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UNIVERSITY ASSEMBLY...At its last meeting, met new Assembly intern MAUREEN WALTER, and heard Executive Committee explanation of decision to hold a runoff election for the faculty-at-large seat left vacant by TOM CLEAVER's departure. MOTIONS PASSED: a registration and records policy proposed by SCEPP; Human Services Committee proposal to make Professional Personnel Systems document effective for tenure purposes on September 1, 1970; To credit persons hired in September, 1970, with a year of service for tenure purposes; Executive Committee to appoint committee to propose policy required by BOG for student publications to include students from existing student media, SSAC, other students, Director of Communications, Student Services representatives, and others from constituencies considered appropriate by Executive Committee... after discussing dual or joint administrative/faculty appointments, UA defeated two motions re tenure and splitting salary allocations between units appointing. NOTE: THE NEXT UNIVERSITY ASSEMBLY MEETING IS THIS THURSDAY.

PHASE I FACILITIES...Spring and hopefully good dry weather will make up some of the time on the behind-schedule Phase I facilities construction. A month ago the facilities were a reported 73 days behind schedule. The current month's assessment is not yet completed. General plans still call for the University beginning to move to the new campus in the early Fall. The lease on the mini-campus has been extended six months so that the University may be operating from two locations during the transition. Dedication ceremonies for the new building are slated for the Spring of 1974 after total operations in the new facility are well underway and the building has had a bit of a shakedown period.

The 1137 foot academic street of the new campus (that's 77 feet longer than the John Hancock Building is tall) will take individuals facilities that include instant seminar space, classrooms of varying sizes and shapes, a planetarium-like multi-media lecture space, labs, an experimental theater, music recital hall, color TV studios, dining spaces, and collegial commons areas as well as central commons area.

THE VIEW FROM CBPS...comes to us in a report of the survey on innovation in CBPS modules that the CBPS Instructional Development Advisory Committee carried out. The survey resulted in a directory of faculty members experienced in various innovative ideas and techniques along with information on plans for developing self-instructional modules (SIMS). The committee will maintain a file of faculty who gave accounts of experience with the ideas and techniques reported and also intends to keep the directory up to date.

V.I.P...Is a way to travel, but it is also a Conference on Nursing Practice coming up Tuesday, April 17, 8:30 a.m. to 4 p.m., at Harvey Holiday Inn. CEAS is sponsoring "Nursing: Very Important Practice," and SHIRLEY HOWARD is coordinator.

OPEN HEARINGS... on the Instructional Systems Paradigm will be held by SCEPP during its regular meeting Wednesday, April 18, from 10 a.m. to 12 noon in the Mini-conf. room.
EVEN US GROWNUPS... May be thinking about "what we want to be when..." and can certainly use A Bibliography on Career Education. R & I has on file a single copy of this very comprehensive listing. See BOB KREBS, special projects coordinator.

SOMEONE ONCE SAID... "Money can't buy happiness. Money can't buy love." I don't know who said it -- but he's got to be the world's worst shopper!

HEARD AROUND CAMPUS... The ultimate self-destructional module is a box containing a loaded revolver -- titled "Suicide." If it is returned unused, no credit will be awarded. (Exorcise included?)

CHANGING TIMES... Have made it necessary for us to set a new deadline for FAZE I. It's now Wednesday morning. And, please keep those ideas and news items coming -- into the Office of Communications.

GSUings... ART EVANS (CHLD) appearing as guest speaker at the annual Lincoln School PTA Father's Night Potluck in Chicago Hts. ...JOHN HOCKETT (CEAS) discussing about Montessori and Changing Children's Educational Emphasis in a seminar sponsored by Montessori Children's House in Park Forest. ...RALPH WINTON (CBPS) attending a meeting of Calumet Chapter, National Association of Accountants, and being presented copies of the Management Accounting Bulletins for LRC. ...CLARA ANTHONY (CCS), JAMES GALLAGHER (CEAS) and AL MARTIN (JCR) discussing Alternatives in Higher Education at the spring meeting of Illinois Junior College Faculty Association in Crete. ...JAYNE DeLAMTER (CHLD) conducting seminars on "What do Children Learn in School?" during Child Rearing Workshop sponsored by South Suburban YMCA, telling District 163 Right to Read parent tutors how to "Use the Child's Language and Experiences," and chairing the "Language of the Technological Environment" session at National Conference on the Language Arts in the Elementary School. ...PETER FENNER (CEAS) participating in the National Association of Geology Teachers' Annual Council meeting in Minneapolis and Mid-Year Executive Committee meeting held in Detroit in conjunction with National Science Teachers Association. ...DON HERSOG (CBPS) being named reserve commander, Chicago branch of Defense Supply Agency and holding the rank of Colonel, USAFR. ...AL MARTIN (JCR) speaking at Articulation GSU Style and The Chadwin Report at the state meeting of Illinois Federation of Teachers. ...MARVIN BROTMAN (CHLD) publishing a model for preschool-primary teacher education in ERIC. ...LARRY McCLELLAN (CCS) chairing a section of American Society of Planning Officials Conference, entitled "Using Simulations and Games in Planning and Community Development," and co-authoring Urban Dynamics, a simulation game. ...JAYNE DeLAMTER and GARY KILARR (both CHLD) speaking about "Competency-Based Programs in Reading" at the meeting of College Instructors of Reading Professionals, Illinois Reading Council. ...SANDY HECHT (B & PO) donating time for the Easter Seal Society Telethon on Channel 32-WFLD-TV as one of 90 telephone operators answering phones and rubbing shoulders with other dignitaries.
EVENTS

