

the FONT

FONTBONNE COLLEGE

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Survey Findings of This Year's Frosh Analyzed

The College Student Questionnaire (CSQ) has recently been evaluated by Mr. Shang Ik Moon, assistant professor of Sociology. Doctor Charles E. Ford, vice-president, who chairs the CO5, released the sociologist's findings on the social attitudes of 251 members of the 1967 freshman class. The survey was concerned with describing groups, rather than individual students; and it interpreted their responses as percentages of both the immediate testing group and the national average.

The test was comprised of four types of questions. One surveyed the students' personal biographical information; another showed the socio-economic background; a third portrayed the attitudes and values within and without the institutional milieu; and the last was concerned with career planning.

Two hundred questions measured the following social areas:

The first was the Motivation for Grades (MG) which is defined as "a strong desire . . . to earn good marks in the secondary school." A high score on this question is indicative of a student who is interested in grades and who is cognizant of other people associating this trait with him. A low score is found among students who show "a lack of concern for grades." Fontbonne surpassed the national average on this question. This average (87th percentile) mark might have been caused by

the general operation of "grades" as a contingency for exchange, or in more simple terms, as a reward for work.

The next type of question (FS) measured the socio-economic status of the participant's family. Scores in this category were in the middle of the national level. An absence of above average grades may be explained by the fact that Fontbonne's students come from a similar or homogeneous background. The survey went on to say that this institutional compatibility might prove to be a liability if it creates an atmosphere where there is a lack of social stimulation.

An interesting twist was found in the interpretations on Family Independence (FI). High scorers on this question did not necessarily come from the most ideal home situations for their responses showed that they came from families that were not closely united, a condition which contrasted with that of low scorers who exhibited a "psychological dependence" on parents and family; this latter student tended to be influenced by the mother in choosing a major or an academic career. Parental influence was also evident in the long-range career plans which started to take roots "anywhere from three years to seven years ahead of the time of enrollment."

The role of the family has been emphasized in the first type of questions; the latter queries center on the individual actions of the student to society. In recognizing this change, as the "latent task of all educators" the survey proposed the following question: "How do we ease the transition from family dependence to social independence?"

(Con't. on page 6)

Initial Teaching Alphabet "In Thing" with Teachers

A first grader opening his primer today would read a story like this:

The family iz goeing sum-
whaer maybe thea ar aull
goeing too nue york sity.
If thea go too nue york thea
cood see taull bildings.
Thea cood see meny people.
Thea cood goe too the zoo.
The puppy wood bark at the
animalz in the zoo.

This method of teaching, the Initial Teaching Alphabet, was developed by Sir James Pitman in 1961 in England. Pitman aimed at teaching children to read the English language more effectively. He believed that this could be done by bridging the gap between the written and spoken language and by reducing the inconsistency and variation in word sound and spelling.

The result of Pitman's work is a modified alphabet of 44 characters. These characters represent all the sounds of the "traditional orthography." (t.o.)

This method has caught on rapidly in the U.S. In Sept. (1966), 110,000 first graders began i.t.a. This figure represents 3% of U.S. first graders. In New York State alone, 20% of all schools are using i.t.a. in one fashion or another.

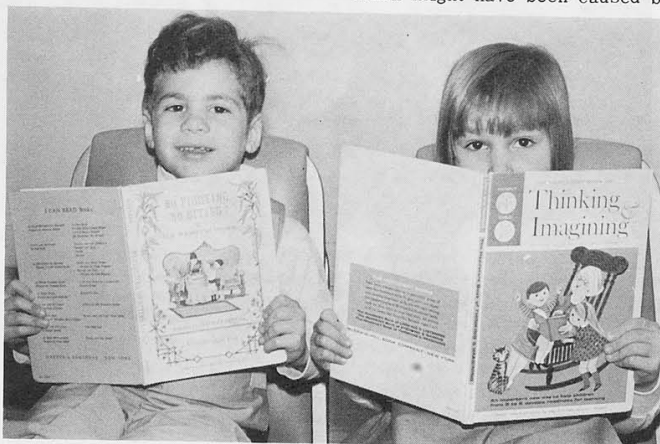
Right now 83 commercial organizations are involved in producing and distributing i.t.a. materials. Remington Rand, Imperial, and IBM have recently put i.t.a. typewriters on the market.

I.t.a. seems to have become the "thing." Actually it seems a little late to evaluate its aims and procedures for so many schools have adopted it. Still many pros and cons can be raised.

Dr. William Gilgooly of Johns Hopkins University says that "no carefully designed study ever supported the claims for i.t.a." Dr. Arthur Gates, reading expert and a member of the National Academy of Education, believes "the expanded alphabet is artificial, cumbersome, expensive, and often perplexing." At the other extreme there are critics who staunchly support i.t.a. Maurice Harrison, director of education in Lancashire, England, states that i.t.a. "is not a mere improvement in method bringing small gains. This is a revolution. It is the biggest breakdown to reading since the invention of the printing press."

