

7-28-1965

## Interim- Jul. 28, 1965

Martha Thoenennes

Follow this and additional works at: <https://neiudc.neiu.edu/interim>

---

### Recommended Citation

Thoenennes, Martha, "Interim- Jul. 28, 1965" (1965). *The Interim (1963-1967)*. 29.  
<https://neiudc.neiu.edu/interim/29>

This Newspaper is brought to you for free and open access by the NEIU Student Newspapers at NEIU Digital Commons. It has been accepted for inclusion in The Interim (1963-1967) by an authorized administrator of NEIU Digital Commons. For more information, please contact [neiudc@neiu.edu](mailto:neiudc@neiu.edu).

"ANTIGONE"

2:00 P.M. AUG. 5th

SUMMER MUSIC

FESTIVAL

JULY 30th

# Interim

Ill. Teachers College-Chicago (North)  
Vol. 12, No. 6

Wednesday, July 28, 1965

## McKELVEY APPOINTED PRESIDENT OF ITC-C

### BILL SIGNED

JULY 15th

On Thursday, July 15, Gov. Otto J. Kerner signed the bill covering the transfer of the college from the control of the City of Chicago Board of Education to the State of Illinois. The bill which was part of the Master Plan for Higher Education in Illinois was passed by the Illinois House of Representatives and the Senate just prior to the closing days of legislation.

Along with its counterpart—Chicago Teachers College-South—the college will now fall under the control of the Board of Governors of State Colleges and Universities (formerly Teachers College Board) which already is comprised of Illinois State University at Normal, Eastern Illinois University at Charleston, Western Illinois University at Macomb, and Northern University at DeKalb.



### HEAD OF COLLEGE

### BD. ASSUMES

### POSITION HERE

Dr. Frederick H. McKelvey has been appointed President of Illinois Teachers College-Chicago following the Governors approval of a bill recommending the transfer of the city college to the State Board of Education. The announcement was made last week. Dr. McKelvey will accordingly become the president of both branches of the Teachers College.

#### Influential in Transfer

Dr. McKelvey is the Executive Officer and Secretary of the Board of Governors of State Colleges and Universities in Illinois. In this position he has been influential in the business of transferring control of the college throughout the past many months.

Dr. McKelvey attended Monmouth College and received his Bachelor of Arts degree from the University of Illinois and his Master's and Doctor's degrees from Harvard University. His major field of study was in School Administration and Finance.

#### Superintendent of Mass. Schools

He began his teaching career in Charleston, Illinois, as an instructor in English followed by three years as principal at the Jefferson Junior High School in Charleston. After post graduate work he accepted a position as principal of elementary schools in Rockford, Illinois. Dr. McKelvey later became Superintendent of Schools in Lincoln, Massachusetts.

#### Establishes Ohio School Bd. Asso.

In 1948, he went to Ohio University as Director of the Center for Educational Services and Assistant Professor of Education. In this capacity he directed a number of community studies and surveys of school and community needs. While in this position he was instrumental in the establishment of the Ohio School Boards Association.

#### Author of School Studies

In 1954 Dr. McKelvey was appointed Director of the Summer Session and University Extension at Ohio University, and in 1959 he became Assistant to the President of Ohio University. Dr. McKelvey is the author of numerous studies, reports, and articles in the field of education.

## Mrs. Brandzel Makes Hong Kong Press

In the early part of this summer, Mrs. Rose Brandzel of I.T.C.-C.(N) toured Japan, Hong Kong, Tiwan, and Bankok. While on tour Mrs. Brandzel found that the people of Hong Kong were involved in an educational crisis in which the tuition of Teachers Colleges had been raised and a great emphasis was being placed on the importation of English college graduates to teach the children of Hong Kong.

#### Emphasizes Teacher Education

When interviewed Mrs. Brandzel suggested that greater empha-



Dr. Kiang and Mrs. Brandzel

sis be placed on the education and preparation of Hong Kong residents as teachers. She also suggested that a greater effort be made to insure education for im-

poverished children living in squatter huts and junks. (10-20% of these children never enter a classroom.) As for importing foreign professors, she suggested that more funds and energy be given to the education of Chinese teachers.

The adjoining photo shows Mrs. Brandzel and Dr. Kiang, also of I.T.C.-C.(N), reviewing the newspaper article which resulted from that interview.

#### Students Politically Active

In each country Mrs. Brandzel visited she spoke to professors, in-service teachers, and students. On the whole she found that professors and students of Japan are more actively concerned with government than are the professors and students in the U.S. In Japan she found that students were highly organized and active in political affairs.

