

9-5-1961

Interim- Sep. 5, 1961

James Southward

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Recommended Citation

Southward, James, "Interim- Sep. 5, 1961" (1961). *The Interim (1961-1967)*. 66.
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A wise man will only be
useful as a man and not
submit to be clay.
THOREAU—1847

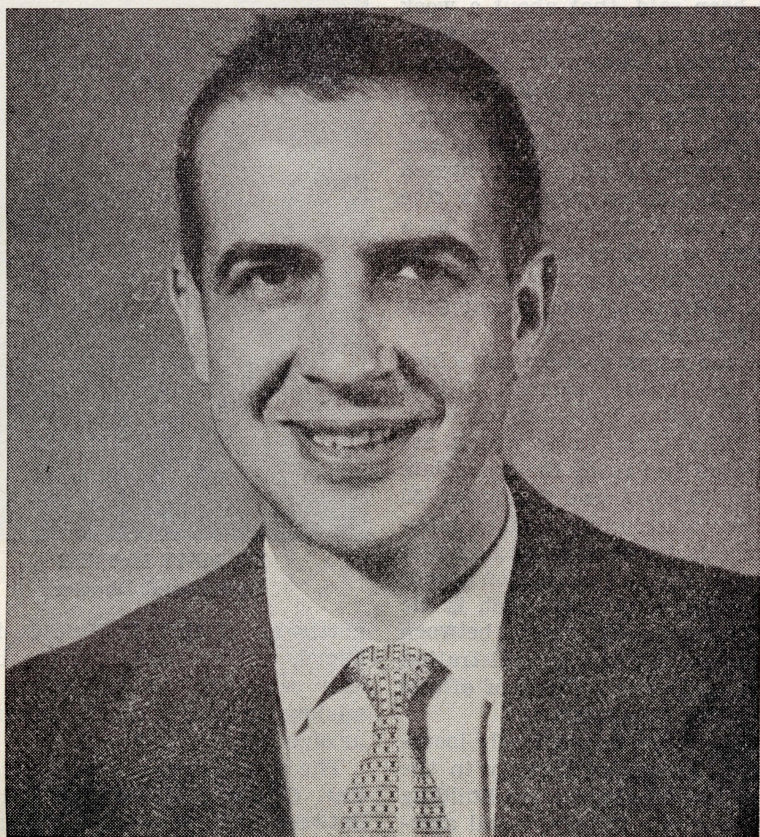
Interim

FIRST
EDITION

Volume 1 — No. 1

CHICAGO TEACHERS COLLEGE-NORTH

Tuesday, September 5, 1961



DEAN ROY JERVIS

Dean's Message

We are beginning a new college with one major objective: to educate teachers who will teach young children.

The goals of the entire college program will be toward learning by the student through personal involvement in the learning process. Our students should learn to use systematic thinking and creative reason to solve human problems. We expect each student to pursue a program of excellence, to become familiar with cultures of the world, to be able to make intelligent decisions as citizens and leaders, and to develop their own potentialities to the fullest.

Our graduates must know the meaning of "free men" and a "free society." They likewise must

know that free men must assume responsibilities in order to have freedom.

To improve teaching, we must improve the teacher's scholarship and the teacher's ability to involve his students in scholarly activities. A teacher must be able to stimulate his students in order to realize the full potentiality of each student.

You, who are coming to this campus, are coming as persons dedicated to the teaching profession. Our facilities are designed to give "wings to the pursuit of excellence." To what extent that excellence develops, depends upon the dedication of our students to achieve its goals. August 28, 1961

CTC-North, Emphasis On Student Initiative

Chicago Teachers College North's program has been designed to emphasize and promote individual study in every way possible.

Dean Jervis feels that by assuming the responsibility for their own educational progress students will develop habits of learning that will give impetus to a life-long pursuit of knowledge.

To stop learning, to stop studying, is to stop functioning as a teacher. Education never ends; it can never be assumed that a degree completes an education. A teacher who fails to realize this commits occupational suicide.

Indicative of the efforts expended to make the campus conducive to intensive independent study is the architect's placing of the library. It is truly the very heart of the campus; it appears as though a library has been constructed first and the school only an outgrowth of the library.

A library is undeniably an integral part of every college; but seldom are they as ideally placed as the one at Chicago Teachers College North. Students are also encouraged to build their own libraries, for schools are not the only place for books. The home library, however, should not be just a collection of old textbooks; the home

library is for the classics (classics is here loosely used to include all books of sufficient value to merit rereading and an eventual permanent place in the library.)

Another unique architectural feature promoting individual study are the carrels—the 244 individual study niches.

To anyone who finds overcrowded libraries oppressive, the carrels will be a sheer delight. No longer will it be necessary to journey home to find solitude for quiet studying, when the desired privacy can be conveniently had by slipping into one of the carrels.

No longer will lengthy breaks between classes have to pass unprofitably. The days of having to study on uncomfortable chairs, or leaning against lockers, are no more.

But what is the upshot of all this emphasis on independent investigation? To make better teachers, surely. It is even a little more than that; it is to make teachers who will not only continue to learn, but have a genuine love and enthusiasm for all aspects of learning.

All of this, it is hoped, will be brought about in a unique way, through a well balanced program, which will have fewer departments, fewer courses, and more learning.

Orientation Today

Orientation meetings will be held today in the Little Theatre. Dean Jervis will preside at each meeting. Below is a schedule for the meetings; each student is expected to attend the section to which he has been assigned.