Competent educators widely disagree on the effectiveness of i.t.a. Cathy Philbrick, former practice teacher at Flynn Park School

(Con't. on page 6)



Apparently Selman Akyol, aged four, and his sister, Sibel, aged five, have no difficulty finding their fun in reading in the back of one of the Fine Arts studio rooms. Their sister, Suzan, aged seven, spends part of her Saturday morning in the front of that room learning to play the violin. Sister Thomas Edward is the violin teacher, but apparently Selman and Sibel find their own way around in the world of books.

Supervising Teacher Believes Big Change in Third Grade

"I feel that there is a tremendous change at the third grade age," stated Mrs. Idah Rubin, Teacher of the advanced third grade at Flynn Park Elementary School, Mrs. Rubin is the supervisor of the student teaching of Barbara Giunta, senior in elementary education. Mrs. Rubin feels that children come out of second grade as babies. By the time they are in third grade they should begin to be treated as adults.

As a third-grade teacher, Mrs. Rubin says her main role is to teach

Three Top Area Students Choose Fontbonne

This is the time of year when high school seniors are thinking about colleges. Three girls in the St. Louis area, all first in their class, have chosen Fontbonne.

These girls, Joan Sudhoff of St. Joseph's Academy, Ann Saten of St. Mark's High School, and Joyce Delvecchio of St. Thomas Aquinas High School have all received academic Fontbonne scholarships.

Joan's mother, Mrs. Jane Sudhoff, attends school here as a part-time student. "We decided to make it a family affair," said Joan. Having gone to St. Joseph's, she liked the atmosphere a small woman's college provides. "Fontbonne is a good school for its size," she added. "At a large university girls aren't given the opportunity to do things." (Boys do seem to dominate the collegiate scene). "At Fontbonne, well . . . there are only girls."

The college came highly recommended to Ann Saten because her mother (nee) Sylvia Mastro, also attended Fontbonne on a scholarship. Ann said, "It's just always been THE place!"

Joyce is a girl who is sure of herself. She has always wanted to be a teacher. "The education department at Fontbonne has been built up so in the past few years. I've never really considered any other school," she said. St. Joseph Sisters teach at St. Thomas Aquinas and Joyce has great respect for them as teachers. "Fontbonne had to be it!"

her students responsibility to themselves and to fellow man. These children are mature enough to handle their own conduct and assignments. This is the type of learning, she says, that builds a good foundation for adulthood.

Mrs. Rubin allows third graders some freedom of activity. She finds trusting her students is effective. In Mrs. Rubin's opinion, children should gain a clearer knowledge of the difference between right and wrong at this age. These are the reasons why Mrs. Rubin teaches third grade. Although, "you never change a child 100%, you can get him on the right path."

Certified to teach on both elementary and secondary levels, Mrs. Idah Rubin received her B.A. and M.A. degrees from the University of Kentucky. She has also studied at Fontbonne College, Webster College, and Washington University.

Mrs. Rubin pointed out three current teaching practices that illustrate the educational advances of the last ten years: team teaching where several classes work together, advanced text books, and

Twelve Juniors Receive Traineeship Grants

For the seventh consecutive year, the deaf education department at Fontbonne has been awarded traineeships for the senior year under Public Law 85-296 as amended. The purpose of this law as stated by the Department of Health, Education and Welfare is "the preparation of professional personnel in the education of handicapped children for the Fiscal Year 1967-68." Sister James Lorene, head of the department, said, "We are the only Catholic undergraduate program to receive sponsorship under this law."

This year twelve juniors in the department each received a stipend of \$2800 to be used next year; the total amount equals \$33,600. The girls are Mary Kay DeSalvo, Mary Clare Griffin, Corky Hagemann, Rosemary Huseman, Francine Kennedy, Mary Lovell, Clarice Moenigmann, Lynn McAdoo, Jane Ryan, Claudia Schiavone, Nancy Sexauer, and Sharon Siebert.

Two thousand dollars of the award is given to the college to pay for the recipient's tuition and fees, and for the general maintenance of the program; the remaining \$800 is given directly to the girl to be used for personal expenses such as books and supplies.

Sister James Lorene made a definite distinction between a traineeship and a federal grant. The former has no stipulations attached to it requiring either full or partial repayment; the latter usually must be paid back within a specified amount of time. "The traineeship has the same provisions each year," said Sister, "although the amount of money varies annually depending upon the allotment in federal appropriations each time the law is amended." Each school that applies under Public Law 85-926 may request a maximum of \$2000 for each student; Fontbonne has always received the full amount.

Since 1962, sixty-four girls in the deaf education department have received these awards. The total endowment has now reached \$231,850.

individualized teaching; that is, presenting a basic concept and allowing each child to progress at his rate.



Traineeship recipients, Jane Ryan, Mary Griffin, Fran Kennedy, Nancy Sexauer, Corky Hagemann, Lynn McAdoo, Mary Kay di Salvo, Rosemary Huseman, Claudia Schiavone, Clarice Moenigmann, and Mary Lovell meet with Sister James Lorene, head of the deaf education department. (Sandy Siebert not in picture).