Mrs. Brandzel also discovered a great fear of the possibilities of war resulting from U.S. service bases located in Japan. Professors have issued statements urging the government to disassociate itself from American policies in Viet Nam and encourage the withdrawal of U.S. bases.

#### Student Plea

The students of Japan asked Mrs. Brandzel to convey a message to the students in America: "Support us in a United Effort to prevent War."

## PLANS MADE FOR SENIOR DANCE

The Montclare Ballroom, 2957 N. Harlem Avenue, will be the scene of the first Senior Dance of Illinois Teachers College-Chicago North.

The idea for a senior dance has been formulating for a long time in the minds of several students. Now, for the first time it will finally actualize. A great deal of hard work has made this dance possible.

The dance will be semi-formal and will be limited to seventh, eighth, and ninth trimester students. Students are advised to purchase their tickets early for ticket sales are limited to one hundred couples.

Tickets for the dance will be sold outside of our auditorium daily from 10:00 A.M. until 2:00 P.M. until all tickets are sold out. The dance will be on Friday, August 13th from 8:30 P.M. until 1:00 A.M. The price of the tickets is \$5.00 per couple.

The dance committee has decided to name the dance, "Tonight is Yours." All superstitions connected with Friday the 13th will be dispensed with so that the seniors of I.T.C.-C.N. will truly have a night of nights to enjoy this, our first senior dance.

## "It's A Revolution" — Berry "We're Working For Change" — Brooks

Last week at the Institute for the Culturally Deprived these two points were expressed.

Mr. E. C. Berry, Director of the Urban League, in an address given Tuesday, July 20th, pointed up that the civil rights movement was, in some areas, moving toward change in socially established attitudes.

In contrast, in an address Wednesday, Dr. D. J. Brooks, Director of the Chicago Committee



Dr. E. C. Berry

on Urban Progress, pointed up the need to make change meaningful.

Both speakers acknowledged the rapid shifts within the civil rights movement and outlined the problems of those trapped in culturally deprived settings.

### No Quick Solution

Both pointed out that the impact of cultural deprivation transcends ethnic background and leads to alienation from the general society. They felt that the problem has no quick or easy solution.

Mr. Berry felt that prior to the solution changes in the attitudes of the larger society, the way it looked, acted, and reacted to these groups would be necessary. These changes in attitude would then bring about a change in actions.

Dr. Brooks outlined the approach of the War on Poverty and its program for action. He explained the basic operational steps in setting up the program were made early, in comparison to other cities.

He went on to explain that this concentration of effort was beginning to show results. The program attempts to move into an area and by working with the established community leaders produce "meaningful" change.

### Apathy A Problem

Members of culturally deprived communities usually suffer from an apathy that is difficult to overcome. Dr. Brooks hopes to replace this apathy by moving these people into the larger society.

Both saw the role of education as a major factor in bringing

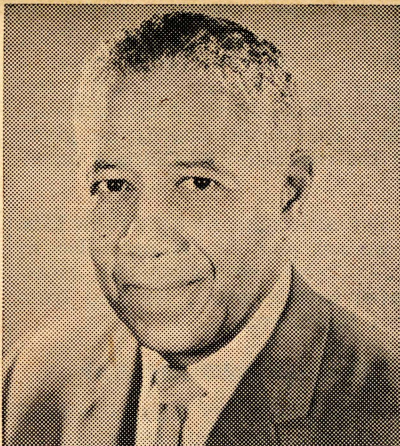
about change. Mr. Berry felt that education should be operating on a dual plane. He felt we should be making major efforts to not only educate the culturally deprived but also to expand the general society's view of these people.

### Education Vital

Dr. Brooks saw education as a vital moving force to bring about a permanent change within these people. It is Dr. Brooks' opinion that as more people regain their opportunities and dignity they could work more effectively within the larger society.

Both speakers offered the Institute members an opportunity to gain new insights into not only the culturally deprived community but also into how this community functions in the larger society and what planned changes are taking place.

Five more speakers remain to be heard in the series of speakers scheduled for the Institute for Teaching of Disadvantaged Youth. Illinois Teachers Cologe-Chicago North is sponsoring the Institute to help teachers gain the cultural insights which will lead to more effective communications with students, parents, and their communities, and consequently teach more effectively.



Dr. D. J. Brooks

Remaining speakers include:

Fri., July 30—9 AM—L.T.—

Mr. Donn F. Bailey, Speech Therapist, Chicago Public Schools, "Language Problems of Disadvantaged Children."

Tues., Aug. 3—9 AM—L.T.—

Mr. Robert W. Reitz, Executive Director American Indian Center, "The American Indian Community In Chicago."

Mon., Aug. 9—9 AM—Aud.—

Mrs. Barbara A. Sizemore, Principal Dvorak School, Chicago, "Teaching Innovations for the Disadvantaged Child."

