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Bruce Mikkelsen

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THE OBSERVER

JE '61

Foreman Campus-Chicago Teachers College

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A LOOK AT THE PAST

The Foreman Branch of the Chicago Teachers College has been in existence only 8 semesters but it has had many members on its faculty. Some of them were here only one or two semesters, some taught only evening classes, and two have been on the staff the entire time. We have compiled a list which includes many past and present instructors. See how many you recognize and forgive us if we have omitted your favorite.

<u>Name</u>	<u>Department in our school</u>	<u>Comments</u>
Vernon W. Brockmann	Ass't Dean in Charge	Borrowed from Main Campus
Maurice G. Guysenir	Education and former Ass't Dean in Charge	Principal at Goodrich
John M. Pfau	Former Ass't Dean	Chairman of Social Science Div. Chico State College, Calif.
Dorothy S. Betts	Education	At Sabin Branch
Robert F. Betz	Natural Sciences	Bird lover and fish fancier
Louis F. Broussard	Psychology	University of Michigan
Louise Christensen	Physical Education	Registrar at Sabin
June McCormick Collins	Psychology	Michigan State
George Connelly	Education	Supt. of District 18
Berthold Demsch	Education	Cooperative Research Project
Samuel L. Dolnick	Education	Principal Medill Intermediate and Upper Grades
John F. Etten	Education	Anyone for golf?
Dena M. Faires	English	At Sabin Branch
Duke Frederick	Social Sciences	At Sabin Branch - Civil War Expert
Crescentia Gartman	Social Sciences	Principal at Komensky
Peri P. Georgiou	Music	Every child can make music!
Arnold W. Gordon	Psychology	Next week - Freud.
Lucille M. Grogan	Education	Mentor to the Student Teacher
Morris Haimowitz	Social Sciences	Industrial Relations for B. E.
Mabel G. Hemington	Education	Teaching 1st grade at Byrd
Philip M. Katz	Education	Principal at Ward
Robert C. Konen	Social Sciences	Principal at Lovett
Marcella Krueger	Education	At Sabin Branch
Ely M. Liebow	English	At Sabin Branch
Melvin Perlman	Psychology	Consulting Psychologist B. E.
Dolores Petty	Physical Education	Vitality plus
William A. Pollack	English	Principal at Cooley
Dorothy S. Potnick	Education	Braille instructor at Foreman
Margaret G. Quane	Psychology	Evanston system guidance dept.
Paul F. Quinn	Education	Teacher at Goodyear
David Rappaport	Mathematics	Makes mathematics meaningful
Edward Reinfrank	Political Science	Borrowed from Wright
Raymond E. Sakumoto	Social Sciences	Graduate student Northwestern
Leopold B. Segedin	Art	Elements and Principles
Betty Shires	Education	Teacher Counselor downtown
Karl Siewers	Education	Principal at Hawthorne
Shirley E. Stack	Education	Principal at Byrd
David Temkin	Psychology	At Sabin Branch
Edward C. Uliassi	Social Sciences	Borrowed from Wright
John H. VanDyke	English	We borrowed him from Wright, too
June M. Verbillion	English	Faculty advisor for this publication
Drew Walker	Education	Principal at Columbus
Catherine M. Wells	Social Sciences	Teaching at Alcott - cited in Sunday Trib on May 14, 1961
Richard D. Wenzlaff	Music	At Sabin Branch
Rita L. West	English	At Crane Branch
Samuel Wexler	Psychology	Consulting Psychologist B. E.
Gus Ziagos	Physical Education	At Sabin Branch

It would not be possible for us to express our feelings towards our instructors. Traditionally, students grumble and groan, gnash their teeth and tear their hair, because of the vast amounts of work that they must do. They complain that every teacher thinks his students are taking only one important course--the one he teaches. Thus it has been and thus will be. We would be unnatural if we did not conform to this pattern, but we would be more unnatural if we did not realize that we have been most fortunate in the caliber of instructor with which we have been provided. For a school as small as this, with such limited facilities, to have so many excellent instructors is almost beyond the realm of possibility. For this we must thank the City of Chicago, the Board of Education, and, above all, the individuals who have given to us of their wisdom and experience. It is to be hoped that we shall all be a credit to the time and effort they have given to their part in our education. When we move from the role of student to that of teacher we will begin to appreciate them and to understand them. And (disturbing thought), we will know that the same thoughts we once held about them are now running through the minds of our students.

