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THE OBSERVER

April, 1961

Foreman Campus-Chicago Teachers College



ELECTION OF CLASS OFFICERS

On March 9th the Class of June, 1961 held its election of officers. After due deliberation the following slate was approved:

President	Larry Kent
Vice-president	Bruce Mikkelsen
Secretary	Shirley Sherman
Treasurer	Miriam Rosenstein

These students are the representatives of the last graduating class from this branch of the Teachers College. We know that they will bring added distinction to our school as they carry out their duties as class officers.

L.L.

* * * *

Winston Churchill said that most people stumble over truth at one time or other in their lives, but that most pick themselves up and go on as if nothing had happened.

CERTIFICATION EXAMINATION

Now that the first round in the process toward certification as a teacher in the city of Chicago is over, many people are breathing sighs of relief. The written exam was held Saturday, March 11, at the Lakeview High School. The test began at 9 o'clock in the morning and continued until 3:45 in the afternoon.

Questions on educational theory, English, arithmetic, science, and the social studies were asked. It is speculated that more than 700 people took the exam that day.

The following comments were received from a few of the ten or more students from the Foreman branch of Chicago Teachers College who took the test on March 11:

"Thank goodness that's over with!"
"I'm sure I flunked the exam."
"A ridiculous test!"

"Worst exam I've ever taken or could hope to take."

"Not even enough time for breaks."

We wish our students the best of luck as they anxiously await news of the results of the test.

B.V.

BEG YOUR PARDON

The OBSERVER wishes to correct an error made in the spelling of the name of one of the students on the Dean's List.

We are sorry we added that extra "w" to Eleanor Wegloski's name. Please forgive us, Eleanor?

Now that spring training is well under way, I, like so many other uninformed forecasters, will make my annual spring analysis of one of the major league ball clubs. I like a struggle so I will endeavor to analyze the most challenging team in baseball, the Chicago Cubs.

First, let's look at their good points. They have the incomparable "Ernie Banks". Now that we have covered their strong points so thoroughly, let's look at their weak ones.

The Cub pitchers were the most accurate in baseball last year. They hit the opponents' bats much more than they missed them. The catching last year was atrocious, to say the least. Elvin Tappe was brought out of the coaching ranks last year and was one of the finest defensive catchers in the league. This year he is back as a coach and will be busy feeding facts into the Cubs' I.B.M. machines. Rumor has it that they will not use a catcher this year but will try to hit the umpire and hope for a good rebound.

The infield, with the exception of short stop, had so many men playing the different positions that a constant dust storm was created. This caused many headaches for the Bureau of Sanitation and raised the ire of the fans because they could not see the action. At times this was a blessing in disguise.

The outfield was their best in recent years. In centerfield they had an outfielder that could hit and field well but could not throw. They had a right fielder who had a fair arm but could not hit or catch. An assortment of left fielders could not hit, run, throw, or catch. Things became so dismal that the Cubs bribed a young high school ball player to give up the sanctuary of a classroom and sign for the measly sum of \$125,000. I have a suspicion that P.K. Wrigley also threw in some gum to clinch the deal with the seventeen year old sensation.

This year's team will be greatly improved. No team could match last year's group of athletes. I predict the Cubs will win a few, lose a lot, and, with luck, squeak by the Phillies and finish 7th.

- R. K.

Between the last week of February and the first of March the initial portion of birds migrating to their northern habitat arrives in the Chicago Area.

Dr. Betz (as always) is happy to name some of the birds we might see passing through our area. The birds are:

- a. Grackles - American starlings and blackbirds - black in color, with a long tail - found in open country (along the highways, in the woods, and fields).
- b. Red-Winged blackbirds - black plumage in the male, and a red shoulder patch - found in Cattail marshes and swamps.
- c. Robins - chestnut-red breast and belly - found in the city and the country.
- d. Meadow larks - yellow-breasted, and about the same size as the Robin - found in open country.
- e. Bluebirds - colored blue - found in open country, usually in a hollow tree trunk. Old Orchard is a good place to see them.
- f. Ducks and Geese - several species found near large bodies of water.

As future teachers, we should be aware of, and make use of, the natural and man-made phenomena of our environment. By incorporating samples of life found "just outside the door" we can make our pedagogical experiences more interesting and meaningful to our students.

During the earlier part of the Spring, Dr. Betz will be conducting a field trip and will welcome anyone who is interested in participating. The date for the field trip will be announced in the near future, and will probably take place on a Saturday morning. Binoculars are the only equipment necessary.

- R. W.