Tues., Aug. 17—9 AM—Aud.—

Dr. John Hope Franklin, Professor of History, University of Chicago, "The Historical Realities of Cultural Pluralism."

Wed., Aug. 11—9 AM—L.T.—

Mr. Jesse Escalante, Committee on New Residence, "Cultures of the Mexican Americans."

## BURRIDGE SPEAKS ON URBAN RENEWAL

Mr. George S. Burridge was a guest speaker in Mrs. Rose Brandzel's Urban Ecology Class on Monday, July 19. Mr. Burridge, who represented the Department of Urban Renewal of the city of Chicago began by showing the class a film-strip on Urban Renewal in Chicago. After the film, he explained that urban renewal planning is concerned with the social, physical, economic and aesthetic considerations. These must relate neighborhood needs to the broader goals and policies for the whole city, which are established by the Department of City Planning and City Council.

Next Mr. Burridge showed the class some slides of former blighted areas of Chicago which have been torn down and reconstructed in accordance with the plans of the Department of Urban Renewal. Slides were also shown of the new buildings and facilities for which Urban Renewal has provided.

Mr. Burridge was the second of a series of lecturers increasing these students knowledge about the city in which they live. Earlier in the eight week course Dr. Harry Kiang of I.T.C.C.N. spoke to the class on the geographical study of the Chicagoland area.

## Children's Theater Workshop Opens Here

On July 26 sixty in-service teachers and advanced students of theatre begin a rigorous round of play going, field excursions, and lecture-demonstrations that constitute the I.T.C.C.-N. Workshop in Theatre for Children, from July 26 through August 6.

The Workshop, which gives an overview of theatre for children from kindergarten-primary grades through high school, is led by Mrs. Jane Triplett, guest lecturer, Dr. Dena Faires, and professors Robert Walker and Stewart Hoch. Mrs. Triplett, who holds an MA from Northwestern University in theatre, teaches dramatics at Skiles school in Evanston and was director last summer of the Creative Dramatics Workshop at Wisconsin State University in Whitewater, Wisconsin. Dr. Faires and professors Walker and Hoch are on the faculty of I.T.C.C.-N.

### Cherub Program Incorporated

The selected spectrum of Workshop experiences starts with visits to several elementary schools in Evanston and Skokie. In these schools the Workshop students can see several Creative Dramatics and Playmaking programs in action. In conjunction with the Creative Dramatics demonstrations is the Cherub Program at Northwestern University—a program for outstanding high school students from all parts of the United States. The Cherub Program presents for the Workshop high school students in scenes from well-known plays.

During two evenings of the Workshop's first week the students and staff see musical productions at Evanston Township High School—Meredith Wilson's *The Music Man* and *Down in the Valley*, a folk opera by Kurt Weill and Arnold Sungaard.

### Films, Telecasts Used

Individual conferences between students and staff will round out the Workshop's first week. During the conferences students not in conference will have the opportu-

nity to see films on pantomime with Marcel Marceau and "Crescendo of the "All That I Am" series telecast over Midwest Airborne Television (MPATI).

The Workshop's second week centers around the I.T.C.C.-N. campus. There will, however, be trips to the Children's Museum in the Art Institute and a viewing of Giraudoux' *The Enchanted* presented by the Summer Theatre at Northwestern University.

### Lectures, Demonstrations Slated

While on the I.T.C.C.-N. campus Workshop students attend a series of lecture-demonstrations led by the Workshop staff. These include the areas of Improvisation, Choosing a Play, Voice and Diction, Costumes, and Techniques of Directing led by Mrs. Triplett and Dr. Faires, and Staging, Properties, and Lighting led by professors Walker and Hoch. A special Makeup demonstration will be provided by Dee Philips, I.T.C.C.-N. student and makeup designer for the Stage Players.

Thursday afternoon of week number two the Workshop is part of an invited audience to watch the video taping of a cutting of Jean Anouilh's *Antigone*, presented by the I.T.C.C.-N. Stage Players and the TV Workshop. A discussion between performers, technicians, and audience follows the performance.

### Performance A Requirement

Some of you have inferred from the above descriptions that the Workshop students spend all of their time sitting observing. This is not the case. One of the ways Workshop students get a chance to work before an audience and on-stage occurs when the entire group performs special problems which sharpen their skills and stimulate their imaginations. In other instances the Workshop will divide into four groups each presenting—unaided by the staff—brief programs related to Workshop curricula.

EDITORIALS

# A WORD ON CRITICISM

With each issue of INTERIM, the wisdom of Mr. Lincoln becomes more evident, in that one cannot please all of the people all of the time.