Some Reflections on "Poverty and Man"

Sister Francis Anne

As the members of the audience assembled for the first program in the "Poverty and Man" symposium, they were greeted by a large burlap banner which read, "Decent Provision for the Poor -- True Test of Civilization." That kind of cliché can make people feel skeptical. The big question that arose before any of the speakers even appeared was HOW?

Dr. Georg Borgstrom had come from Michigan State University to give some insights about the HOW of helping the poor. He is a professor of food science there. Reverend William Kerr, theology, who is co-ordinating the program, described him as "a scientist with a mission." One didn't quite know what to expect.

The big Swedish man took his place at the lectern. His right hand was shaking, but this did not affect the timbre of his voice. The voice calmly lambasted academic dreamers who think that a utopian society can be constructed through the combination of material and computerized intellectual abundance. Essentially, his reason for this anti-utopianism was that there are not enough natural resources to provide for the growing world population. "Technical help alone," he asserted, "will not give a final solution."

This is a man who has travelled all over the world -- a scientist,

a scholar, but also a man who has seen. He gave statistics: 2,500 million people in the world are destitute, 1,000 million have the essentials of life in adequate amounts, but 350 million lack nothing. Dr. Borgstrom also talked in more particular figures, in figures that said he had seen and investigated particular situations and that things really are that bad.

The examples, the details, the statistics given were necessary to help the audience toward an awareness of the enormity of the problem. On the basis of the figures he gave, Dr. Borgstrom drove home a touchy point -- that population control is absolutely necessary. If population control, food production, and technological adequacy are not co-ordinated, he asserted, then the world can only look forward to mass starvation.

This is the reality that he talked about. This is why he was so adamant about saying that we need a crash program to save the world and that we need it NOW. "We have become to concerned with tactics," he said; "what we need to do is reformulate our goals".

At that point -- when he concluded his speech by quoting a Swedish writer who once stated that "the worst thing that can happen in the world . . . is to get far-sighted too late" -- at that

point I for one had begun to feel like a dwarf. In Dr. Borgstrom's scale of values there did not seem to be much room for an academic discussion of Shakespeare or Henry James. People are starving to death and suffering physical and mental disease because they don't get enough protein, and it is a new kind of poetry indeed that must explore and correct these wrongs.

But the problem grew even knottier with the reactions and questions. The panel of reactors included Dr. George E. Pate, Washington University, Rev. Trafford P. Maher, S.J., St. Louis University and Sister Mary Anselm, CSJ, formerly of Fontbonne, now "retired" into Headstart work.

Father Maher and Sister Anselm spoke in terms of charity (or rather justice) beginning at home -- in St. Louis and in the rural midwest. Dr. Pate dropped a few bombshell figures of his own about the national and world situations. He is a member of the President's Science Advisory Committee, a physicist studying the world food problem as a sideline to his administration job at Washington University. He reinforced Dr. Borgstrom's insistence on a coordination of population, food, and technological control, putting the audience into an obvious tailspin by questioning the morality of the present foreign-aid program. (His argument was that simply supplying a famine-stricken country with food only preserves more people, all of whom might die in the next famine).

Then people started asking questions -- (thank God, I thought) really intelligent questions -- questions that indicated an awareness of the enormity of the problem -- questions that had in themselves a desire to be put into proper perspective. Is there any existing international organization capable of coming to grips with the hunger problem? How can you convince people that birth control is necessary and good? How do you plan on coping with political barriers? What is being accomplished by the Peace Corps? What about the probability of nuclear catastrophe as a factor in population control? Why can't the U.S. surplus be used more effectively to help the people who are starving right here?

When I got up to leave the theater I felt like a stunned dwarf instead of just a dwarf. All in all the afternoon of listening to knowledgeable people talk about this hungry world had really shaken me up. And I wasn't the only one who walked out of Fine Arts into the blast of the cold February wind feeling shaken up.

It was depressing. To know so little, to understand so little of the little one knows. To be looking a B.A. straight in the eye and to realize that the learning has only begun and that it is nothing less than the whole world that is yet to be learned. To be only one person and at that only a stunned dwarf . . . it was depressing.

As Father Maher had so eloquently put it, considering this kind of problem makes a person want to get drunk. Then maybe it can be forgotten. And when the hangover is gone maybe the problem will have been solved by someone else. That, of course, is very escapist, but it is what enters one's mind.

More realistically though, it must be this depressed, small feeling that has the power to educate -- through a purgation of knowledge. Ultimately, it must be this that a person sees written in her degree from a small liberal arts college for women: "It is, in effect, five minutes to twelve. The world, its leaders, and its peoples need to be mobilized for a grand scale rescue operation -- a kind of crusade for human survival. What we do or do not do in the coming decade will forever determine the fate of the human race. Mankind needs a crash program for its survival and a rapid, profound revision of its present monstrous priorities. Complacency is suicide. We need the courage of despair to get meaningful action."

