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The Fishbowl- Mar. 3, 1972

Uptown Center Staff

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Friday, March 3, 1972

4401 N. Sheridan

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Vol. 1 No. 2

"Que Pasa?"

This issue of the "Fish Bowl" is respectfully dedicated to our fellow students on the main campus and at the other field centers. We wish to begin to bridge the physical and communication gap between our life and activities. Certainly one way to begin this task is to provide information concerning just "what's happening--and why," here at the Uptown Field Center.

We, at the Center, feel we have a unique educational opportunity. "Learning by doing," is not a new theory in education but it has very seldom been used in relationship to human services. The Field Center operates on the theory that actual experience makes a much better class room discussion than theoretical situations from a book. We care and we are involved.

Housed in the building itself are a Play-Kare and G.E.D. program. Our students operate these programs while other are involved in the Young Patriot's Free Clinic and Emerald City, a drug abuse program, Legal Aide, and NAC (Native American Committee). All these programs are in the business of "doing," and the everyday problems that arise are relevant. Our classes in Political Science, Sociology, Anthropology, and Psychology, all take on a new meaning when they can be related to "what's happening" here and now.

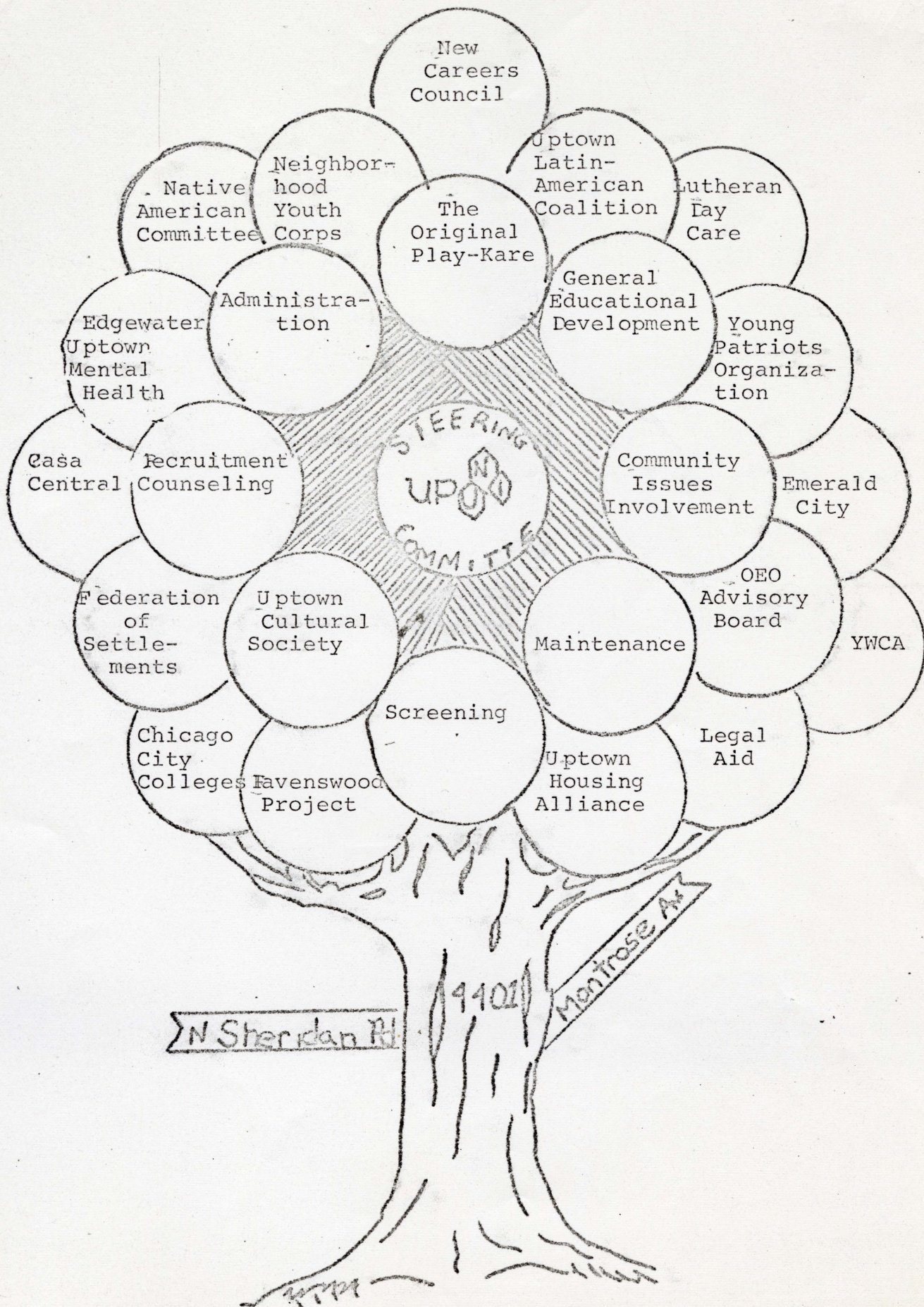
The operation of the Center itself is an exercise in Community Organization. Just like Uptown, we are a polygot of races and backgrounds and most of us live and work in Uptown or Lakeview. Some of us will move out into other areas where our experiences in Uptown can be used to help others.