The editorial, "Footnote to Darwin," along with the cartoon which appeared in the June 30 issue of INTERIM, had been intended as a satirical jest at the abundance of demonstrations—which we still insist are being overused to the extent in which they border on the ridiculous. We did not realize that certain people on this campus would find that the shoe fit and therefore consider our editorial as a personal attack. It is sad that it must take an unintentionally salted wound such as this one to prompt students and faculty to interest themselves in their college newspaper.

Quite often INTERIM has presented articles which we felt were pertinent to the interests of both faculty and students. Comment on the issues was invited but to no avail. The members of this college who are willing to contribute to our college newspaper are disgustingly limited.

Specifically in reference to the letters of Dr. Ronald Smith (this issue) and Mr. Joseph M. Barthel (July 14 issue) we are pleased to see that they took enough interest to write the newspaper disagreeing with an issue. Yet, we are disappointed to note that both seemed to completely ignore the fact which the editorial emphasized. We wholeheartedly agree that demonstrations CAN be effective, however, demonstrations are meant to be a last resort—only when all other means have failed.

Each of the incidents referred to in Dr. Smith's letter—the 1776 street protests in Boston, the 19th century Irish and Germans marching in Chicago, and the labor demonstrations of the thirties—were instances of last resorts.

Mr. Barthel, apparently an avid fan of Webster's Dictionary, ought to read on a little further. An "Editorial," the dictionary tells us is written by the editors of the periodical. It is therefore safe for all to assume that all "unsigned editorials" which appear in INTERIM are the opinions of INTERIM's co-editors.

Mr. Barthel himself refuted his next argument when, after referring to the First Amendment of the U. S. Constitution—"Congress shall make no law respecting . . . the right of people peaceably to assemble"—he goes on to admit that "disruption of traffic is not assembling peaceably."

Finally, Mr. Barthel pointed out the march against the House Committee on UnAmerican Activities in which only 1% of 400 marchers had to be restricted by the police. Monday, July 19 in the Chicago Sun-Times an article appeared about another demonstration. Sixty demonstrators were involved in this incident and the headline was, "4 Hurt As Police, Demonstrators Clash." If Mr. Barthel wishes, we can cite at least a score of similar incidents.

We are glad to have members of the faculty who are appalled by what they consider to be "tasteless journalism," yet we regret that they respond so seldom. Surely the same faculty members who were appalled by the editorial "Footnote to Darwin" should have been equally concerned about the gueset editiorial which appeared in the June 16 issue of INTERIM. The gueset editorial, "Senate Rebuttal," was surely the most demeaning and detracting piece of material ever to appear on the pages of INTERIM. It was printed because the senate insisted that it was enetiteled to, as they put it, "lay the facts on the line." We had hoped that someone with a sense of the type of journalism "worthy of an institute of higher learning" might refute the editorial and criticize it for being the disparaging material it was. But it seems that at the time no one who read the paper felt extremely righteous, for no complaints were heard.

We do not question anyone's right to disagree with the opinions expressed in this newspaper. However, we refuse to accept calmly the name calling of individuals who refuse to take any interest whatever in the college newspaper, except for destructive criticism when they feel that their toes have been stepped on.

# A Double Standard?

This article is reprinted from the July 20 issue of The Chicago Daily News by permission of the editors.

A southern commentator accuses The Chicago Daily News of employing a double standard in editorializing on civil rights demonstrations. The executive vice president of the Southern States Industrial Council, Thurman Sensing, reports that The Daily News condemned the State of Alabama for its handling of demonstrators, but praised the Chicago police department for bundling local traffic-obstructing sit-ins into paddy wagons and hauling them off to jail. "Apparently," says Sensing, "it's all right to jail demonstrators in Chicago but unconstitutional to jail them in Alabama or Mississippi."

It is, of course, easier to find fault from a distance than from the middle of the arena.

And yet there are some important differences between the two cases, that Sensing and other Southern commentators tend to overlook.

The Selma - to - Montgomery marchers were seeking fulfillment of lawful rights long and systematically denied them. They demonstrated only after all else had failed. The tough new voting law now taking final form in Congress catalogs the devices employed to deprive Southern Negroes of their citizens' voting rights—the poll tax, the literacy tests, the separate sets of qualifications for Negroes and whites.

In Chicago the demonstrations were not aimed at redressing a lawful grievance. Their immediate aim was to protest the school board's employment of Supt. Benjamin Willis for another 18 months, and their longer-range aim was to hasten integration in Chicago's schools—a process already under way.