SYMPATHY

The faculty and students offer their sympathy and prayers for the repose of the soul of Mr. Thomas Flanigan who died February 20 in Kansas City, Mo. Mr. Flanigan was the father of Sister Thomas Marguerite, assistant professor of philosophy.

Computer Education Grows

The next three or four years will witness the rapidly increasing use of computers in both elementary and secondary school classrooms.

R. Louis Bright, associate commissioner for the United States Office of Education's Bureau of Research, believes that within the next few years, "the computer should be ready for use to teach reading and arithmetic in the early grades and for language instruction at all levels." Moreover, Bright feels that the computer, because "it excels in teaching discrimination between what is good composition and what is not," can also contribute greatly to the teaching of fine arts.

As the computer takes over the instruction of subject matter, the teacher's role will change. According to Bright, the teacher will

become more of a tutor. "He will give assistance when extra help is required; he will be an individual counselor to diagnose learning difficulties; he will develop creative communicative abilities and skills; he will help the pupil develop concepts and logic; he will conduct small discussion groups; and he will play an inspirational role as an adult model."

In the future, computer service in the school will also be available for administrative use and for the teaching of data processing and computer technique in the high school.

Bright does not feel that the cost for the use of computers in schools, \$1.40 per student hour, is excessive. This amount, he pointed out, equals the normal cost of today's "special aid" programs.

Job Opportunities Open For Aides in Classroom

Mary Bokamper

Instructional aides are rapidly becoming an integral part of the American educational system.

In my grade school days they functioned as "room mothers" who carried out seasonal classroom parties. Gradually a sizable number of mothers took on the tasks of monitoring the cafeteria and playground, and collected money for lunch and bus.

Today many school districts have extended this idea to paid instructional aides who have regular duties several times a week or daily. These positions are filled by college students with an interest in education and mothers who desire to work while their children are in school.

Since September, I have been working in this capacity in the Lindbergh School District, which inaugurated the program this year to enrich and supplement the professional excellence of the teacher.

Aides were selected according to interest and ability to accommodate the thirteen schools in the district which range from kindergarten to grade twelve. A training program initiated us into the practicalities of school life while an in-service training is slated for second semester to supplement our experiences.

The preparational duties of an instructional aide may include collecting material for classes, displaying relevant pictures, models, books, and materials for specific lessons and projects, making arrangements for outside lecturers and field trips, reading and storytelling, previewing films and other audio-visual materials, and informing the children of the proper use and safety of classroom facilities.

Clerical services range from collecting lunch money, scoring objective tests, requisitioning supplies, handling classroom interruptions, and running off study-sheets.

On the creative level, the aides' talents in art, music, dramatics, language, graphics, and crafts are incorporated into the educational program.

By using skills and talents that are familiar to the aide, she is in a position to help the student and teacher in the most efficient capacity,

and acquire valuable insights into the teaching situation. The educational process becomes living.

The qualities of a dedicated teacher become real as the aide views and works with dynamism, enthusiasm, reliability,

The instructional aide program has proved very effective for me in my role as student.

Leap Year. Open Season . . For Female Sport

Anita Buie

Women today owe a debt of thanks to an improving Scotswoman who lived in 1288. This clever little woman took it upon herself to declare leap year open hunting season for males. This lady, who was no doubt single and perhaps not so little, decided that during leap year, a woman could take the initiative and propose marriage to the bonnie laddie of her choosing.

She didn't stop with the proposal but saw to it that a fine was imposed on any man who refused unless he could prove that he was already betrothed to another woman. One can imagine the chaos she caused in Edinburgh every four years.

Today, with women pursuing careers that used to be available only to men, the aggressive female has no problem proposing marriage to a man. In some instances, she is his superior, and in this case she simply offers him a promotion if he accepts (this could be called a bribe) or instant dismissal if he refuses. A romantic spot for a businesswoman's marriage proposal might be the commuter train. As she and he sit side by side, she peers over her *Wall Street Journal* and demurely suggests a merger.

The girl who has been brought up in a conservative manner must force herself to be unconventional. She must discard the hackneyed down-on-one-knee proposal for a more novel and exciting one. The place has a great deal to do with the outcome of her question. It must be different: an escalator in a department store; the grocery check-out counter (preferably not the express lane); a gas station; or what man could refuse in a crowded elevator!

The English had a subtle way of observing the leap year turn-about. If a woman was looking for a husband she let her intentions be known by allowing her slip to show below her hem. Mini-skirts could present a problem in England this year.

There are 306 days of leap year left -- well, girls?

Digital Nightmare Subverts Aims of Higher Education

In 1785 Yale University began classifying a student's work as *optimi*, *boni*, or *mali*. Thus grades came into American education and have been in vogue since.

Robert Shannon, a prominent education critic, stated in the spring issue of *The Higher Education Journal* that "a digital nightmare is successfully subverting the aims of higher education in the United States." He implies that educators have become campus scorekeepers.

Through honor point averages, the dean's list, and rank in class education attempts to categorize individuals according to external achievement and to relative stand-

ards.