* * * * *

One day as I sat musing, sad and lonely, a friend came by and said: "Cheer up, things could be worse." So I cheered up; and sure enough, things did get worse.

* * * * *

'A SCIENCE' FAIR

From April 13th thru April 16th, the 11th Annual Student Science Fair will be held at the Museum of Science and Industry. Nine first place winners are being selected from each of Chicago's 20 Districts to participate in the city wide affair.

A total of more than 70 elementary schools and 10 high schools have sent their chosen representatives, with their exhibits, to recently held District science fairs. Three of the District science fairs were held at Humboldt, Horner, and LaFollette Parks. Each project represented one of six major scientific fields: physics, chemistry, biology, electronics, mathematics, or general science. Sixth, seventh, and eighth graders and high school students were the participants.

Industrial scientists and college teachers were the judges selecting the winners on the basis of originality, scientific thought (the student must demonstrate a thorough understanding of his project), and workmanship.

With the above thoughts in mind, I visited LaFollette Park. There I was introduced to Mr. Joe Sirchio who is the Principal of the Irving Park Elementary School and who was the chairman of the 5th District Science Committee. The panel of judges that day consisted of Miss Bernice Austrheim, Dr. John Etten, Dr. Robert Golberg, Dr. Russell Koppa (all of whom are on the faculty of Chicago Teachers College), and other educators and dignitaries.

Some of the exhibits were: Minerals of the U.S., Development of the Chicken Embryo, How Radio Waves Travel, The Telephone, Identifying Childhood Diseases, Optical Illusions, The Water Table, Capillary Action, What Makes the Desert, Insects, Birds, The Moon and Lunar Eclipse, and many, many more.

It was truly an educational, fascinating, and worthwhile experience. After talking with many of the students there, I would only come up with one conclusion. Each of the projects represented a considerable amount of thought and research.

However, the most important fact to remember is that we should never underestimate the creativity of young children. Most children have this ability; but it will be up to us as teachers to direct it to useful ends, remembering that the future leaders of our nation must come from our youth of today.

J.C.

PEPE

Catinflas has done it again! Here is a picture that the whole family will enjoy because it has something for everyone: comedy, pathos, bull-fighting, singing and dancing, scenery, and an all star cast.

The story concerns a beautiful white horse which is purchased from its Mexican owner by a Hollywood director. Pepe (Catinflas) is the horse's groom and he follows his charge to the United States. Eventually the story moves back to Mexico: Acapulco, Taxco, and finally Mexico City.

There are some scenes which seemed to drag and which did not contribute to the plot but they were the showcase spots for the guest celebrities. Fortunately, the memory of these spots will fade quickly and the remembrance of the charm and talent of Catinflas will linger for a long time.

This picture is highly recommended to all who enjoyed Around the World in Eighty Days. It does not equal the perfection of that production, but it is infinitely better than most of the offerings today. Viva Catinflas!

L.L.

THINGS TO LOOK FOR

This poem was composed and written by a thirteen year old who is considered a slow learner. Having been kept back a semester, one might generalize and treat him as incapable of original thought. Would you?

The Trees

The trees are large and small.
The oak tha stands afar.

The wind that blows through the leaves
When summer has passed.

And in the winter the oak
Will stand in the snow and blow.

And in the spring

BIG DEBATE

If upon entering the student lounge on Thursday, March 2nd, you heard an academically unusual topic being discussed, your ears were not failing you. This topic was none other than pizza.

A group of seven or eight students was discussing pizzerias in the Chicago vicinity. I can't really remember how this dynamic subject was developed but by the end of this discussion everyone's taste buds were working vigorously. After due consideration and deliberation we Formanites wish to contribute a first to the history of our Teachers College, a Top Ten Pizza Popularity List. They are:

1. Luigi's
2. Bella
3. Home Run Inn
4. Granada
5. Biasetti's
6. Riggio's
7. Candlelite
8. Jim and Pete's
9. Sparga's
10. Villa Rose

The order in which they appear is no indication of their popularity.

One of these nights, when the midnight oil is burnt, we suggest you grab your coat, forget the homework, and go to one of the suggested spots.

A participant in our discussion group was so stimulated by the topic that he ventured to ask some of our male students this question: Where do you take your date to eat at the end of the evening? Their answers were quite comical. Here are a few of them:

"Hot Dog Stand."

"I don't take my date to eat. I'm married."

"Student Lounge."

"My House."

"Wherever the food is cheapest."

"I pack sandwiches."

"She doesn't stay with me long enough for me to feed her."

"I share my K-rations."

"A little place outside of Batterville, Oklahoma."

"I never date!"

A.W.