A fundamental difference lies in the nature of the legal authorities in Aalabama and Mississippi and in Chicago. In the South, the marchers were demonstrating

against officials they had no voice in choosing and discriminatory laws they could not oppose with votes. In Chicago, the demonstrators were opposing official bodies chosen through legal processes in which the Negroes had both voice and vote.

So there were differences in kind and in degree, but also in point of common sense. Selma's demonstration reflected desperation. Chicago's reflected impatience over the pace of an operation well under way. This newspaper's concern here was lest the progress of integration itself be set back by a handful of limelight-seeking demonstrators. We do not have the impression that Sensing and his fellows share this same concern for the progress of integration.

A basic difference in viewpoint was reflected, we believe, in the attitudes of the respective police agencies. When the Selma marchers crossed the bridge on that first, abortive march, they were attacked with tear gas and swinging clubs wielded enthusiastically by Gov. Wallace's troopers. In Chicago the traffic-blocking sit-downers were handled with great forbearance under trying circumstances—as scratches and toothmarks on arresting officers later testified.

"The fanatical foes of Alabama," says Sensing, "seem possessed by a demon within. They want to find the South hateful, and they want to write of hate."

It would be hard to use a softer word than hate in describing the attack at the Selma bridge. But this was not the hatred of the North for the South. It was the manifest hatred of Alabamans for Alabamans. And if a similar type of hatred has not yet been eliminated in Chicago, it is at least being attacked with a will, and with the awareness that it must be exorcised in the name of human decency.

*Interim*

ILL. TEACHERS COLLEGE-CHICAGO (NORTH)  
Vol. 12, No. 6 — July 28, 1965



The Interim is published bi-weekly at Illinois Teachers College—Chicago (North), 5500 N. St. Louis Ave., Chicago 25, Ill. Subscription rate is \$2.50 per year to cover cost of handling, postage, etc. Letters to the editor must be signed. We reserve the right to condense letters to the editor when necessary. All published opinions are those of the INTERIM staff, except in the case of letters to the editor. These opinions do not necessarily reflect the official views of the college.

- Co-editors .....Martha Thoennes, Frank Sesko
- Feature Writers .....Al Gagnon, Cathy Hammock, Barbara Lofgren
- Reporters .....Helen Wislinski, Linda Edelstein, Mary Jean Del Ciello,  
Bob Delaney, Al Gagnon, Denise Kelly, Mary Ellen Kane, Carolyn Olson,  
Charlotte Frost, Sandra Gordon, Frank Collins, Donna Dunne, Barbara Tanus
- Sports Writers .....Ron Sokulski, John Champagne
- Advertising Mgr. ....Leo Stellwagen
- Cartoonist .....Tim Scanlan
- Photographer .....Helen Wislinski
- Sponsor .....E. M. Liebow
- Office Manager .....Adrienne Hurvitz

**DEADLINE NEXT ISSUE —  
AUG. 4**

Deadline for Sept. 7th Issue: Aug. 13—All clubs requested to turn in desired publicity.

# Dean's Office

by Barbara Lofgren

Chicago Teachers College North will hereafter be known as Illinois Teachers College-Chicago. As of July 16, 1965, we were officially welcomed as a member of state colleges and universities under the jurisdiction of the newly named Board of Governors.

The Board of Governors is a new title, but the board itself has actually been in existence since February 19, 1857 when Governor Bissell signed a bill which created "The Board of Education" of Illinois. The name has been changed four times, but the board to this day has retained its strength of purpose in trying to formulate the best educational programs for teachers. In fact, Abraham Lincoln in 1857 was hired as the board's first attorney whose job it was to draw up the bond program necessary to raise the funds for Illinois' first teacher institution, Illinois State University at Normal.

Both Dean Goldberg and Dean Moran were present at Normal on July 18 & 19th when the first meeting of the Board of Governors was held. At this meeting, Dr. Frederick McKelvey was appointed acting president of Illinois Teachers College-Chicago. Mr. Arthur Saymoor was appointed acting business manager. These are interim appointments, pending clarification of many legal complications and negotiations between the Board of Governors and the State of Illinois. Dr. McKelvey is actually the Executive Officer of the Board in Springfield, his position being similar to Dr. Willis' relation to the Chicago Board of Education.

The present administration of our college will remain. Dean Sachs and his staff will be in charge of the administrative duties of the college.

Apparently the Board of Governors, both collectively and individually, have expressed great interest in our campus. Some of the members have not seen our college yet, however a visit is expected very soon from the Building Committee who will inspect the present plant with an eye to future expansion. Interest was also voiced in meeting the students here. Along the lines of building and expansion, the Building Committee met in Mayor Daley's office on July 20, 1965 to discuss possible sites for the new South campus of Illinois Teachers College-Chicago.

\* \* \*

Good news for the faculty. The Board has approved promotions for many of our faculty members.