The Little Theatre is located at the northwest section of the school. Go to the Auditorium and walk due north.

10:00 A.M.

Entering Freshmen

11:00 A.M.

Upper classmen—last names A-G

1:00 P.M.

Entering Freshmen

2:00 P.M.

Upper classmen—last names H-P

3:00 P.M.

Upper classmen—last names R-Z
(Student teachers may attend either the 2:00 or 3:00 meeting.)

CALENDAR 1961-1962

1961

Sept. 4—Labor Day (Holiday)
Sept. 5—Fall Semester Begins
Sept. 6—Classes begin
Nov. 23-26—Thanksgiving recess
Nov. 27—Classes resume
Dec. 22—Fall Semester ends
Dec. 23—Jan. 1—Christmas recess

1962

Jan. 2—Winter Semester begins
Apr. 19—Winter Semester ends
Apr. 20-29—Spring recess
Apr. 30—Spring Semester begins
May 30—Memorial Day
June 25—Eight Weeks Summer Term begins
July 4—Independence Day (holiday)
Aug. 17—Spring Semester and Summer Term ends
Aug. 10-Sept. 2—Summer recess

Temporary Plan for Library

Since the complete facilities of the library department will not be ready when classes begin, a temporary plan has been initiated by Dr. Lucien Palmieri, Head Librarian, in order to allow students to make use of books available.

There is a central room from which students and faculty may check out books. Since many of the shelves are not organized the finding of books and periodicals will be

left up to students. Books taken out can only be done so on an overnight basis; however Dr. Palmieri said that immediate rotation of all books can not be assured.

It has been expressed that for such a system to work a great deal of cooperation must emanate from students and faculty alike and no one should be discouraged from utilizing the facilities.

The library will be ready some-

time in October and will consist of two divisions—the materials center and the regular library. The audio-visual division will be under the direction of Mr. Vadim Mikhailoff, however, the library card catalog will list all the material in the audio-visual section as a convenience to the students. The library at the present time has available 30,000 volumes and it is the aim of Dr. Palmieri to bring this total to 120,000 volumes as soon as possible.

Learning Services to Provide Experiences

Dr. Humphrey Stevens, Director of Learning Services on this campus, indicated to your reporter that the purpose of the Learning Services Division is to provide both the students and the faculty with the conducive environment for learning experiences. He quoted the philosopher John Dewey who said, "Experiences of high value result in high-quality learning." Dr. Stevens further stated, that:

"Because the emphasis in the educational program at Chicago Teachers College-North is on the 'learning process,' I am convinced that this is an important step in meeting the challenge of upgrading the quality of education. This challenge seems to be more compelling because of the rapid strides being made in technology. Students and faculty of the college will not only have access to the most recent Audio-Visual materials and equipment but will be afforded opportunities for acquiring skills in operating equipment, creating transparencies, slides, etc. The resources of the Audio-Visual center will include films, filmstrips, slides, recordings, tapes, transparencies, maps, and the equipment necessary to utilize these materials most effectively. Each opportunity will be given the student to become competent in the use of these aids so that he will feel confident in his role as a professional teacher."

The library is another important dimension of the Learning Services Division. A competent library staff will help students become familiar with the books, periodicals, and facilities available on the new campus.

Television will also play an important role in the Learning Services Division. So that the alumni of the Chicago Teachers College-North will not be classified among those who "are down on what they're not up on" students will be given opportunities to work closely with the two newest educational innovations Television and Teleprompter. It is interesting to note that when books were innovations as teaching tools there were many objections to their use because they placed too much emphasis and reliance on printed materials. The book was 'frowned on at first as a mechanical product which would debase academic learning, ruin the memory, lower the status of learning disseminate trivia on a colossal scale, come between the teacher and the pupil, produce undesirable conformity and do far more harm than good to the educational process.' Time has proved the error of such fallacious reasoning.

Courses via open-circuit television are already in the offing. Long-range plans include closed-circuit television with courses that will provide student experiences in telecasting, programming, directing and participating in live programs. Plans for a mobile unit that will bring the teaching-learning experiences from various classrooms throughout Chicago and vicinity on video tape to students at Chicago Teachers College-North are in the process of being completed.

Telemation, a revolutionary audio-visual method of presenting instructional materials, will play a major role in the learning process

(Continued on page 7, col. 4)

LANGUAGE PROGRAM EMPHASIZES PROFICIENCY

One of the requirements of students enrolled under the new curriculum will be to study a foreign language. However, because the emphasis is placed on the student's ability to communicate in another language, a student will take as many semesters as he needs to become proficient.

The objective of the foreign language program will be too . . . "provide the student with such linguistic skills as will assure the constant improvement of his powers of communication and the frequent crossing of new language barriers."

In short, the study of a second language should be undertaken with the objective of developing communication skills. The emphasis will be on understanding, speaking,

reading, and writing. Further, it should be kept in mind that the study of one foreign language can and will make the study of a third or fourth language easier.

In order to achieve these objectives the latest linguistic methods will be utilized. Television, film, tape recordings, are among some of the audio-visual aids which will be used. When a student has completed his course of study in a particular language he will find an opportunity to continue to use it through many planned co-curricular activities.

Although the language program is designed for the liberal arts program, transfer students will be given the opportunity of using some of the electives in the study of a second language.