Many of our students are not orthodox college students. The experience of the complexities of college life can be useful to the student who has had no previous knowledge of what college might be like. The challenge of a new experience gives some students the drive and will to finish their degree while others learn that this is not for them. This, too, is a positive experience.

We feel very lucky to be able to participate in this well thought out plan to give us a broad based education in human service.

We extend to you a cordial invitation to visit us any time so that you may see our life "on the other side of the mountain." We think that you will see the value of this method of learning, and understand why we feel "Learning by Doing" is important, and that's "what's happening" at the center.

Editorial



GOALS

- I. Link together Inner City Area and university community in formulating educational program meaningful to both.
- II. In an organized planned way identify the basic community needs in the Inner City Area.
- III. Develop services to overcome these needs.
- IV. These services to be utilized as Field Work for college credit courses in the Community Services and for college work-study assignments.
- V. Develop courses of study - a body of knowledge- needed so as to better implement the services - the Field Work.
- VI. Bring in University resources equiped to assist in this learning and in the functioning of the services.
- VII. Utilize appropriate community resources to assist in learning process and functioning of the services.
- VIII. Develop total need Scholarships for community people where appropriate neighborhood jobs will be used as Field Work.

Robert Dumont

The Uptown Field Center is happy to welcome Mr. Robert Dumont to it's teaching his first class in Native American History and Culture during the first 8 week session.

We are very lucky to have this young man with us to share with us his wide experience and knowledge of Indian studies. He is the Assinibaine Indian, raised on the Fort Peck Reservation, in Montana. He was educated at the University of Montana and took his M.A. at Harvard in Human Development. His extensive and varied background has covered almost every aspect of educational projects and programs dealing primarily with the American Indian. He has served as visiting Professor at the University of Minn., Department of Indian Studies, which is the only such department of it's kind in the world. He has also served as Special Consultant to the Sec'y of H.E.W. on Indian Affairs.
Bob

Bob came to Chicago in July to coordinate the Title III Project (Indian Center High School) and subsequently joined the staff of the Native American committee.

We hope that he will find us a valuable and rewarding experience just as we have found him to be a valuable resource of information as well as a very nice person.
WELCOME, BOB.

PLAY-KARE

The Play-Kare program is a half-day supervised recreational program, for Kindergarten children. In the spring and summer the program is extended to include children of pre-school age.

Our program is open to the Uptown Community from 8:00 a.m. to 5:00p.m. Monday through Friday. During this time children come to our program in two sessions - an A.m. session for the Children who attend afternoon kindergarten class, and a p.m. schedule which is for the children of the a.m. kindergarten class.

In the Play-Kare program the children are allowed to partake in any activity which they desire to do - in short - a totally open play room program. We allow this type of participation because we believe it will help to increase the childrens sense of independence, self discipline, and group socialization. Also, we don't want to make ourselves a mere extension of the kindergarten sessions by basing our program on totally controlled activities. If anything, we would like our program to be an extension of the Day Care programs. In this sense we see children having more opportunity to further their development during early childhood. i.e. a child attends a nursery or day care from the age 3 to 5; these programs have an all day schedule for the children. At age 5 he enters kindergarten and his socialization with other children is changed to a half-day restricted teaching course. The other half-day is almost void of any constructive activity for the child due to numerous reasons.

The staff of the Play-Kare program is composed of six UP-NIU students, 4 N.Y.C. students and eight volunteers from NIU campus (who are currently in one of Mrs. Hilfman's Early Childhood Education Courses). We in the Play-Kare extend sincere thanks to Mrs. Georgio and Mrs. Hilfman for making it possible for us to have these volunteers.

In every sense of the word, ours is a "unique" program, and one must realize that we are functioning under several handicaps, of which the MAJOR problem is transportation and supplies for the children.

So far, we are coping with the drawbacks on a daily basis. We're not selfish in saying that "We're doing a real good job of it."

Our Play-Kare program has organized a parents' group. Our ultimate goal is to administrate programs such as ours, as this is one of the most desperately needed programs in all of Uptown, if not the entire country. The Parents' group is also trying to come up with solutions to our transportation and supplies problems. If any one would care to donate something to the Play-Kare program, it can be done by either

(cont. on page 5)

THE SLOW LEARNER NEEDS MORE TIME - PART I.

