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The Fishbowl- Jul. 31, 1972

Uptown Center Staff

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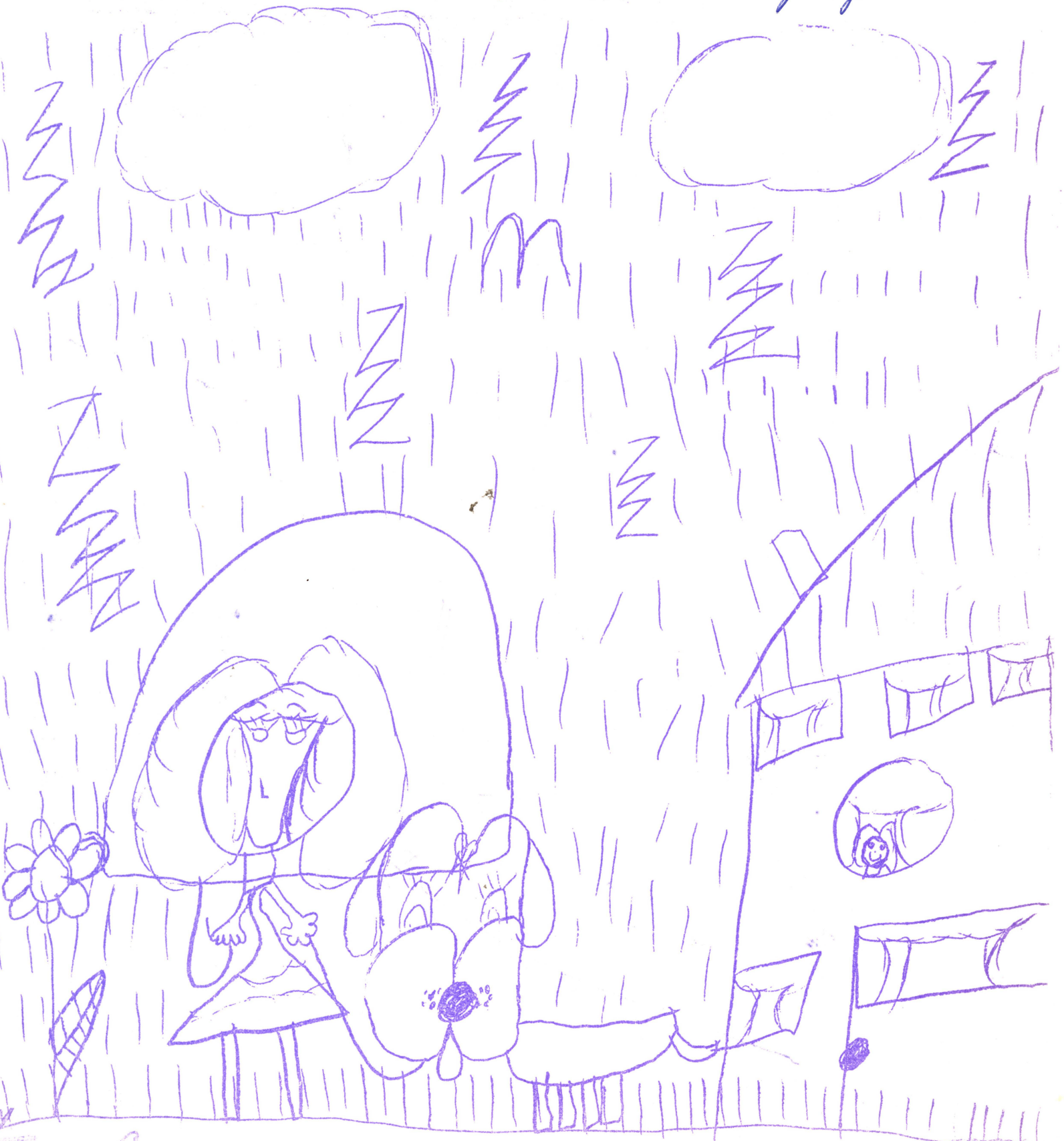
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THE PASTORAL

Vol. 1 No. 8

July 31, 1972



TARA CEPHES

Field Center Play-Kare

REVOLVING FUND

All outstanding loans from the revolving fund must be paid up by September 1st. If there is any doubt in your mind about how much you owe, please see Carol Blakey. Remember all loans must be paid in full before you can start school in September.

INCOMPLETES

All incompletes must be erased in order to begin school in Sept. If you have any please check with your instructor to find out how they can be erased.

SPECIAL NOTICE

Even though it's hard to realize we have reached our first milestone, we wouldn't think of letting such an occasion go by without special notice. We are delighted to congratulate UP-NIU as a training center for the people. In all modesty we are proud to be a part of it. We are pleased to know that this institution has concentrated its efforts on developing such qualities in individuals as accountability, commitment, creativity, self-pride and a sense of community belonging, rather than strict instruction for the acquisition of academic knowledge alone. We only regret that this is just the 1st and not the 50th year.