MONDAY, APRIL 16

8:30 a.m. - 10:00 a.m.  Academic Affairs Staff (AA Area)
9:30 a.m. - 12:00 noon  Coop Ed Staff (830)
10:00 a.m. - 2:00 p.m.  Junior College Recruiting (Kankakee Community Col)
6:00 p.m. - 8:30 p.m.  A & R Staff (Mini-conf.)
10:30 a.m. - 12:00 noon  ICC Staff (Preview Room)
5:30 p.m.

TUESDAY, APRIL 17

8:30 a.m. - 10:00 a.m.  V.P.'s meet with President (Mini-conf.)
10:00 a.m. - 12:00 noon  Human Services Committee (Mini-conf.)
1:00 p.m.  Innovator Staff (North Rotunda)
3:30 p.m.  HSRC Staff (HSRC Area)
1:30 p.m. - 3:00 p.m.  LRC Staff

WEDNESDAY, APRIL 18

9:30 a.m. - 4:00 p.m.  CEAS Environmental Planning Workshop IV
10:00 a.m. - 12:00 noon  Educational Policies and Programs (Mini-conf.)
11:00 a.m. - 2:00 p.m.  Junior College Recruiting (Loop College)
12:00 noon - 1:15 p.m.  FOCAL POINT (Mini-conf.)
1:30 p.m. - 3:00 p.m.  ISP Task Force (Mini-conf.)

THURSDAY, APRIL 19

9:00 a.m. - 11:00 a.m.  CEAS Administrative Council (802)
9:00 a.m. - 10:30 a.m.  Civil Service Information Meeting (Mini-conf.)
12:00 noon - 1:15 p.m.  Committee on the Future (Mini-conf.)
1:00 p.m.  BALANCE (780)
1:30 p.m. - 3:30 p.m.  Civil Service Personnel Committee (Mini-conf.)
3:30 p.m. - 5:00 p.m.  Graduate Education Sub-Committee (Mini-conf.)
4:00 p.m.  University Assembly (Performing Arts Room)

FRIDAY, APRIL 20

8:30 a.m.  V.P.'s meet with President (Mini-conf.)
12:00 noon - 1:15 p.m.  Executive Committee (Mini-conf.)

SATURDAY, APRIL 21

9:30 a.m. - 12:00 noon  CEAS Community Council
Teaching in ghettos

WASHINGTON — I was a guest lecturer for a Federal City College class in child development the other night, and, as usual in these situations, I learned more than I taught.

I learned that despite the negative things that get printed, there are some bright, dedicated and (I'm certain) effective teachers in this city's slums. The class I lectured consisted of men and women who are not only Federal City students but teachers at day-care centers as well. What they helped me understand is why some of them are succeeding in motivating and teaching children from the black inner city while many others are failing.

"Too many times," one of them said, "teachers in ghetto schools forget that their children came to school with skills they have had to learn in order to survive in order to cope. Instead of treating these skills as positive, they treat them as something to be overcome. So what happens is they miss out on a chance to build on what the children already know. Not only that, but they leave the child with the feeling that he doesn't know anything worth knowing and maybe he's not worth anything himself."

SAY THAT with proper professional integrity and it would qualify for inclusion in a textbook. And it probably wouldn't be remembered after the first six weeks. But it was not textbook theory for the young man who said it. He has learned from experience that it helps to see the coping skills of ghetto children to build their self-confidence and self-esteem, without which academic achievement becomes almost impossible.

All right, as most teachers know the value of positive self-concepts, it is a popular theme these days. The difficulty comes in moving from theory to practice. In practice, too many teachers see the ghetto as a negative fact of life and implicitly assume that devils for surviving in the ghetto must be negative, too.

They're not entirely wrong. To the degree that teachers should prepare a student for a bigger world than he has known, teachers in a ghetto school may recognize that some habits, skills and behavior patterns of ghetto children may prove to be handicaps in the larger society. So teachers should insist upon alternative skills and behavior patterns — but carefully. What may one day be handicaps are assets today and not to be destroyed.

THAT'S WHAT Dr. Kenneth Clark was saying in a recent magazine article. A reporter, recalling that Clark had described the stigma as "pathological," wondered: "Surely children coming out of a pathological environment require different things from middle-class children."

What they require, Clark said, is "a greater degree of acceptance of their humanity — and generally, they get the opposite. They require the schools to be an oasis rather than a replica of the pathology of their environment. A ghetto child is, I think, much more likely to be responsive to a teacher's hand around his shoulder than a suburban child, but the suburban child generally gets more human acceptance than the ghetto child."

As Clark and the Federal City students would agree, human acceptance does not mean feeling sorry for the children; there's too much of that already. It means feeling good about them, good letting them know it.