Many schools have proposed the pass-fail method as a meaningful substitute for the current grading system. Much of this interest was stimulated to an article in a Nov. 1966 issue of *Newsweek* endorsing pass-fail.

At the time *Newsweek* published this article only a handful of schools (Stanford, Berkeley, and Oberlin) were using pass-fail. The Ford Foundation, stimulated by the *Newsweek* appraisal, began sponsoring programs in colleges and universities (Allegheny College, Colorado University and Lake Forest College) throughout the United States.

At Princeton and other Ivy-League schools the professors noticed "increased student interest." Again according to the *Newsweek* article many students "were lured into difficult courses they would never have taken otherwise."

Caltech's dropout rate among freshmen fell from 30% to 14% during the first semester pass-fail was adopted.

Some critics object to this modified method of grading. They argue that pass or fail would make entrance into graduate school an impossibility. Others very strongly believe that a "hothouse," protected atmosphere develops when grade pressures are removed.

These opponents contend that there is no area in life in which a person is not in steep competition with others. Thus they judge pass-fail as unrealistic and over-protective.

Recently, the importance of grades has been questioned at Fontbonne. Some have suggested that Fontbonne conduct some experimenting on pass-fail.

A few possibilities for a modified or experimental pass-fail system have been suggested:

- 1) pass or fail in any one course during a semester
- 2) pass or fail in theology and philosophy
- 3) pass or fail in general education requirements.

Scientific Breakdown of Genus "Student"

Jeanette Cassidy

Common usage has it that every person (whether he be eighteen or eighty, intelligent or possessed of a virtually impermeable brain) who is enrolled in a college or university is classified as a student. The characteristic which leads to the classification of this special genus of people as students is the fact that all of them are engaged in the process of learning.

This would lead us to believe that the end-product, or result, of this process of learning is a constant or stereotyped individual who has absorbed all there is to know. Mere observation, however, shows us that contrary to our expectations the process of learning does not produce the same results in every instance; that is, some students may learn more than others, and all students don't learn the same things.

Could it be, then, that the result of the process of learning is different for each individual, and that all results are equally beneficial? Or is it that there is some general result of the process of learning which occurs to most students and which is generally considered most favorable? To see, let us examine some specific cases.

From my vantage point as a dorm student at Fontbonne College I have observed the following three species of the genus "student".

1. The Bookworm



This student is best described by being compared to the terrestrial

annelid of the class Oligochaeta. The only major difference between the two, aside from physical appearance, is that while the earthworm spends most of his time digging into the earth, the bookworm spends most of hers delving into books. Her physical characteristics will usually include glasses and a rather serious countenance in which there is little change from morning to night. This curious specimen will spend the majority of her waking hours in the library according to a carefully scheduled plan, taking time out only to eat at regular intervals. Her day's work having been completed, she returns to her room and hibernates by night.

2. The Nightcrawler



She (the nightcrawler) does not delve into anything, least of all books, and is satisfied to stay on the surface in most matters. The nightcrawler is very much influenced by her surroundings and the other organisms in it. She has no mind of her own and lives according to no set pattern; she sleeps only when it becomes absolutely necessary, eats when hungry, and studies only when absolutely required to do so and even then doing the very minimum amount.

The member of this species is commonly considered the opposite of the annelid, for most of her reactions to environmental conditions are considerably different from the bookworm's. For example, while the bookworm hiber-

nates at night (a habit considered generally favorable in a college environment), the nightcrawler usually reaches the height of her activity at this time.

Her physical characteristics display wide variability from day to day: from black circles under the eyes one day to a bright smile and bouncy walk the next.

Biologists tell us that homozygous individuals will tend to flourish in one region for a while, but that as time goes on they will fade out. The bookworm and the nightcrawler are such homozygous individuals. One lives according to such a strict plan that she virtually ignores her environment, while the other responds so well to her environment that she completely ignores the organization factor in her life.

My observations show that there are indeed very few individuals of these two species around and that most students are of the type:

3. The Heterozygote



This individual displays attributes of both the bookworm and the nightcrawler species. She tries to do her sleeping at night most of the time so that when the occasion arises that it is not possible for her to do so, her general pattern of living is not seriously altered.

She resembles the bookworm in that she sets aside a certain amount of time for really delving into

books, and she resembles the nightcrawler in that she can respond favorably to her environment. She lives by a plan, but her schedule is flexible.

Her physical attributes are also evidence of her heterozygosity: while they may include glasses on some, they usually always include a cheery smile. My observations show conclusively that this type of individual is not only the most numerous but also the most successful. Why?

John Henry Newman has said that "the end of an education is not mere knowledge or knowledge considered in its matter; rather it is the process of enlightenment or enlargement of the mind." This would lead us to conclude that for some, namely the bookworm and the nightcrawler, the results of the process of learning may be different.

But for the majority of students there is indeed a general result which is most favorable. The bookworm absorbs a great deal of the "matter" of knowledge, while the nightcrawler is so involved with experiencing things that she completely ignores the "matter."