In our library, we have been fortunate to have at various times during the past four years Seymour Schneider, Alice M. McDonnell, William Brace, and Lillian O'Boyle. They and their student-aides have rendered invaluable services to us in our search for special books and references. Considering the size of our library, it is surprising that we were so seldom disappointed and not that we were occasionally unable to find what we needed.

The Assistant Dean-in-Charge has been able to place the mass of detailed office work in the capable hands of a small but efficient group of clerical workers and their student-aides. At the present time we have with us Gene C. Brons, Lillian Speiler, and Lorraine Sopejstal. Previously Margaret G. Finley and Lorraine Duback filled these positions. We want them to know that we appreciate the care they have exercised in the handling of our records as well as in the many other phases of their work of which we have no knowledge.

It would be ungracious and ungrateful of us to leave without thanking the manager of the cafeteria and her assistants who have catered to our unceasing demands for service at all hours. We must have added to their duties in many ways, but they have never refused us anything that was in their power to provide. As guest within their domain, we express our gratitude for their hospitality.

It is with some feeling of reluctance that we leave this building where we have learned so much and made so many good friends. Those of us who will go on to the new school are thrilled to have such an opportunity and to be a part of such an ambitious undertaking, but, in spite of the many advantages of the new plant, we will always have a loving spot in our heart for the Foreman Branch.

—L.L.

THE WIZARD OF OZ

Priscilla Matko, Tom Keating and Ronald Wuczynski from the Art 262 class presented an abbreviated version of the Wizard of Oz in the Lounge on Thursday, May 18. These talented members of Mr. Segedin's Crafts Class

own scenery, and wrote their own script based on the famous book by L. F. Baum.

Productions of this sort give the students in the art class a chance to display their ability and are examples to the rest of us of what can be done in a upper-elementary art program.

A FOND FAREWELL TO FOREMAN

"Are the movers coming tomorrow, Dr. Brockmann?"

"Yes, and we have to clear out as much as possible. They only want to move the necessary items. Any books and papers must be removed, or they'll be discarded. I'd like the student aides to help as much as possible."

"Sure, Dr. Brockmann. Why don't we all work together and do one room at a time. Let's start in the art room."

"Mr. Segedin, what should we do with these notebooks and all those bulletin boards around the room?"

"I can't take them home with me. If any of you want them, you can have them. Look at all this spilled paint on the floors and tables. What a mess!"

"Hi everyone! I'd like you to meet John and Karen, my two children. I had to pick up some things at school and the babysitter couldn't come so I had to bring them. It reminds me of the day when a similar incident occurred and I had to bring John to class with me. He behaved very well though. I must be leaving now. See you next fall. Have a nice summer."

"Hello everyone!"

"Hi, Dr. Etten!"

"If any of you want your units, they're in the office. I don't know what I'm going to do with all of them. Well, I'm off again. Good by!"

"Say, we've got this room done. Let's start the music room next. I think Mrs. Georgiou is in the office. She can tell us what she wants done."

"Thank you very much. I certainly need some help and I really appreciate it. There is a lot to do but with all of us working, we should get done in no time."

"It will seem strange not being at Foreman next semester. I've been here three semesters. One good thing about the new school is that it will be within walking distance of my house."

-4-

I hate those CTA buses. I remember-- it was for your class, Mrs. Georgiou-- the time that I left the house with no time to spare. I would have gotten to school on time, but I just missed a bus and the next one didn't come for thirty minutes."

"Golly, this wasn't bad at all. Let's take a break for lunch in the lounge and then finish."

"This coffee is terrible but I guess it'll have to do for now. I sure am tired of these egg sandwiches too-- beginning to feel like a hen."

"Hey kids, I just talked to Sally's husband and she had an 8lb. baby girl. That was close because she wasn't sure she'd make it through the semester; however, everything turned out splendid."

"Okay, let's get back to work, gang. We can't spend the rest of the day chattering in here. I heard something said about helping the librarian with the books and magazines."