THE STATE OF

THE BUILDING

Its been said, that about a week ago a pair of newly-weds on their way to find a honeymoon spa drove up the driveway at 5500 N. St. Louis Avenue. The groom went forward to search for the hotel clerk and secure the bridal suite. He returned to his breathless bride just five minutes later informing her in a shocked and dismayed tone that the beautiful hexagonal motel was not a motel at all, but rather Chicago Teacher's College!

You too might mistake our school for a gay resort. Actually it is a modern campus consisting of seven units. The three units which are completed and ready for immediate use are: Units A and B housing 50 classrooms including science laboratories, lecture rooms and smaller seminar rooms for discussion groups and meetings; Unit C which is the bee-hive like building rising between units A and B is the Administration Center including 6 floors of offices for faculty headquarters.

Elevators are conveniently located; Unit D located directly to the west of the Administration Building consists of the library, visual aids room, materials center, large lecture rooms and reading room; Unit E is the Student Union which houses the lunch room, a snack area, faculty dining area and student lounges. It is located directly west of Unit D; Unit F includes the Little Theatre in which the orientation meetings of September 5 with Dean Jervis will be held, and the modern art rooms as well as the outdoor theatre. Unit F is almost completed and is located to the



DR. MATT McBRIDE
Operational Director

northwest of Unit E. Unit G, it is hoped, will be ready for use later this semester; as all of us are anxious to take a dip in our large hexagonally-shaped pool.

The gymnasium is also housed in Unit G just southwest of Unit E. Between Units F and G is our large auditorium with semi-circular graduated seating and the most modern acoustical treatment.

That's our school, all 7 units of it. The only other thing worth mentioning is the landscaping, or rather the lack of same. All students are advised **not** to wear their "Sunday-best" shoes, and in case of a rainy season ski-boots with hexagonally-shaped spikes may become standard procedure. Good Luck!

Faculty Facts

The faculty is a youth, enthusiastic group with varied backgrounds, considerable overseas experience, and multifarious interests.

More than half of the 74 faculty members have earned doctorates. A

preponderance of those with Ph.D.'s earned them in the various fields of liberal arts, as opposed to the field of education.

The average age of the faculty is slightly above 40—a figure comparing favorably with any organization in, or, for that matter, outside of the teaching profession. The men outnumber the women on the faculty, slightly offsetting the 4-to-1 advantage the ladies have in the student domain.

NOTICE

All students in American English are required to view an introductory film on linguistics on Friday, September 8, in the Little Theatre.

Blocks 3, 11, 12, 14 will report for an 11 a.m. showing.

Blocks 1, 2, 6, 8, 10 will report for 1 o'clock viewing.

Block 5 will report for 2 o'clock showing.

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Performing Arts Program Planned

A rounded program of performing arts activities is currently being planned for the college. The series of presentations will draw upon various student groups, faculty members, and visiting personalities. The program is expected to begin functioning just as soon as auditorium facilities are completed.

As part of the music program of the college, Dr. Vincent F. Malek, Co-Chairman of the Creative Arts Division and Director of Performing Arts Activities, has stated, "Our goal is the development of various musical groups, both instrumental and vocal, that will perform with professional quality the best in the different types and styles of music. In keeping with this aim I invite and encourage all students who have previous musical training and who are interested in participating to join one or more of these organizations. Interested faculty members possessing musical backgrounds are also encouraged to participate actively and regularly. This

will be another opportunity to achieve student-faculty integration."

When the various music groups are ready for public performance they will form the nucleus of the Performing Arts Program together with representative individuals and groups from the other departments in the Creative Arts Division—Art, Literature, Drama, and Graphics.

Dr. Malek hopes that the Performing Arts series will also be able to draw upon the other divisions of the college. The Chairmen and members of all divisions are encouraged to participate in the series whenever they have an activity that would be of general interest.

The program will be completed by bringing to the college outstanding personalities and/or groups. Artist musicians, writers, lecturers, critics, and others of similar nature will all have a place to round out a broad, interesting, and culturally rewarding program in the performing arts.

RECREATIONAL FACILITIES AIM: UNIQUE APPROACH

When the recreational facilities of the campus are completed they will aim at a different approach to the principles of recreation and physical education.

The facilities have been designed to handle a large number of students and cater to many different interests. Some of the more impressive of these facilities are the swimming pool, the bi-level gym, and the outdoor theatre, in addition to numerous outside courts for tennis, handball, and basketball.

The entire plant has been constructed with several purposes in mind. One thing aimed at is active student participation in some aspect of the activity program; but personal interests being very different, the planners have seen to it that the average student will find something to his liking. The gym will be made for co-ed activity with one of the floor levels tiled so that dances and other social activities can be carried on without interference from other athletic activity.

All the facilities will be made

available during regular class hours and also late in the evening so that anyone, no matter how busy, will have a chance to use them. This will allow clubs and organizations to a more complete program.

As far as athletic teams are concerned all such undertakings must come from the interest of the various students themselves and their own recreational benefit. This attitude, a far cry from the usual college one, is not an attempt to hold down college athletics or make the school overly scholarly, but rather it assumes that a large part of the student body does not take part in the recreational program. The goal of this program is not forced participation; there will be none of the usual athletic awards for participation. All of this is part of an attempt to emphasize the true worth of athletics; taking part is not for the reward, but for the benefit to be had from the actual experience.

Classified Ads

The student newspaper is planning to start a classified advertisement section for the second issue. The cost of the ads will be fifty cents for two lines.

Students or faculty members who wish to run an ad should have the ad in by the 10th of September. The size of the ads will be limited to four lines which will give approximately forty words.