Congratulations to Mrs. Astrin who is now officially known as Assistant Business Manager and also Mrs. Anna Lerner who has been given the title of Personnel Assistant. The staff, though behind the scenes, perform a vital function for the college.

## Letters To The Editors

Dear Sirs:

The letter of Joseph M. Barthel (INTERIM, July 14, 1965) encourages me that all students of this college do not share the social philosophy of the INTERIM's editors. Mr. Barthel's plea for "future editorials worthy of an institute of higher education" states well my own feelings about the college newspaper.

Respected leaders representing all fields of human endeavor have given their wholehearted endorsement to the American Negro's quest for equality of opportunity. Clergymen, businessmen, and educators of all races have been among those who march for justice. Be assured, mass assembly for the redress of grievances is constitutional and is in the highest American tradition. No doubt there were those who deplored the street protests in Boston, 1776, or the marching Irish and Germans in Chicago in the nineteenth century, or the labor demonstrations in the 1930's. More deplorable are the conditions which deprive men of their humanity and which leave no alternatives but mass protest. I think our democracy is strengthened when citizens of all persuasions and minority affiliations can

demand and receive a hearing. Sometimes the messages of mass discontent can be communicated in no other way except through the collective power of the mass movement.

Understand, I respect your right to disagree with various tactics of the civil rights movement, but I am appalled by your tasteless journalism which slurs and demeans in the name of editorial writing and by your cartoon of June 30, which borders on the vulgar. Further, I lament your apparent failure to grasp the vital issues of the 1960's. I wish our college had prepared you better for your self-appointed tasks as social critics.

Judging from my own very satisfying experiences with our students, from the responses of Mr. Barthel and Miss Swindell (same issue), and from the fine efforts of the campus Civil Rights Organization, I am reassured that yours is a minority voice in the college. I believe you do your college and yourselves a disservice when you flippantly jest at scars having felt no wounds.

Sincerely,

Donald H. Smith  
Assistant Professor of Speech

## STUDENT SKETCH



Charlene Kosloff, the founder and main-stay of the Community Volunteer Organization on this campus can truly be considered

one of the outstanding members of the student body. Besides organizing and directing—almost single-handedly—this most vital organization she has also served as President of the Red Cross (the first again) and as Student Senate Treasurer. Not to seem repetitious, she was also one of the founders of the sorority and served in the capacity of treasurer in Lambda Sigma Alpha.

Besides these extra-curricular activities, Charlene has managed to maintain a high academic average, and has made Honors and High Honors consistently.

As a leader, worker, or friend Charlene is one student who will not be easily forgotten after her graduation this August.

## Schedule Boat Trip

A field trip in Urban Ecology and Chicago Geography will be offered Saturday, July 31. The trip on the Wendella Yacht will leave from the north bank of the Chicago River at Michigan Avenue at 9 a.m.

### Route Outlined

The group will proceed down the Chicago River through the locks into Lake Michigan, south along the shore of Lake Michigan into the Calumet River Harbor and up through the industrial heart-land of Chicago to the new Lake Calumet Harbor. From Lake Calumet the tour will head through the Cal-Sag Channel, and then on to the return trip via the Sanitary and Ship Canal.

Materials, maps and exercises about the waterfronts are provided free. Short lectures will also be given.

Those interested in taking this field trip are asked to contact Mrs. Bdandzel in room 526 or Mr. Uliasi in room 311 for reservations.

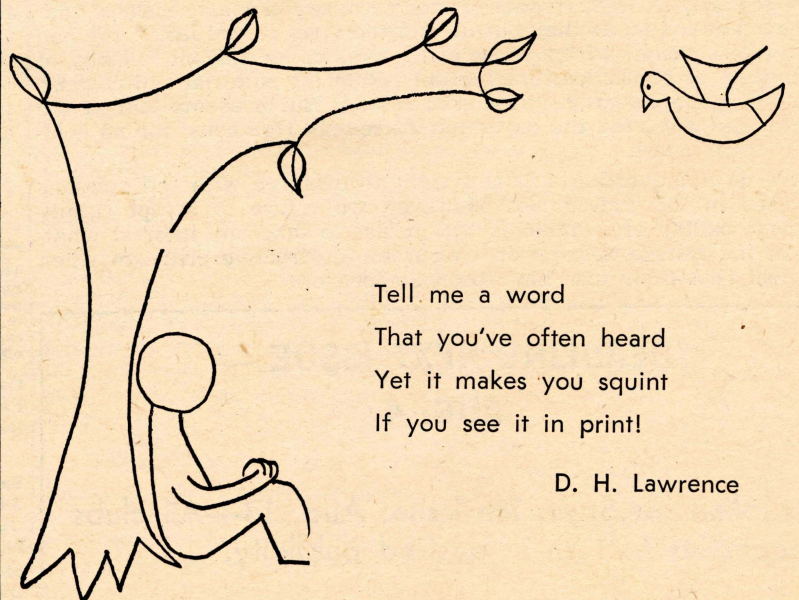
## P.H.C. ON THE BEACH

The Physical Health Club is sponsoring a Beach Party at Illinois Beach State Park, Sunday August 1.