THE BENCH-WARMER

Many people are under the impression that the athletes who sit on the bench are not as good, or as important, as those actually in the game. Nothing could be farther from the truth. The bench-warmers are the psychological weapon that wins or loses every game. Let's take basketball for an example.

The bench-warmer must come early to every game and try to demoralize the opposition with a variety of weird shots. At this point it's hard to tell a bench-warmer from a starter. When the whistle blows to start the game the whole team gathers around the coach for instruction and encouragement. The starters go out to play the game, but the cold war is on at the bench. All bench-warmers now have a chance to sit down, but they do not relax. They must keep up a constant round of chatter to encourage the team.

The most anxious moment occurs when the bench-warmer suddenly realizes the coach is looking at him. This means one thing: he will lose his status as a bench-warmer and enter the game. he goes onto the floor his hands are clammy, his heart pounds in his mouth, and his legs are like lead. When he gets the ball though, he forgets that he was once a bench-warmer. Now is his chance to be a school hero. Without thinking, he starts a drive toward the basket. He stops and takes a forty-foot jump shot, and it swishes through the basket. The laughs and cat-calls tell him something is wrong, and as he returns abruptly to the bench, he feels that the coach does not appreciate the fact that he scored for the other team.

R.S.

How many people in the United States have a reasonable understanding of current events throughout the world, and how many others are concerned about the awesome problems which the nations of the world face daily? The actual number, if it could be estimated, would not be very large; in fact, it would be extremely small. It is a fact that the United States is one of the leading states in the modern world in many respects; however, it is also true that many of her citizens know little or nothing of important current events.

Many people are well-informed on the latest movies and fashions without caring about what is happening to people throughout the world. To many of these people, reading the newspapers consists only of glancing at the headlines, reading the funnies, and working the crossword puzzles. They fail to read the articles concerning events in India, Japan, or China unless a spectacular problem has arisen in any of these or similar places.

Reading a weekly news magazine is excellent if one reads the significant and not just the interesting. How many do this? And, to be better informed how many read several magazines of varying opinions to get a better view of the situation? Few indeed, would be the answer. In connection with this, many people listen to the 5 minute news broadcasts, but how many take the time to listen to a careful analysis of the current situations in the world?

It is not sufficient just to have the knowledge of the facts. One must be able to evaluate objectively the news he reads or hears. Knowing the facts without being able to interpret them does not constitute being well-informed. Too many people hear one account of an event and base their judgment only on that report. To be able to appreciate the news, one should have an understanding of history and political science. If one can visualize these events in perspective, he can judge what he hears or reads with the advantage of having some insight into the situation.

Too many people are not concerned enough about world affairs to become better informed.

They are too involved in their own personal lives to look beyond their doorstep because they feel that the professional ambassadors and members of government should take care of these matters. These people do not realize that Laos is closer to Chicago today than California was 75 years ago.

Many people feel secure within the boundaries of the United States thinking that this country is invulnerable and will always be on the winning side. They fail to realize that the dangers which face Europe, Asia, and Africa are also dangers to the United States. They are not aware of the increasingly close relationship between all the countries of the world.

All this does not mean that the present lack of understanding and interest must necessarily continue. The problem can be solved by creating an awareness and desire in the citizens to learn more about what is happening today. If people realize that they must become better informed, they may apply themselves to learning more about these problems. If people will take a genuine interest in world affairs, maybe many of our current problems can be solved.

- B. Mr

THE OPEN FORUM

The tri-mester system looms ever closer to becoming a reality in the lives of C.T.C. students. The Open Forum asked students their opinion of this new idea. Below are some of the typical responses:

1. The tri-mester system will make it possible to get through college much faster.
2. If teachers are justly compensated for the increased amount of work, then I feel it would be alright.
3. Teachers will be forced to cover, in less than a semester, material which they could hardly cover in one full semester.
4. If I were a bricklayer I would be paid for extra work.
5. Now a person will be able to get through C.T.C. in four years.
6. A lot of teachers make extra money over the summer. The tri-mester system will not only pay more but will prevent his earning extra money over the summer. This will substantially cut his

income and cause, in some cases, an economic dilemma.

7. I'd like to say, "Why not?"
8. I'm against it.
9. What about the older teachers who need that summer vacation for rest?
10. What happened to all this theory about the teachers using their summer vacation for personally enriching experiences?
11. I don't think it will work.
12. The next step will be to extend the working day of the teacher.
13. More intestinal fortitude should have been shown by C.T.C. teachers when objecting to the tri-mester system. They should not have let the Board shove it down their throats.