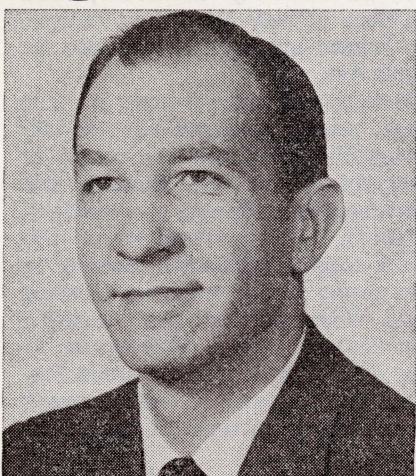
Theatrical Production's Club Needs Imaginative Students

Theatrical productions will be initiated under the temporary title of "No Name" club for the first few semesters. Transfer students, freshmen and faculty are urged to participate in all aspects of the artistic and technical areas of the shows. Productions will include original sketches, musicals, one-act plays, oral interpretation programs, readers theatre, assemblies and classroom productions. Because the beginnings of this group depend entirely on the response and direction that the students supply, we hope that the first organizational meeting for the theatrical troupe will be a large one. Faculty representatives from Art, Music, Graphics, Radio-TV Films are expected to supply part of this team effort and have encouraged the inter-division approach to our prospective productions.

Unlimited opportunities await the interested and able students as well as the experienced veterans of other schools. The style of the productions may be in-the-round, outdoors-indoors, in the Little Theatre, the Auditorium or the student lounge.

Imagination, willingness to work, cooperation, and interest are more important pre-requisites than talent, training, or relatives in show biz—however highly the latter may be prized.

We hope to eliminate vicarious



MR. ROBERT WALKER

experiences in the arts by supplying students with an opportunity to create and participate in actual productions which will grow in stature until they are truly important to the community. Visiting performers, lecturers, and field trips not only to performances in the Loop, but to supply houses and off-Loop productions will be some of the many activities that we will sponsor.

Acting, directing, lighting, costumes, scenery and props, make-up, sound effects, box-office, house and advertising, are the traditional theatre crews. Managers and assistants are needed in all these as well as the related areas common to other media; radio, television,

and photography. Writers, dancers, singers, musicians, and spectators will be needed.

The inter-divisional approach should open a niche for every student that has an active, passive, or undiscovered interest in drama and theatre.

"The brief acquaintance that I have had with some of our students indicates that we have a bountiful supply of capable men and handsome women to grace our stage," according to Mr. Robert Walker who comes to the campus from CTC South with thirteen years experience in the creative arts.

Mr. Walker is also the President of the Educator's Theatre Committee which obtains reduced rates for legitimate stage attractions in the Chicago area. More help is needed on this committee as well.

Theatre activities can be a vital, exciting part of this campus serving to relate our students to the world of dramatic literature, both classical and modern, as well as an outlet for vivid clarification of our own contemporary problems.

Show biz and entertainment may be a part of our concern and you are welcome to explore these possibilities with us, but we are interested in you and your development in the arts and will seek to provide involvement in the creation of solid foundations in humanities as a part of a liberal education.

Clubs: Up To You

Keeping consistent with the idea of student initiative the formation of clubs will be entirely in the hands of students.

Students wishing to form a club for a specific purpose, such as fencing, or common interests in a particular area such as mathematics, should present a list with a reasonable amount of people expressing the desire to belong to such a club to Mrs. Zimmerman, Director of Student Activities.

However, any student who feels that he would like to form a club and is in doubt as to how to go about it can ask Mrs. Zimmerman for advice.

In trying to form a club it should be kept in mind that each club must have a faculty sponsor.

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Book Review

Interesting Experiment

By PHYLLIS BASS

"Big Deal" proved an interesting experiment in theatre entertainment. While it may be just a shade smaller in import than the name implies, the capacity crowd to which it played, myself included, thoroughly enjoyed it from opening ad-lib to finale. It is playing at the Playwrights at 1846 North Wells, next door to Second City.

"Big Deal" is billed as "An Opera for Politicians," but also satirizes social problems. The story line is based on "The Beggars Opera" but the lines are improvised by the actors themselves. This is the first full length play of this type produced in the United States.

Win Stracke plays the part of a Chicago politician in a convincing manner. He seems to naturally fit the role and to live it. For two hours an evening he is Johathan Jeremiah Peachum, Alderman of Chicago's 51st Ward.

One important thing to be said about all participating actors is that each seems to enjoy himself, and this in turn is transmitted to the audience.

Alan Arkin, as William Macheath, would be good in the part if Macheath was supposed to be a punk kid. I get the impression that Macheath wasn't intended to be a kid hood. In fact Macheath has graduated from small time operator to big time hoodlum. Arkin appeared as if he didn't have either the inclination or the ability to

even pick pockets, much less manipulate big time crime.

However, the roles of Macheath's two side kicks, his lawyer and his accountant, were very well portrayed. Especially convincing was Tom Erhart as Lt. Thomas Brown of the Chicago Police Department. He looked, talked, and sometimes acted like a cop. Other times, when the occasion demanded, he was a long time buddy of Macheath.

The only roles I found thoroughly unnecessary and maybe too contrived were those of Mona Burr and Jeri Jensen as the "play for pay" girls of the Ace "Escort" service. They added nothing to the play but more sex and vulgarity, which were already evident in overabundance.

