have been under the impression that one of the goals of a college is to produce mature individuals who are aware of both sides of a question. Before such an awareness can occur, both sides of a question must be presented. This is not being done. For people who are interested in issues that affect Chicago, they are only getting one point of view. Unfortunately, this view is consistently conservative and isolationist. If the library only wants morning

newspapers, then balance the *Tribune* with the *Sun-Times*.

Negro-white relations is one of today's major topics. Instead of getting just white men's views on the Negro and the race issue, I feel we should also get the Negro's views of himself, the white man, and their relationship. It would be nice, if this need could be filled by a Chicago, Negro newspaper.

Because most of the students who go to this college live in the Chicago area, they depend on Chicago newspapers for most of their day-to-day information. I said Chicago newspapers, not the *Wall Street Journal*, the *Manchester Guardian*, etc., etc. Thus the need for more than one Chicago newspaper, so as to fill the above mentioned functions. Have I made myself clear?

S.R.T.

Dear Editor:

It all began with a student registering for a certain course (among others) especially to fit around his summer job work schedule. Everything worked beautifully. Then, after more than a month of classes, the course was changed to a different time and day. This change created a conflict in this above mentioned student's work-school schedule. The student made an adjustment with the teacher and everything was fine again. Then the teacher left after the first eight week had elapsed (I don't blame (sic) her) and two new teachers were brought in to teach her two former sections. Each teacher took over one section. Our student, under special arrangement, was previously attending both sections of the former teacher's course. Now he had two new and different teachers for the same course for the last eight weeks. To top everything off, the student is supposed to attend only one section (which conflicts with his work schedule formerly set up around the original school schedule) and he must take the final exam of the teacher with whom he meets only once a week and whom will only be teaching for 5 more weeks. The change of schedule was one thing, the two new and different teachers was another, but the arrangements for administering a final grade top the cake and seem just about too much to bear. If you are confused by this letter, just imagine how the person involved must feel.

A concerned student

MUSIC AND ISSUE

I appreciate and subscribe to the sentiments of Dr. Malek as reflected in his editorial reprint of July 8th. I do not believe, however, that it was a specific argument to a specific question. I have, therefore, asked the two students, Herb Nestler and Marilyn O'Leary, to further clarify their original proposal.

(signed) R. J. Walker

Since the article on background music first appeared, student response has been tremendous. A staff of volunteers is ready to put our proposal into action and a student petition is currently being prepared for presentation to the school administration.

Dr. Malek's letter was a valuable aid in pointing out the misconceptions about our proposal. His article refers to the barrage of "man-made sounds" that fills our waking hours. It is our hope to improve this situation at C.T.C.-N. by exposing students to classic and semi-classic works. Not only could this service be a cultural asset, but, it also would have a calming effect on our "neuroses."

This music will not be disturbing to anyone because the volume will be low and it will not be broadcast in any areas other than the cafeteria and the two lounges.

There is a petition posted on the door of Mr. Walker's office (C-309). Any student of C.T.C.-N. who shares our sentiments in this project is invited to sign. We would also like to invite students and faculty of the music department to assist in the programming of our music and thereby assure the success of our multi-purpose undertaking.

P.H.C. Golf Tournament Held

On Tuesday, July 7, the Physical Health Club sponsored its annual golf tournament for faculty and students at the Mohawk Country Club.

Though it appeared that the "ball game" should have been called on account of rain, a total of 15 courageous golfers completed 18 holes "for the fun of it."

Trophies were awarded to faculty members Dr. M. McBride (81) and Gus Ziagos for low gross and low net scores respectively. Student awards went to Bob Hess (low gross) and Larry Olson (low net). Linda Mayer won the women's award.

All who participated had an enjoyable time, but we'll wait til next year when the competition will be a little keener and the weather a little more inviting.

DEADLINE

NEXT

ISSUE

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