Thus, it is the heterozygous combination of matter and experience that yields the best results in the process of learning. To be a good student one must devote equal time to the acquisition and the application of knowledge.

(Art work done by Ann Catanzaro.)

THE FONT

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Educator Uses Task Analysis For Disabled Learners

The disabled learner "is a child who is seemingly bright enough but fails to learn," according to William R. Page, program director at Brittany Junior High School in University City. Mr. Page discussed his experimental program for the teaching of this type student during the "Psychological Testing" class Feb. 20.

This individual is usually labeled as a lazy, emotionally disturbed, or underachieving student. In the classroom, he is either ignored or given "watered down" material. The effective teaching of the dis-

abled learner requires a new, third alternative.

In place of the traditional remedial approach to the teaching of disabled learners, Mr. Page proposes task analysis. The total learning environment is changed. The teacher determines what is necessary for the student to perform a specific task. In task analysis, the teacher decides what he wants to teach the disabled learner and tries to discover why the student cannot do the work. If, for instance, a child cannot read, the teacher does not attempt to solve the problem with a remedial reading program, which only gives the student more reading which he cannot do. Rather, he investigates the possibilities of a physical problem. Perhaps the child has bad sight. The teacher may also administer perceptual tests to gain information regarding how the student performed the task.

Mr. Page suggests that teachers should give this student a self-concept. The student should know his own capacities and should determine his objectives.

An essential element in task analysis is the direct involvement of the student in the process of learning. He the teacher becomes the guide in self-learning. The student must understand his specific goals and translate them into words meaningful for himself. Basically, the student has to want to learn for his own sake, and not to receive a certain grade or to please parents and teachers.

On the practical level, Mr. Page suggests completely individualized instruction. The teacher should involve the student directly in the learning experience. He may be asked to tutor a child in a lower grade. From this, Mr. Page feels that the initial student will see teaching and learning problems. Along the same lines, the disabled learner should be asked to create his own worksheets and similar materials.

This remedial and developmental program for disabled learners in the junior high school is now being performed for the Central Midwestern Regional Educational Laboratory, St. Ann, Missouri.

English Faculty Selects Senior For Honors

Marlynn Curley, senior, has been selected by the faculty of the English department as Fontbonne's outstanding English major who will receive the Robert J. Greef Award. This award is given annually to one student in each college and university in Missouri.

Announcement of the winners and suitable recognition will be made at the annual spring meeting of the Missouri Association of Teachers of English, to be held April 6 in Sedalia.

Marlynn Curley has been a student at Fontbonne for the past four years. She attended the Academy of Our Lady in Peoria. Because of her scholastic record there she received an academic scholarship to Fontbonne. She will graduate from Fontbonne *magna cum laude*. At present her grade-point average is 2.76 (based on a three point system).

Currently Marlynn is doing her student teaching at Horton Watkins, Ladue, Senior High. She has applied to the University of Illinois for a fellowship to continue her studies next year.

In her sophomore year Marlynn was class president. For the past three years she has been a member of Delta Epsilon Sigma, honorary society, and is a frequent contributor to the college newspaper, THE FONT.

ita, Con't.

in University City, likes i.t.a. because it allows the children to be creative. She says, "My children write creatively. They are not limited by a controlled vocabulary. One little boy, for example, wrote an extremely good story about a racing car.

Peggy Collins, a former practice teacher at Blackberry Lane School in University City, thinks that i.t.a. "not only enables a child to write creatively, but it also interests a child because the stories are genuine." Senior practice teacher, Mary Dulle, likes i.t.a. but she does not consider it a panacea for all reading ills.

Three Students On Board Of Mademoiselle

A fresh example of talent on the campus was revealed recently when three of our students were chosen to represent Fontbonne as members of *Mademoiselle* magazine's College Board. Pamela Kraus, senior, Kathleen DeMarco, freshman, and Sharon Switzer, senior, were selected on the basis of entries they submitted displaying talent in an area such as art, writing, editing, photography, or one of several other related fields. Fontbonne's entries submitted writing.

Each of the 1000 winners of the magazine's annual nation-wide competition will have an opportunity to contribute to *Mademoiselle*, and they will help the magazine keep abreast of campus trends. College Board members are expected to report regularly to *Mademoiselle* on events at their colleges, do research for articles, and help the magazine's fashion editors select models for college fashion features.

Each girl will remain on the College Board until she graduates. During this time she will accumulate a professional portfolio of work submitted to *Mademoiselle* which could be valuable to her in finding a challenging job after graduation. Who knows? The College Board member of today may become the magazine editor of tomorrow.

Mary believes that "some children will have difficulties reading in any medium. For some, it does alleviate the difficulty though."

Mr. Kinkel, chairman of the English department, thinks teachers must experiment with reading techniques. However, Mr. Kinkel wonders why "it would help the child to use two alphabets when he can't learn one."

Mrs. Martin, coordinator of student teaching at the elementary level, states that "most children seem to make the transfer from i.t.a. to t.o. easily."