In fact, the scene in which they were featured in the first act could have been clipped from the show entirely and no one would have been deprived of any entertainment. It was the bar room scene in which Macheath and his cronies were introduced. This was the only purpose it served and I felt time was wasted and the audience's attention wandered during this scene.

However, the next scene made up for what its predecessor lacked. It was fast moving and witty. Here we saw a building inspector pointing out defects of a slum building to Macheath, the building's owner. The inspector really gave the im-

(Continued on page 7, col. 3)



Man! Dig that crazy honeycomb!!

An Impressionistic First Impression

After two delicatessens; a bakery; two new, half-bound book stores; a church; a synagogue; a service station retailing dinosaurs; and festoons of new apartment houses, we turned off Bryn Mawr onto St. Louis Ave.

Behind the fence we saw it . . . a huge, nearly awesome beehive-like structure dominated the center of everything; on the ground, the workmen were turning the powdery, crushed, dazzling white stone into black-topped driveways. Bowing to the power of the machine, bronzed men were putting the finishing touches on a huge parking lot in the rear. A milk truck, a Good Humor Wagon, and a coffee truck were fueling up some of the workers.

Inside "A" Bldg. teachers were running around, hoping that on-lookers would think that they (the teachers) knew where they were going. Cubicles lined the halls of "A" Bldg., panelled carrels for future grubbers. The carrels, however, seemed all wrong: completely open to the busy hall and obvious to the cockeyed world on the other side that was glass-enclosed.

All the classrooms—hexagonal, as was the gym, and the swimming pool, and many of the designs on the wall. The library was in a curious state of flux (with a hexagonal sunken garden in its middle). The Student Center and the Cafeteria look as if they will really be sump'n in time. In the huge, dark, seatless-but-spiralling amphitheatre (now only a gleam in mighty ma-

son's eyes) we waited to see if Charlton Heston would come roaring in. He didn't, but Mr. McBride, with a clipboard under one arm, a flock of bills under another, and a telephone under yet another came dashing by, chasing three moving vans that were going in all directions. . . . The tile throughout was most impressive, though some of it looked a little too much like some of the stuff in a Crane catalog. . . . The heating plant and the small auditorium were most impressive.

Everything has a grand feeling of spaciousness (though one might desire a lot more privacy in a place like the library, for instance.) Huge moving vans line up at nearly all the entrances and disgorge themselves of green, orange, and brown chairs, and some of them let off stacks of books and desks and hundreds of pads of memory from Foreman and Sabin. Outside, the workers keep a huge fire going in the center of the grounds, burning rubbish, packing crates, and paper coffee cups.

As we swung out of the gates, past the shacks of the contractors the Administration Bldg. seemed ever more impressive, sending its black-and-white taunt to the skies. In the yard the workmen were still nursing at the bounteous side of the coffee truck. All in all, one gets a dazzling, overwhelming feeling on first seeing the new school. It will be wonderful, but did the pool have to have six sides too?

Don Quihote, class of '65

Theatre Review

History of Suffering

THE LAST OF THE JUST by Andre Schwarz-Bart, Atheneum (New York).

Mr. Schwarz-Bart has written a very fine, moving, and terrifying novel. The book tells the story of the Levys, a European Jewish family. The Levys are blessed, or cursed, with having one male issue in each generation born a Just Man. The Just Man is a Divinely compassionate man, "indistinguishable from mortals," who bears the suffering of mankind.

The first third of the book traces the history of the Levys and the Just Men from tenth century England through medieval Europe to the beginnings of Nazi Germany. The final two-thirds of the book are devoted to telling the story of Ernie Levy, the last of the Just Men. Through Ernie we see the ever-present hate that the Jewish people could never escape grow and spread. We see him tormented as a

child, beaten as a youth, exiled as an adolescent, and finally murdered in a gas chamber before he was 22.

But the book is more than the story of one family. Mr. Schwarz-Bart has skillfully used the Levys to tell the story of the suffering of the Jewish people. And it is a story of the pain and the tears of a peaceful and gentle people who wanted nothing more than a place to live, to work and to worship their God. It is a story of a people who have been persecuted, humiliated, terrorized, and used as scapegoats through 1000 years of European history. It is the story of a people who could have put an end to their suffering with a few drops of water but who were too noble to become hypocrites.

The Last of the Just is a well-written book although the plot becomes sluggish in parts and somehow you get the feeling that the

(Continued on page 5, col. 3)

Interim

CHICAGO TEACHERS COLLEGE—NORTH

Vol. 1. No. 1

Tuesday, September 5, 1961

If all Printers were determined not to print anything till they were sure it would offend nobody there would be very little printed.

BENAJMIN FRANKLIN—1731

The Interim is published semi-monthly at Chicago Teachers College—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, however, names will be withheld upon request.

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Secret Language

The dictionary describes jargon as: "1. Confused unintelligible language; gibberish; 2. The technical or secret vocabulary of a science, art, trade, sect, profession, or other sepcial group."

To begin, lets consider the second definition. There are a group of Indians in the north-western area of North America who have an extremely useful jargon. This jargon which they use as a means of communication between the bowman and the sternman in a canoe is an example of the proper application of specialized vocabulary.

In canoe travel the bowman can see what lies ahead and the sternman steers the craft. Now without the special language the bowman upon sighting a rock would have to yell to the sternman, "I say old chap there is a large rock in our path and I suggest we bear to right." (Crash!)

Instead, our red friend of the north, in the bow of a canoe, would simply grunt out a one-syllable sound which would have conveniently averted the disaster. These grunts are so highly developed that by changing the pitch of the grunts a great variety of commands can be given without ever saying a word in the spoken language.