These comments give as diversified a group of opinions as one could hope to find.

The main reason against the tri-mester seems to fall into the category of more work and no pay. This is accompanied by the fear that eventually the tri-mester will be used in the elementary schools.

Those in favor of the tri-mester felt that it would be a big advantage to have the school open all year with an opportunity to complete one's education in less than four years.

B.Mn.

NATION DIVIDED

A dispute over government help to parochial schools is producing the first, rigorous test of President Kennedy's campaign promise to keep church and state rigidly separate.

The debate began with a message sent to Congress by President Kennedy on Feb. 20, 1961. In it, he said: "In accordance with the clear prohibition of the Constitution, no elementary or secondary school funds are allocated for constructing church schools or paying church-school teachers' salaries."

The dispute also finds Mr. Kennedy at odds with the Democratic Floor Leader of the House of Representatives, John W. McClellan, also a Catholic. This produced a break between Mr. Kennedy and his congressional leadership. Senator Mike Mansfield, the Senate's Democratic Floor Leader, voted for the loan last year, but stated this year, "I will do my best to support the President's bill."

Still another conflict puts "liberals" who favor the bill against "conservatives" who oppose it as being excessive in cost, unnecessary and a violation of States' rights.

The Chamber of Commerce of the U.S. is starting a nation wide drive against this. It says the school bill is unnecessary because at present rates of growth, the country is headed toward "surpluses" rather than shortages of classrooms and teachers.

The N.E.A., representing some 700,000 teachers, is backing the bill.

Lawmakers like Senator Joseph S. Clark (Democrat of Pennsylvania) believe the question to be a political-constitutional issue. He states, "If children are being inadequately educated in private schools, the nation suffers as much as if children are being poorly educated in public schools."

The other camp believes it is a religious issue of supporting an institution with which 130 million people are in disagreement. On March 7, the Baptist Joint Committee on Public Affairs stated that "such aid would be a disservice to freedom and justice. It would start us on the road back into the tragic entanglement of church and state which has produced so much anguish in the course of human history."

Mr. Kennedy summed it up by saying, "I believe in an American where separation of church and state is absolute... where no church or church school is granted public funds of political preference." On March 15, he said, "Let's take care of the public schools first; then worry about the private."

D.W.

THE NEW ADMINISTRATION

That man in the White House, John F. Kennedy, is proving to be a mighty popular President for all of that close and heated election. After one month in office his popularity topped Ike's by 72% to 68% according to a Gallup poll for the same period. But the people who hoped to gain the most from Kennedy's election, the ultra-liberals, are looking more chagrined every day. For Kennedy is proving to be a moderate after all that welfare talk during the campaign. For one thing he has virtually adopted wholesale Ike's program for arresting the economic slide. Again, his plans for the New Frontier have been tempered in the last ten months. And thirdly, Kennedy wants a congenial alliance between government and business-- something the ultra-liberals regard as treasonable.

This moderation is understandable in the light of the close election results. (Remember: fifty per cent of the voters cast their ballot for someone else). And since Congress is essentially more conservative than the rest of the country, he will have to go easy trying to get his measures passed: he may eventually have to go to the American people for help. But here, as Walter Lippmann says, is Kennedy's weak point: an inability to communicate with the American electorate.

* * * * *

THE WHOLE TRUTH

"Today," said the professor, "we shall talk about the lie. How many have Have read the 25th Chapter?"

Nearly all the hands went up.

"Good," said the professor, "you are the group I wish to talk to. There is no 25th Chapter!"

* * * * *

A LITTLE KNOWLEDGE IS A DWINDLING THING

My kids regard me as a dunce.
I was a fount of wisdom once,
But now that role is marred for me - -
Their homework is too hard for me!
Good Housekeeping

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COLLEGE CALENDER

March 24 (Friday)	Last day to withdraw from classes officially.
March 31 (Friday)	Good Friday - Classes will not meet.
April 3-7 (Mon.-Fri.)	Mid-Term Examinations
April 14 (Friday)	Class Lists with Failure Grades due in Office.
April 24-28 (Mon.-Fri.)	Spring Vacation Classes resume Monday May, 1.
May 30 (Tuesday)	Memorial Day Classes will not meet
June 12-14 (Mon.-Wed.)	Final Examinations
June 16 (Friday)	All Final Grades due in Office.
June 23 (Friday)	Semester ends

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SLIPS OF THE PEN

When I first saw her, she was standing on a coroner waiting for a bus.

Ben Franklin set sail for France to obtain any assistance from that nation which might help our revolting country.

During the Napoleonic Wars round heads were trembling in their shoes.