"Gee, I remember reading so many of these books for kiddie lit. You know that I sincerely enjoyed some of them-- really got engrossed in the plots."

"Say here's that book I needed for my night class. I stayed here from 10 a.m. until 9:30 p.m. on Tuesday the entire semester."

"I once needed a book too. It wasn't here or at Sabin. I even went to the downtown library to try to get it. You can imagine where it was--at the branch library four blocks from my house."

"Say could a few of the boys come and help me for a few minutes?"

"Sure Dr. Betts!"

"I want to take this equipment over to the new school myself because it's delicate and fragile and also very expensive."

"Look, there's the hole in the table from my experiment in Science Methods."

"Hi, what's everyone doing?"

"Hello Dr. Rappaport! We're cleaning and moving."

"Oh yes. I just finished, but I can't forget my fraction chart. I want to take that with me. Good by."

"My locker sure is dirty. Why look here--my bandage from first aid!"

"You should see my locker. I have so much material from student teaching and I don't know what I should do with it all. Did I tell you that I got my assignment--only a mile from my house?"

"That's just wonderful! I remember how you said you just knew you wouldn't pass the certification and how scared you were about the orals."

"Yes that's right. I was the biggest complainer but I loved every minute of it and wouldn't trade it for anything. My two years here at Foreman were great--only I'm sad about its closing because it seems like the end."

"But it's not the end. Just think of the new school which opens next fall. I also feel sad about leaving Foreman, but I can hardly wait to get to the new school. It's like starting out new and fresh. You'll have to come and see us."

"I will--I certainly will."

B.Mr.

VARSITY MEETS ALUMNI

On May 29, at 3:00 p.m. the Varsity baseball team will play the alumni. Three participants for the Alumni from the north side will be Mr. Ziagos and Dr. Etten, who will pitch, and Mr. Lo Presti, a recent graduate from Foreman, who will do the catching. The game will be played at Hamilton Park which is located at 72nd and Normal. Over 40 alumni have been contacted and it promises to be a very good ball game. It's always a good game when the alumni meet the varsity.

After the game, Mr. Boyle, chairman of the Physical Education Department of the South Side Campus, will honor the alumni players.

R.K.

SPORTS BRIEF

During the past month the eyes of the sports world have been focused on baseball. The fans are out supporting their favorite teams and anxiously hoping their city will be host for the World Series in October.

Before talking baseball, I think it only fitting that we mention our Blackhawks, who won the 1960-61 hockey championship. After downing the Montreal Canadians in the semi-final round 4 games to 2, they went on to beat the Detroit Red Wings by the same margin. In my opinion the Red Wings were the most underestimated team in the playoffs. The spirit and drive which they showed was almost enough to flatten the Hawks. It was not until the last two games that the Blackhawks proved their superiority. So, Chicago now has a world champion hockey team, the first one since 1938.

I do not think Chicago will have to worry about a world series this year. Right now the White Sox are in 8th place and the Cubs are in 7th in their respective leagues. Here's hoping their slumps will end soon.

The big surprise in the American League is the Detroit Tigers. They have won 23 games and lost 9. Their pilot is the ex-Cub manager Bob Scheffing, who finds winning games nowadays no chore at all. A similar story is taking place in the National League. Elvin Dark, the one time Cub has his San Francisco Giants in first place with a record of 20 wins and 9 defeats. Why did Dark and Scheffing not succeed with the Cubs? Could it be the North side of Chicago is lacking in talent? My hope is that both San Francisco and Detroit win a pennant this year. I believe that this will give baseball the great boost that it needs and possibly awaken some of the people in Chicago.

R.S.

The Ogden, Jefferson, Edison, and Cauty Elementary Schools were recently visited by the students enrolled in the "Principles of Teaching" course. The purpose of their visit was to acquaint them with the actual operation of some typical elementary schools prior to their student teaching.

When asked about their unique experience, the following replies were received:

"Now I can see the reason for all the methods courses."

"I was a little worried about student teaching, but now I'm looking forward to it."

"You can talk a lot about motivation; but, when you see students waving their arms and bouncing up and down in their seats, you really get the true meaning of the word."

"A wonderful experience."

"I have never been treated nicer by anyone. It seemed that the Principal and teachers couldn't do enough for me."