If jargon is used as described above it is an aid to communication and considering the trouble people have understanding each other we could use more jargon of this sort.

Unfortunately, many times jargon is used with the excuse (or hope) that it is the "technical vocabulary . . . of a science or art" and the result is definition number 1.

There are two reasons for the use of such "gibberish": A. The writer is uncertain about what he wants to say and feels that by clouding it up with psuedo-technical words he can make the reader feel that he (poor reader) has chanced upon so profound and deep that it is beyond his scope; or B. The exhibition of scholarship i.e., pedantry.

Jargonist "A" would write (in a military book on leadership) "You as a leader, must consider that every man in your command is a unique individual and that each brings into the military situation a different experiential background."

The meaning here, at first glance, is quite clear but it doesn't tell the sergeant, in charge of forty men, just how he goes about considering the individual differences of forty men. The writer obviously doesn't know either so he covers up his ignorance by using "unique individual," "military situation," and "experiential background."

George Orwell in his essay "Politics and the English Language" gave us a good example of Jargonist "B" when he translated this verse from Ecclesiastes into jargonized English:

"I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favor to men of skill; but time and chance happeneth to them all."

Translation:

Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account."

In general, the user of jargon fails to do what any writer should do, and that is communicate. He impresses only those who do not need to be impressed and offends those who he desired to impress.

If, however, you are a medical doctor, speaking to other medical doctors in a hospital or if you are a canoeist, speaking to other canoeists in a canoe use jargon. In any other situation follow these two rules of Mr. Orwell.

1. "Never use a long word where a short one will do."
2. "Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent."

Student Government

What is the purpose of a student government? How effective can it be?

Let's keep these two questions before us.

Since we are all entering Chicago Teachers College—North for the first time, seniors will have, as far as campus activities are concerned, no advantage over freshmen. Because the policy of the school is self-determination in the area of activities as well as studies there will be no ready made campus organization for students to conveniently fall into.

Seldom, if ever, do students have the opportunity to form only the organizations which they feel are desirable. The *Interim* sincerely hopes that students will carefully consider each proposed organization. Decisions made now will effect the direction of future activities. In short, students have to choose between organizations which will be significant and those which will be worthless. Let's decide in haste and repent at leisure: in other words, are the interests you have as an entering freshman going to be the same as those you will have as a senior?

This brings us back to the question of the student government. A student counsel, or senate, is usually one of two things: in most cases, unfortunately, the student senate is only a fund raising agency and dance committee; but, in isolated instances, it functions as an intermediary body between the students and the faculty. The latter instance is the intended purpose of a student government; it is an organization through which students can see democracy in action. If a student government is to be had at all, the *Interim* hopes the students will work for the second and not be content with the first.

If we agree that the function of a student government is to be an intermediary body just how effective can it be? Let's try to answer this question by giving an example.

Suppose that at a certain college, which has an effective student senate, a student decides that the food in the lunch room is unnecessarily bad. Because the school has a senate the student isn't forced to drift around complaining aimlessly to anyone who will listen; she takes her complaint to her senate representative. The prerrepresentative brings up the question of the lunch room at the next session of the senate. Several other senators state that they have had similar complaints, the issue is then assigned to a student-faculty committee. The faculty members decide that there is nothing that can be done about the bad food and they tell the students that they will have to live with it. The committee chairman reports this to the next senate session and recommends that the senate adopt a measure boycotting the lunch room. The measure is adopted and the students start eating at Joe's. The lunch room manager goes to the senate president and promises to improve the food and the president conditionally removes the boycott.

But suppose our gourmet would have been unhappy with egg-fu-young from Guey Sam's. The senate could have told her that every one else was happy with the food and she had no ground for complaint. She could then console herself with the notion the taste buds of the other students had been destroyed at birth. The important thing, however, is that her complaint had been listened to and she received an answer.

A dance-committee-type-senate would have told her that the senate would try to fit the problem in between the Heart Fund and the Spring Dance. Later they would probably decide that the question was too touchy to handle.

A student senate can make the faculty aware of many of the problems that the student body has; and it can in turn make the students aware that the faculty is interested in their problems and doing all they can to help them.

We hope that you consider these things when you form the student government.

Book Review—Cont,

(Continued from page 4, col. 2))

role of the Just Men could have been developed a little better. Nevertheless, the author delivers his message with force, without relying on the emotions of Zionism, and he has made his characters believable and wonderfully human.

I suppose that Mr. Schwarz-Bart could be accused of being too bitter but his bitterness came through to me as that of a man who has seen too much and cried too many tears

to be able to forgive. When you are reading his book, you understand his bitterness and when you put the book aside for the last time, you have become bitter yourself. The thought haunts you—Six million people, six million men, women and children—in our lifetime, in the age of the airplane, the automobile, the radio, in the age of sulfa, of penicillin, of pain-killing drugs—six million human beings murdered; and the only reason—they were Jews.

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Biographical Sketches

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Ted Bank II

Ted Bank II is the Executive Director of the American Institute for exploration at Ann Arbor, Michigan. Since 1947 he has led or participated in more than 20 exploratory expeditions to various parts of the world. While still a high school student in Idaho, he worked summers as a forest fire outlook and smoke jumper. He also developed a continuing interest in exploring, mountain climbing and skiing. During World War II he served first as a Naval air cadet and later as a Naval weather observer in the North Pacific and Aleutian Islands. In 1948 he returned to the Aleutians as the leader of the Office of Naval Research, University of Michigan Aleutians Expedition. He is frequently consulted by the Navy on matters pertaining to Alaska and the Bering Sea.