A bus is being chartered and those interested must purchase their tickets by Friday, July 30.

Tickets are \$.75 per person. The bus will leave the school parking lot at 10:00 A.M. sharp and return that evening. Tickets may be purchased outside the gym or from any of the Physical Health Club officers.

## Thought For The Day



Tell me a word

That you've often heard

Yet it makes you squint

If you see it in print!

D. H. Lawrence

**BOOK REVIEW**

**“MARIA MONTESSORI, HER LIFE AND WORK”**

by E. M. Standing, Pub., Academy Guild

If you are an interested layman, this book will captivate your interest. If you are a prospective teacher, it will fire your imagination! If however, you are neither captivated nor fired, this book still has much to offer. As a well-informed person, you will want knowledge of the much talked-about “Montessori method.”

Today, hardly a teacher seminar or educational forum presides, but one hears “Montessori method.” Its advocates are universal; its critics are legend. This method is as unique as its creator. Dr. Maria Montessori, 1870-1956, was not only the first woman medical student in Italy, but she was also the first woman in Italy to take the degree of Doctor of Medicine—and that was not easy in 1896! While virtually unknown in 1906, only two years later in 1908, Dr. Montessori was internationally known and all because of her “discoveries.”

Chapter II entitled “Discovery” dramatically illustrates Dr. Montessori’s discoveries which she calls the “characteristics of childhood.” If you read no other part of the book, do read those seventeen pages. As the chapter progresses, so does the reader’s emotions until he is engulfed by the “exposition of writing”—a climax for both the reader and for Dr. Montessori’s discovery.

Dr. Montessori follows her discoveries to arrive at her methods which are no less thrilling. Her methods are based on the concept of the “sensitive periods of development” (those phases of the child in which he has an irresistible urge to select certain elements from his environment.) This combination placed into the “specially prepared environment” allows the child to work. To illustrate how work can be play to a child, Dr. Montessori suggests the contrast between an adult digging five holes in which to plant five trees, or, merely digging five holes to be filled up again.

The “Prepared Environment” is so vital that it is constantly woven throughout all other aspects of the system, however one chapter is exclusively devoted to the conditions of this prepared environment.

Another chapter is devoted to the “new teacher” (to fit the “new children”) complete with a new name—“directress.” This chapter is so motivating that anyone with a spark of teaching will want to dash out and teach the first available subject. No less intriguing is the “silence game”—standard procedure in all Montessori schools. (I leave that for the reader to discover.)

Although the reader may differ with Dr. Montessori on some values and concepts, there is much to be gained through this different insight into the learning of children. We ought not make the mistake of “throwing the baby out with the wash-water.”

There can be no doubt of the merit in Dr. Montessori’s method, as witness: the Fascists closed her schools in Italy, and Nazi Germany burned her effigy over a “pyre of her own books.”

—reviewed by Charlotte Frost

**Stage Players To Present Antigone On TV**

by Al Gagnon

Something special is going to happen here at I.T.C.-C. The stage Players under the direction of Joyce Loots, in conjunction with the T.V. Workshop, will present a dramatic play entitled “ANTI-GONE.” This play will be shown live on August 5th at 2:00 P.M. in the following rooms: E205, D113, and the A and B Lounges.

Taken from Jean Anouilh’s modern version of the Greek Tragedy, the play promises to be well worth the fifty minutes necessary to see the production. Not only the fact that the modern version has been

adapted for this performance, but this is the first time the media of television at this college will be used to transmit a play.

The reporter has been urged to invite all students as well as faculty to view this play and make comment about it either to the Stage Players, the producer Herb Nestler or to write to this paper.

Because of all that I’ve heard about this production, and the work that these people have done in preparing it, I’m looking forward to 2:00 P.M. August 5th when it will be presented.

**Re-Com**

**Discussions Held**

The third meeting of the Reorganization Committee for Student Participation in Campus Government took place on Thursday, July eighth. Present at the meeting were Dean Goldberg, Mr. Britan, Mr. Haas, Miss Ziffren, Mr. Newman, Steve Tallackson, Thomas Hebel, Allen Pollack and Robert Schake.