Since its inception in October, 1971, the G.E.D. program has undergone changes from within; though the emphases and goals remain the same. These changes I'm referring to is that some of the youths involved have acquired some sense of fundamentals of motivation and responsibility. Ever since my involvement with the program, I had to learn things which I was new to, i.e., that this program is not a "factory production" thing where we turn-over so and so as a success in passing the G.E.D. Though a criterion in establishing success is such a factor, we must not forsake those who need more time in learning. I for one am a slow learner but that doesn't mean I can't learn. I learn at a much slower pace. Another thing I like to lay out is that I have learned to develop a tolerance of frustration. It's frustrating to tutor someone and yet have that person derive nothing out of it; so then we tried another approach--making it much more simplistic. But in vain, the youth failed to get the essential idea. What's wrong, is it me personally or the youth involved? Let's take an example with working with fractions. If we present the material in technical terms, the youth may fail to get the concept; but in presenting it, we incorporate fractional ideas that are relevant youth and disregard the jargon of technical rhetoric that we have been associated with, we may be getting somewhere. On the other hand if the youth still fails to obtain the essential idea, then we may be presenting materials that he is not familiar in terms of his background, what is needed here is a comprehensive review.

As long as we instill into our tutoring, a element of time, then our tolerance of frustration is not important. I could chronicle and document the time it took me to master subjects, but that does not

The Latin Americans Aboard

Eighteen of the twenty Latin American nations all except Brazil and Haiti constitute the block called Spanish America. These are the colonies of Spain, born as independent republics approximately a hundred - fifty years ago. Cuba and Panama, the babies of the family are about seventy years old. Many people in the United States and Europe are under the impression that these sister republics are very closely bound nations, and they don't understand why they don't live all together in the same house, under the same roof, under a single government, like the fifty states which constitute the great colossus of the North. "Sisters, yes! United, no!" answer the Guatemalas in the face of such a possibility. "Sisters, yes! United, no!" exclaim the Mexicans, "Sisters, yes!" shout the Bolivians and the Paraguayans and the Chileans and the Argentineans and the Venezuelans... What a pity! the Great Liberator Simon Bolivians is probably saying from the great beyond; and his golden dream a United America, one great nation is still only a dream. Yes, we all are terribly nationalistic! They all confess; our fatherland and nothing else. "Join with Venezuela? Never!" say the Colombians. "Join with Argentians? Death first!" say the Chileans. "Central America a single country? No, thanks" they answer to each one of these tiny nations.

Historical reasons and the formidable geographical barriers that separate these nations from one another are the principal causes of this extreme nationalistic feelings that make impossible the realization of Bolivar's dream. The curious thing, however is that, in spite of their nationalism and their wars and the great distances that separate them, there exists among all the Spanish American nations a true feeling of fraternity, a feeling constantly expressed in many situations and under all kinds of circumstances. An example in miniature is the case of Latin American students abroad.

Latin Americans Abroad - cont.

In many of the universities in the United States, for example, there is a group-sometimes small, sometimes large - of foreign students, the majority of whom are young Spanish-Americans, or Latins, as they are commonly called. Each new Latin who arrives joins the group; the impenetrable group of Latins who always go around together, eat together and live together. Here political differences cease; here there are no cultural differences; the Mexican and the Argentinean, separated by a distance of ten thousand kilometers, discover that they are alike, and that they think alike. Here is only one nationality" Spanish American."

Emma Criollo

Play-Kare cont.

by sending your contribution to the chairman of the Parents' Group, Mrs. Cora Brown

c/o UP-NIU
4401 N. Sheridan
Chicago, Ill. 60640

or bring it in to the center yourself.

Play Kare has been designed to carry out four major goals. They are :

- A. Provide a recreational program for kindergarten and pre-school age children.
- B. Service the community resident parents by relieving the strain of paying babysitters while they work or attend school.
- C. Impart a sense of "self-discipline" in the children and aid them in group socialization.
- D. Organize the parents of the community so that they will be able to obtain and administer a badly needed service such as this one.

We cordially invite you to visit us.

Leonard Mack
Director

G.E.D. - cont from page 3

serve the purpose here; since it's implicit in my writing that I begin to grasp ideas and concepts at a much later time than some of my counterparts. In regular school systems, time is limited to a period - you either learn something or not - and if not, you failed the

course with - in the allotted time. But they have forsaken me, the slow learner. It's too bad that performance of learning is measured by speed as the criteria but there are people who are not going by this time criteria in the judging performance of learning because they realized that individuals are unique.

Til' next time,
Henry Goon

EMERALD CITY

m Emerald City - a drug abuse center reopen in December. It is now located on the second floor at 4403 N. Sheridan.

Emerald City does hospital referrals and drug abuse counseling, it also operates a crisis line. Emerald City is open on Monday, Wednesday, and Friday evenings from 7 to 10 p.m. On Saturdays from 1 to 5 p.m.

The staff is now involve in locating a permanent store front. They would also like to start a cultural center, which would include a food co-op, a literature work-shop, and a coffee house. Emerald City is operated solely by contributions.

The telephone number for Emerald City is 8-STORMY or 878-6769.

LEGAL AID

There will be free services available from the Legal Aide Staff in the Field Center every Wednesday from 6:30 to 8:30.

The Fishbowl Newsletter

The Fish Bowl newsletter will published on the 1st Friday of every month. Anyone wishing to have an article published must submit it to a member of the Newsletter staff on or before the 15th of the month.

Birthdays

Roger Willis	March 1
Sally Edwards	March 5
Guy Reyes	March 27