"The old saying 'one picture is worth a thousand words' is surely true. I just hope I can do as good as the teachers I observed."

"I'm glad I visited these schools. Now the transition to student teaching will be a little easier."

"Classrooms, students, teaching methods, motivation, disciplining, individual differences take on a new meaning. It seems as though, for the first time in my college career, these words and their meanings are really in focus and understandable."

"If I ever had any doubts about myself becoming a teacher, this experience has dispelled them."

"I have to try teaching! I feel I'll never really be satisfied until I do."

- J. C.

In every nook and corner of the Foreman college you can hear discussions about the new campus. The debates range from the underlying rock strata to the highest point of the pagoda-shaped administration building. The predominant question is, "What will it be like?" It certainly cannot have the type of atmosphere that exists at present. Much confusion the first year has been widely predicted by the student body here.

Dean Jervis, of the new campus, desires a school with superior students, high scholastic standards, and a curriculum far in advance of any other teacher-training institution. In meeting these goals new students will feel pressure unlike anything they experience in high school. In view of this fact, the percentage of drop-out and flunk-out students of the new campus might be unusually high.

"What will it be like?" is a question to be soon answered for us, and many others like us.

- R. W.

ODE TO FOREMAN

The time for Foreman's doors to close,
Will soon be drawing near;
Wandering through the empty rooms,
Brings back memories dear.

The student lounge as some may know,
Was quite a gathering place.
'Tis usually the spot where students go,
To converse with a familiar face.

The art room where we spent much time,
Midst bulletins and pottery
Diligently engrossed 'till our work was fine
--Masterpieces for all to see.

Worms, frogs, fish, and a culture dish,
When explored, make our world more exciting.
The biology lab we will certainly miss,
Its wonders, we found most inviting.

The North Side portals will soon be ajar
Beckoning to such as we.
Many shall come from near and far,
New experiences will come to be.
But we'll never forget the things we
shared,
And our beloved faculty.

- D. W.

LOOKING BACKWARD

Within a few short weeks the doors of the Foreman Branch of the Chicago Teachers College will close for all time. June 13th will bring to an end four illustrious years that have seen the Foreman Branch produce some of the finest teachers in the Chicago School system. As some of us graduate and go on to our teaching careers and others prepare to transfer to the new college, at what can we look back?

Perhaps we don't have much to reminisce over in comparison with graduates of other schools. We have had no dormitory raids, no water fights, no big homecoming games, no formal social dances, no fraternities, no sororoties. However, such things as these have no real place in higher education and there is much else that we can look back on:

- We've had one Octoberfest (tame in comparison to West Berlin's, of course)
- One club (rather smelly, though)
- One Latin rhythms class (Mrs. Petty does a mean mambo)
- A theatre party
- A banquet
- A puppet show - our annual spectacular (When's Garfield Goose going on?)

And, who will forget the coffee trek from the lunchroom to the lounge and the blissfull enjoyment of a quarter of a cup of cold coffee? Harold, the janitor, never found coffee a good substitute for floor wax - many apologies, Harold.

Our water fountains will not be forgotten soon. One thing we can always say is that the quality of our water improved with distance. I always found the water particularly refreshing at about 20 or 30 feet from the fountain. We were never stingy with our water - I shared a sip, now and then, with the people on the second floor (if anyone doubts the fact that I can hit the second floor, I'll put on a demonstration).

Other things we can look back on are the brass band accompaniment for Mrs. Georgiou's music class; the fire drill interruptions during the course of a stimulating lecture and that "sneaked" coffee break at the grill across the

street while the high school students stood shivering in the cold; the piles of dishes left in the lounge over the weekend and the disconcerted looks on the students' faces Monday morning before the mess was taken away; and, of course, the air raid drills with their welcome opportunity for meditation, contemplation, or last minute study for a test.

Come September, when many of us will be teaching, attending the new school, or out student teaching, the inconveniences of Foreman will be forgotten; but, in the years to come, we will remember the advantages and the comradeship only possible in a small school such as ours.

J. E.

* * * * *

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So little done, so much to do.
Cecil Rhodes

It is one thing to show a man that he is in error and another to put him in possession of truth.