Frosh, Con't.

This independence, Peer Independence (PI), revealed the effects of "status" on incoming freshmen. High scorers showed no concern for society's view of their conduct; low scorers, however, preferred to conform to the norm. Fontbonne students' concern for their appearance to others compared favorably with the national average.

The fifth question concerned liberalism (L) which is a sympathy for an ideology of change or for an ideology of preservation. As might be expected a high score indicated a concern for welfare, statism, organized labor, capital punishment, and the like. Low scores came from conservatives who were not interested in the above issues.

Continuing this idea of social concern, was the next question of social conscience (CS) -- institutional wrong doing. High scores, as in the previous question, showed a concern for poverty, materialism, and other various topics. Low scores indicated a disinterest in these subjects. Our marks were higher than the national average; this high grade might be explained by the knowledge that women are generally quite conscience oriented. The final responses dealing with Cultural Sophistication (CS) were not statistically significant.

In general, Fontbonne students rated in the fiftieth percentile of the national average. This data will now be utilized by the Committee of Five (CO5).

What Price for Education

Peggy Shea

"You can't get tomorrow's jobs with yesterday's skill," or thus a bus poster proclaims. The cry for increased education has been taken up today by educators and government alike. No longer is the grade school diploma sufficient to secure a job, as it was in my father's time. High school graduates, wearied from twelve years of schooling, are being pushed into colleges.

Mr. Richard Shaw, economics teacher at Fontbonne College, stated recently that even a Master's degree won't mean much in the future. Right now the stress is on post-doctorate studies.

What is the price the individual must pay for all this education? The advantages are apparent: a better job, leading to more money, greater respect and esteem from contemporaries, a more satisfying and secure life.

But these benefits have their cost. While it is true that education leads to increased income, it also forces increased spending. When a man enters a high income group, he is expected to live as if he belongs to this group. He cannot live in just any neighborhood, in the neighborhood where

his parents of eighth-grade education were born, but must live in a neighborhood of his own peer group.

His home must be decorated tastefully, with modern furnishings and current designs. His children cannot be sent to just any school, but to the best. He has greater pressure to conform to social standards than, say, a common workingman, whom society pretty much ignores and leaves to conduct his life as he pleases.

The pressure toward acquiring better things does not arise solely from man's environment, however, but from the man himself. Once he has been shown the best in architecture, he can do nothing but strive for such a home. A man can't be happy with his possessions when they do not meet with what he has learned is the best. Education leaves a taste in man's mouth for better things, not only materially, but culturally as well. Having experienced enjoyment in music, art, and drama, a man acquires rather expensive tastes. Education increases a man's income, but even more, it increases his cost of living; it may double his paycheck but triple his wants and desires.

Besides giving a man expensive

tastes, education in art, drama, and literature may lessen a man's enjoyment of these arts. When I was in high school, I enjoyed our school plays very much, but once I experienced college drama, I could only find fault with the high school's amateurish attempts. Now, however, having seen professionals on the stage, college theatre seems faulty and inferior, vastly below the pinnacle I once placed it on.

I had been content with mediocrity until I experienced excellence. But the trouble lies in that when a man's standards of excellence are raised by education, the standards of mediocrity are also raised. What once before would have passed for excellence, is now categorized as mediocre.

An educated man acquires norms of perfection by which he measures life. His norms are definitely higher than those of a man with little education. The educated man has heard Beethoven and Bach played by the best orchestras; he has seen Shakespeare played by the best of drama companies; he has seen paintings by Michelangelo and Picasso. He measures music, drama, and painting by comparison. Because his standards are high, less pleases him.

Faustus was a man of great learning, yet his knowledge, and the stark realization of all he would never know, led to frustration. A man may read of utopias, but the knowledge of utopias may very often lead to disgust with reality. Science is based on order and symmetry while life is rooted in confusion and disorder. History teaches of famous men and their greatness and leaves the common man unprepared for his smallness. Man measures himself and comes up pitifully inadequate.

Education can lead to man's dissatisfaction, as it did in Faustus, dissatisfaction with the world and dissatisfaction with himself. The more a man experiences, the less he is satisfied. When education introduces him to the great achievements of culture, it teaches him to analyze and compare other modern cultural experiences to these last-

NSA Sponsors Conference on Catholic Education

"It has been said that in the next ten years there will be only five existing Catholic colleges. We, as students, can take active roles in initiating programs which might save our colleges."

This statement was made recently by Michael Wieloszynski, president of the student body of the Fordham University School of Education, in an invitational announcement of the forthcoming National Conference on Catholic Education. The conference, to be held March 22-24, is sponsored by the National Student Association and is the first such conference for Catholic schools.