Mr. Bank studied pre-medicine at Harvard University, and later forestry and conservation at the University of Michigan, from which he received a B.S. Degree in forestry, and an M.S. Degree in anthropology and botany (Phi Sigma, Sigma Xi). He has been a Teaching Fellow in botany, a Research Associate in the Museum of Anthropology, and the Field Director of Aleutian-Bering Sea Expeditions (1948-55) at the University of Michigan, a teacher and area advisor for the Bureau of Indian Affairs in Alaska, and a Visiting Lecturer at Hokkaido University (Japan) and

the University of Taiwan at Teipei, Formosa. He was a Fulbright Research Scholar in Anthropology in Japan (1955-56) and co-leader of a joint Japanese-American archaeological expedition to the shores of the Sea of Okhotsk. In 1957 he was a U.S. Delegate to the Ninth Pacific Science Congress at Bangkok, Thailand, where he served as the Chairman of the Division of Ethnobotany.

He considers himself primarily a professional explorer. Expeditions, many of which he has led, have taken him to more than 30 foreign countries, including parts of the Arctic, Japan, Formosa, Southeast Asia, and round the world by way of the Middle East. He is a co-founder of the American Institute for Exploration.

He is a free-lance writer and lecturer, the author of dozens of articles in national magazines and of two books, the most popular of which is "Birthplace of the Winds," published in 1956 by T. Y. Crowell Company. In addition to skiing and mountain climbing, his hobbies are tennis, sailing and skin diving.

Professor Bank was born in Patterson, Louisiana and years later, 1954, married Shirley Waterman of Grand Rapids, Michigan. He says he loves soft music and beautiful women and the taste of raw fish.

The most fascinating experience of his life: his honeymoon spent in an Eskimo village.

Ely Liebow, Scholar

Born at the age of 12 in the lush hills of Maryland (his mother was Titania, queen of the water sprites), E. M. Liebow came roaring into the world, hollering: "C'estat c'est moi!"

Since then he has been fairly quiet. He breezed through the Hyattsville, Maryland school system, spending too much of his time on the ball fields of his native town and too little time practicing the violin. His mother was sure he was another Jascha Heifitz; he himself felt he was part student, part first baseman. His boyhood idol was the muscular Jimmy Foxx, a Maryland first baseman who made good and who has the same birthday as Prof. C. B. Lawson.

Young Mr. Liebow went to the University of Maryland for a couple of semesters, but then came Pearl Harbor, and he joined the Navy to play first base and work on various newspapers.

While in the Navy, Mr. Lebow says he took Guam with a 5 cc syringe and was on the island long enough (1944-46) to be mayor. He edited two newspapers for the Navy.

Returning to civilian life, Mr. Liebow nearly joined the sports

section of the *Washington Post* but went to American University (where he got his B.A. in 1948) and spent his summers taking English and philosophy courses at Catholic University.

He received his M.A. in English at the University of Chicago and tackled his doctorate at Rutgers, where he received a teaching assistantship in English.

In 1951 he became an instructor at Wayne State University in Detroit, and came to the Sabin Branch of Chicago Teachers College in 1955.

The rest of his success story is known to every man and boy in every village from Chico, California, to the Okefenoko Swamps.

Now an English professor at 5500 N. St. Louis, Mr. Liebow is sponsor of the school newspaper; is especially interested in the eighteenth and twentieth century novel and such desperate people as Geoffrey Chaucer, B. Shakespeare, David Olstrahh, and Mickey Mantle.

Two mottoes (he hates mottoes) have seen him through, he says:) Take your work, but not yourself seriously; and only he truly knows how to laugh who tickles himself.

Faculty Directory

The six-story edifice facing St. Louis Avenue will house the administration and faculty offices. The structure, presently called the Tower Building, will contain, at least for the immediate future, all faculty offices.

The Tower Building directory which follows lists faculty members alphabetically, with their departmental affiliation, or, title, and room number.

Dean Roy N. Jervis	213
Miss Bernice Austrheim	426
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Mrs. Dorothy Betts	617
Dr. Robert F. Betz	420
Dr. Roger Charlier	419
Miss Louise Christensen	112
Dr. C. Wallace Dierickx	609
Miss Anne S. Echols	Library
Dr. Ruth Ellis	619
Dr. John F. Etten	314
Dr. Dena Faires	330
Mr. George L. Farnum	Library
Dr. Thomas Farr	520
Mr. Duke Frederick	315
Mrs. Peri Georgiou	312
Dr. Robert Godlberg	630
Dr. Arnold Gordon	621
Mr. Richard K. Gorski	323
Dr. Willis Groenier	425
Dr. M. Lucille Grogan	412
Mrs. Clarice Hallberg	410
Mrs. Delina A. Haluska	329
Mrs. Dorothy Holby	627
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Dr. Lucien E. Palmieri	Library
Mrs. Dolores Petty	527
Dr. David Rappaport	614
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Mr. Miroslav Samchyshyn	623
Dr. Arthur Scharf	521
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Mr. Leopold B. Segedin	610
Dr. William Shack	325
Dr. Frank F. Snyder	209
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Mrs. Dorothy White	Library
Mr. Lawrence White	513
Mr. Maurice Yochim	327
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Theatre Review—Cont.