**New Activity Fee**

The discussion began with a statement of purpose concerning the proposed Student Activities Finance Committee to be formed in the near future. Dean Goldberg disclosed that the new fifteen dollar activity fee would be used to finance certain types of student activities.

**Student Representation**

The question of representation on the committee was raised, and Mr. Newman suggested that it be based on the pattern established at Antioch College. It was also suggested that student representatives not be restricted to Senate members, but might also be enlisted from various clubs on campus.

A final topic was raised concerning the involvement and education of the student body and faculty to the goals and objectives of the Reorganization Committee, however further discussion on this subject was shelved until such a time as the committee could come to a more structured statement of purpose.

**Student On College Board**

Martha Kissane, a fifth semester student at C.T.C.-N. is spending her summer working on the college board at Marshall Field’s. The board is composed of eighty-three girls representing forty colleges and universities from all over the country.

The board chosen from over eight hundred applicants co-ordinates clothes that the college girl will find the most useful. “For example”, Martha explained, “We pick a skirt, sweater, blouse, slacks and bermudas and in some cases coats or jackets that can be worn together.”

The girls take turns at modeling their clothes and Martha invites all C.T.C. students to come to one of the shows. If you are interested in this type of summer occupation Martha advises that you apply by January as she did.

**CORRECTION:** It was Neomi Pevsner who participated in the Ambassadors ball and not Martha Kissane as was stated in the July 14 issue of INTERIM.

**SCHEDULE OF EVENTS**

1. Constitution Exam  
July 29—1:00 p.m.  
in the Little Theater
2. Summer Music Festival  
July 30—8:00  
in Little Theater courtyard
3. Physical Health Club Picnic  
August 1—Ill. State Park
4. Antigone  
August 5—1:00 p.m.  
on closed circuit TV
5. Senior Dance  
August 13  
Montclare Ballroom

# St. Procopius Experiments in Student Gov't.

Lisle, Ill. (I.P.)—Focusing on those aspects of college life not usually covered in a President's Report, but which have a decided impact on the campus and on student maturity, the Rt. Rev. Daniel W. Kucera, O.S.B., president of St. Procopius College, in his recently released annual report covering the academic year, points out:

"This is a story that needs telling, because it depicts a growing campus tradition that can make St. Procopius a truly remarkable institution. What we attempt to emphasize in this report is not so much the usual non-academic activities that have a long history and a well organized place on campus. What we are attempting to get at here is something even beyond this—evidence that at least in some students a growing sense of awareness of opportunities for service to fellow students, the college itself and their fellowmen outside of the campus is developing."

Report Excerpts:

Student Government's academic

committee has evolved as an important factor in the planning and intensification of the intellectual life on campus. This committee acts as a liaison between students and the Administration in matters of academic policy. Meetings are held with the Dean of Academic Affairs and a yearly report is submitted by the Committee to the Dean. This report is aimed at objectively evaluating the academic atmosphere on campus.

In the 1963-64 academic year, this same committee demonstrated its mature sense of values and concern for the intellectual life from the student's standpoint by establishing a tutoring service for those fellow students in academic distress. Many sacrifices were made by student volunteers, interviewing and meeting every three weeks with each student on academic probation. Students at all levels participated as tutors in the program. The effort was successful in improving the academic stand-

ing of many students.

This academic year also saw the formation of a commuting student committee, which met with the College President and the Dean of Student Affairs at regular intervals. Representation on this committee was composed of two members of each of the four classes and the President of Student Government. Its immediate purpose was to examine ways of eliminating barriers that exist between commuting and boarding students and to provide recommendations for physical improvements on campus to give the commuting student a sense of belonging.

The committee distributed and collated an extensive questionnaire designed to reveal attitudes and needs of commuting students. It was able to present a fresh and stimulating viewpoint to the Administration and the student members of the committee learned in turn of the difficulties involved in seeking a workable solution to

many problems.

The impetus for most of the student activity on campus is the result of Student Government. The President of Student Government is considered a member of the Administration and appears in the chart of organization, being responsible to the Dean of Student Affairs.

In a relatively small student body, it is possible for Student Government to play a primary role and to exhibit a level of responsibility that has noticeably affected campus morale and thinking. This assumes, of course, that the faculty and administration are willing to vest real power and freedom of action in the student organization.

It has been demonstrated that when such power is carefully worked out and delegated, students form a high sense of responsibility and respond by assisting the faculty in promoting the intellectual, social, and moral climate of the campus.

## • THE BAG I'M IN •

### CONTEMPORARY LEATHERERS

### CUSTOM LEATHER GOODS

### SANDALS • HANDBAGS

### BELTS • ETC.

## 1250 N. WELLS ST.

### CHICAGO'S OLD TOWN