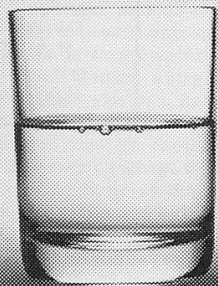
The proposition of initiating programs to save Catholic institutions presents many problems which will be discussed on the Fordham University campus in New York City. Roadblocks which prevent liberalizations on Catholic campuses such as the attitude that the college president is the school's 'Pope-in-residence' is cited as one of the problems unique to the Catholic institution. The conference planners hope to explore ways of moving the Catholic university "out of the dark ages and into the age of today and tomorrow."

Quoting from comedian Bill Cosby's routine about Noah and the Ark, Wieloszynski applied the inquiry "How long can you tread water?" to the Catholic school situation. "I hope that everyone learns to do more than tread water. Our goal should be to swim to the mainland."

ing achievements. Ignorance is often happiness, and contentedness the result of not being plagued by the realization of how much better life was meant to be.

Education has the added responsibility, therefore, to teach people to live with their increased knowledge, to survive with their image of greatness in a world of smallness, to realize the utopia that could exist yet accept the reality of a flawed humanity. Education must teach man to strive for perfection, yet to realize that second best is also merit-worthy and to accept it as perhaps the best that can be done in a situation. Otherwise, education may simply frustrate man as he compares potential greatness to actuality.

Is the glass half empty or half full?

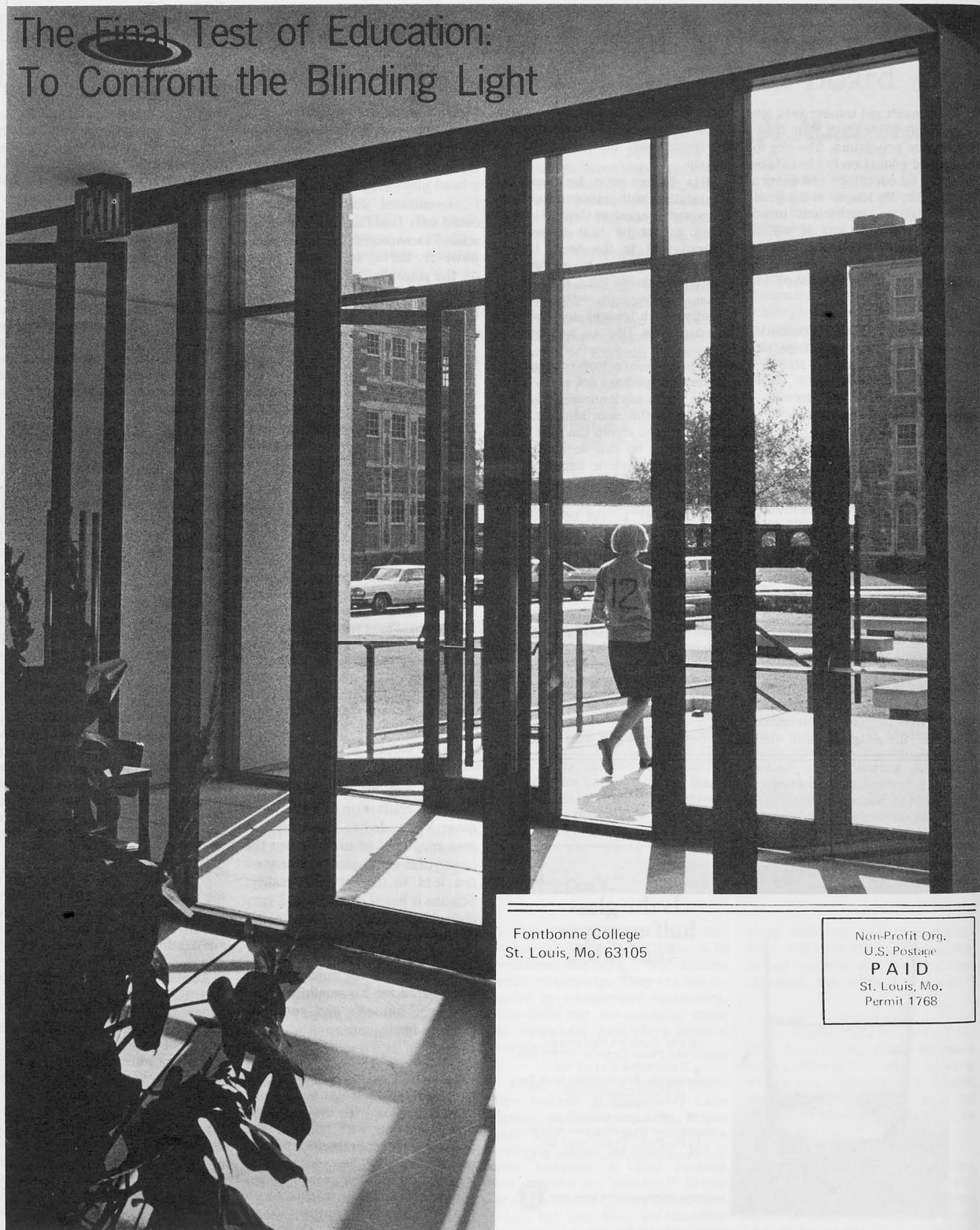


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