(Continued from page 4, col. 2))
pression of being a Chicago Building Inspector doing his job. The lawyer and accountant had more to say in this scene than in any other—and were clever at their improvising. It is here that Macheath decides to live in his condemned building so that it couldn't be torn down. Then, to make the deal a money making project, it was decided to make it a "Brotherhood Building." This promoted some very funny social commentary and quips. Of all the scenes, this one stands out in my mind as the most natural, and easy to follow.

Comments on minority groups were prevalent, and the comments left no one out (probably so that no group would feel slighted). As usual the Negro was the butt of the majority of jokes. I often wonder what the gag writers and actors will talk about when the integration hassle has cooled off.

The most delightful thing about this play was the fact that the lines are obviously slightly different every night. Not a new play of course, but the actors improvised in a quick and clever manner.

The second half of the title of the play, "An Opera for Politicians," could be dropped along with the

music. Some of the music was pleasant, but I found all of it unnecessary. However, I did enjoy listening to Mr. Strark's numbers—separately. His singing voice as well as his speaking voice make for good listening.

If you are interested in a thought provoking, somewhat entertaining experiment in theatre, then by all means, go see "Big Deal" at the Playwrights.

Learning Services

(Continued from page 2, col. 2)
at the Chicago Teachers College-North. This 'gigantic teaching machine' will enable the instructor to use slides, movies, and filmstrips to illustrate and expand his lecture on a large segmented screen. After a year of experimentation in Research and Development under the direction of Dr. Tondow, this tele-mation instrument will become an important dimension of the Learning Services Division.

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Here is a partial list (arranged alphabetically by author of the textbooks to be used during the September semester. All of the books and paper backs are not listed, but we carry a complete line of those required. Prices of new books are set by the publisher.

	NEW	USED		NEW	USED
Allen: Readings in Applied English Linguistics—paper—A.C.C.	\$3.75	—	Knoles: Rdgs. in West. Civil.—3rd—Lipp.	7.50	5.65
Allen: Conserving Nat. Resources—McG.	—	—	LaGrone: Basic Conver. Spanish—1960—Holt	3.20	2.40
American Red Cross—A.R.C.	.75	—	Larrick: Teachers Guide to Child. Books—1960—Merrill	4.95	—
Allison: Masterpieces of Drama—Mac	3.25	2.40	Lee: Child & His Curriculum—3rd—A.C.C.	6.50	4.90
Arbuthnot: Anthology—Rev.—1961—S.F.	8.75	—	Lefevre: Profile of Amer. Politics—1960—paper—H.M.	3.25	—
Arnspeiger: Personality in the Social Process—1961—Follett	4.25	—	Lloyd—Amer. Engl. in Its Cultural Setting—1956—Knopf	4.50	3.35
Barnet: Eight Great Comedies—Mentor	.75	—	Logan: Teach. the Elem. School Child—1961—H.M.	6.00	—
Bates: Sea & the Forest—Mentor	.50	—	Machlis: Plans in Action—paper—Freeman	3.75	—
Beals: Intro. to Anthropology—2nd—Mac	7.75	5.80	Mack: Engl. Masterpieces—1961—Vol. 2, 3, 4, 5—paper—P.H.	1.95 ea.	—
Beattie: American Singer—No. 4—Amer. Bk.	2.24	1.65	Magary: Except. Child Bk. of Rdgs.—Holt	5.50	—
Beattie: American Singer—No. 6—Amer. Bk.	2.52	1.85	Mayer: Hist. of Educ. Thought—1961—Merrill	6.95	—
Bentley: Modern Theatre—Vol. 1—Anchor	.95	—	Melville: Moby Dick—paper—Rinehart	.95	—
Black: Speech Code, Meaning & Communication—1955—McG.	5.50	4.15	Melville: Sel. Writings of Melville—M.L.G.	2.95	—
Blair: Weather Elements—4th ed.—P.H.	7.50	5.65	Melville: Typee—paper—Bantam	.50	—
Bold: Morphology of Plants—Harper	8.75	6.55	Meyer: Educ. Hist. of Amer. People—McG	6.75	5.00
Bold: Plant Kingdom—P.H.	1.50	—	Mills: Causes of World War III—paper—Ballantine	.50	—
Bonner: Princ. of Plant Physiology—Freeman	6.50	4.90	Miller: Intro. to Music—paper—B&N	1.50	—
Breckenridge: Child Development—Saunders	6.50	—	Morgenthau: Politics Among Nations—3rd—Rand. Hse.	7.50	5.65
Broudy: Psych. for Gen. Educ.—1956—Longman	5.50	4.15	Morse: Psych. & Teaching—S.F.	6.50	4.90
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Daniels: Cont. Rdgs. in Gen. Psych.—paper—H.M.	3.50	2.60	Robinson: Correct Rdg. in Classroom & Clinic Monograph—No. 79	—	—
Dewey: Democracy & Education—paper—Macm.	2.45	—	Ruch: Psych. & Life—5th ed.—S.F.	7.00	5.25
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Dean: Nine Great Plays—rev.—paper—H.B.	3.25	2.45	Sachs: Basic College Math—A&B	6.95	5.20
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Dickens: Hard Times—paper—Signet	.50	—	Sams: Autobiography of Brook Farm—paper—P.H.	2.45	1.80
Dickinson: Sel. Poems & Letters—paper—Anchor	1.45	—	Sawrey: Educational Psychology—A&B	6.25	4.65
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