John Locke

In general, traditionalists are backward-looking, conservative; pessimists about the future and optimists about the past.

Louis Mumford

Last Thursday I had the privilege of attending a Student Teaching Seminar at which all the students were eagerly looking forward to graduation and their teaching assignments. Since they were all talking about the future I asked them if they would prophesy their futures. The following prophecies were expressed:

At least one member of this class will write a book concerned with education and it will be used in all branches of the college.

Many of them will return to the new North Side campus for their Master's Degree.

Bruce Mikkelsen will be the first teacher sent to the moon by his own students!

Peter Kusnierz will be the next superintendent of schools.

(In answer to the above prediction Peter said that he predicts he will be teaching in a one-room schoolhouse somewhere in the Rocky Mountains with a student body composed of children with I. Q.'s of 140 and over.

Miriam Rosenstein and Shirley Sherman will be teaching at the same school.

Donna Zuehlke made a prophecy which, in my opinion, is the last word in prophecies. She proclaimed

WE WILL ALL BE TEACHERS

We hope all of these will come true, especially the last one.

A. W.

* * * * *

The more we study, the more we know,
The more we know, the more we forget,
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
Why study?

* * * * *

PLURAL OF SNOW SNEW?

--- HERE'S WHAT'S SNEW.

by William Morris

The wonderful inconsistencies of English spelling continue to inspire this column's readers to flights of fanciful verse.

It all started when a reader passed along a bit of doggerel about plurals, such as:

If I speak of a foot and you show
me your feet
And I give you a boot, would a pair
be called beet?

Now Dorothy Schmidt of West Englewood, N. J., checks in with this contribution:

We'll begin with hide and the past tense
is hid

But the past tense of ride should be
rode and not rid.

Then one tries to seek, they'll say that
he sought,

But if I take a peek, will they say that
I pought?

You may fill something until it is full,
But if you bill someone, will that be
all bull?

If the past tense of sit always is sat,
Why shouldn't the same tense of hit
become hat?

If I speak to you, you'll say that I
spoke,

If I sneak out the door, would you say
that I snoise?

Why isn't the plural of snow labeled
snew?

If the past tense of grow is always
called grew?

What's snow? Nothing, What's new with
you?

* * * * *

TRANSLATION FROM THE TEACHER

"Oh, I wouldn't worry about that. At this stage, it's the social adjustment that counts."

The child cannot read, write, or count beyond nine, but has stopped throwing modeling clay into the sand box.

"No, I don't think the work is beyond him. He just won't apply himself."

Come on now, anybody can say, "Here we go loopy loo."

LOOKING BACK

"We asked some of the students what they would remember most when looking back over their days at Foreman. Below are some of the comments we received:

1. I like the friendly small group atmosphere here at the college. At Wright Jr. C. relationships were on a much more impersonal basis.
2. Nothing impressed me about the school.
3. I think that I will remember the general friendliness of the faculty most of all.
4. I won't forget the rugged exams I've had to take since I've been in this school.
5. I will remember all the friends I've made here.
6. I liked the idea of knowing every teacher well and almost every student.
7. I will remember the cold coffee.
8. I like the gabfests held in the student lounge.
9. I'll remember the rigorous competition among the students.

It seems that the students will carry a variety of memories with them after the doors of the Foreman Branch of C. T. C. close. I'm sure that most of the students in the school will have pleasant memories of their associates and the faculty members with whom they have come in contact while at the school.

B. W. M.

* * * * *

A good teacher is someone who can understand those not very good at explaining and explain it to those not very good at understanding.

* * * * *

A good teacher is one whose ears get as much exercise as his mouth.

* * * * *

MEMORIES

Since this will be our last semester here at Foreman, some students were asked what they will miss most about the school.

1. The cold coffee.
2. The magnificent facilities of the library.
3. The parking lot where you wonder if the transmission is still in the car upon entering or leaving.
4. Listening to everyone's troubles in the lounge.
5. Going through the hall with a tray of food while classes are changing.
6. Having classes in the same room all semester long.
7. The Observer. (This is a paid political announcement.)
8. Knowing everybody by his first name.
9. Walking up three flights of stairs every morning.
110. Being able to find the classes easily.

R. K.

* * * * *

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