With all the vigor it took to create such an organization as ours, we say, "Let us challenge ourselves to see that this vivaciousness never dies." Happy Anniversary UP-NIU.

Fishbowl

G.E.D. PROGRAM: A note to the tutors.

Have you read Battle in the Classroom, by W. Scott Macdonald?

If not it may be helpful in solving some of the issues you are now facing. Its theme is based on Skinner's philosophy of operant conditioning.

It defines and gives specific examples of how one might successfully modify behavior and extend that modification to many situations. W. Scott Macdonald in his book also discovered some definite "no-no's" for thoughts in the

field of teaching. If you're interested I have a copy.

Lois Evans

NYC'S CORNER

Sisters, we should be educated about the Women's Movement. There are classes at Belmont Avenue, The Women's Union and at Northeastern. Classes include: Self-defense
Women and their bodies
Auto mat.

There's literature around for you to read. The movement deals with personal things, Who am I? collective, Who are we? Political; What are we doing? Problems, Visions, Child-Care Abortion; welfare, legal aid, Myth of vaginal orgasm, our bodies and self hidden history, socialism; The work world; Inferiority complexes ect, ect. There's much to learn. For instance, the women's role of doing housework - that isn't their work; it's societies fantasy.

The perfect wife and mother no longer is real. TV always shows per-beautiful women and gives the average woman a complex which makes women compete against each other.

Business makes millions by selling make-up and clothes so women can be beautiful or so that they can get a man, but this very seldom happens in real life. The commercials say that you will look natural if you buy their make-up.

The most important is consciousness - raising.

This is where it all begins--

FISHBOWL POLICY

The sole purpose of Fishbowl is to make a means of communication that expresses healthy viewpoints and attitudes of the whole of UP-NIU. It is the intention of its staff to involve all people and programs of this system in Fishbowl's publications. Its staff is committed to keep this means of communication open to all our members and at no time be partial to select groups or individuals. Our desire is not only to include the happenings of the center

but also to have articles of human interest, current events on campus, community activities and creative writings.

We feel it is our responsibility to guarantee the usage of such a media. Because Fishbowl is not biased toward any member of UP-NIU, we urge everyone (and you too) to submit their articles for publication on or before the 15th of each month to Eva Coley.

Fishbowl Staff.

SPANISH GED

On the 15th day of July, a new group of students started the Spanish GED classes.

The students consist of persons from Central and South America and are between the ages of 19 and 40.

It is very encouraging for us to work with this group. They are motivated to learn and want to better themselves. They know that the first step for a better education and for a better job a high school diploma is necessary. In the GED tutoring program the tutor follows a definite plan in social science, English Natural Science, and Math.

The main focus is on comprehension. In other words, if the student is helped to a level that he or she is able to comprehend the material presented to him in Spanish, it is said that he will be able to give the right answers.

Our goal in the GED Program in Spanish is to prepare the students to take the GED test and be successful, with the exception on the part of the constitution. The student doesn't have to memorize any material, but to have a good comprehension on the other subjects already mentioned.

The Little Big Horn School School is a community school run by and for Indian people. The students, staff and Advisory Council are all responsible for policy and decision making. The advisory council is made up of students, parents and community persons, all of whom are INDIAN. Decisions which cannot be arrived at by consensus of these groups fall to the vote of the Advisory Council. Staff make recommendations to the Advisory Council which are generally accepted but staff may not vote. This is to their benefit should a conflict-of-interest situation arise. By this means they are protected.

The Advisory Council hires, fires, and reviews staff. A new Sr. clerk had just been hired. She is a Menominee from Wisconsin and her name is Claire Tucker. Claire is well-qualified for the job with her experience in office procedure and paperwork which we all feel will make her an invaluable employee.

We have had several applications for co-ordinator but have interviewed only one of these thus far. There are still several positions open in addition to that of the co-ordinator. These are: Assistant co-ordinator, Jr. Clerk which are open immediately, and Teacher-Nurse /or Science Teacher and Indian Psychologist beginning 9/6/72. If you know anyone who might be interested in any of these openings, please have them submit a resume to Dennis Harper at the Native American Committee.

The Little Big Horn Schools have survived a year of in-fighting, no permanent site, lack of supervision and job description, Board of Education bureaucracy, Indian Center political harassment, hostile non-Indian Community environment, lack of curriculum resources and some seemingly apathetic parents. The schools are still hanging tough because they have to. ~~THE~~
~~XXXXXXXXXXXXXXXXXXXX~~

The students and community need this school so desperately that its survival is an unquestionable necessity.

The staff put together a summer in-service program. Together with the Advisory Council this effort has netted the schools new curriculum, a new facility at 910 West Carry (Morris School), higher enrollment, undiminished enthusiasm in both Indian and non-Indian communities, a trip to many Indian communities and reservations for 5 teachers and 10 students and a cohesion of all involved and interested persons.

After this year of unimaginable confusion, some order is beginning to emerge. The project has certainly not lost any of the challenge, but its just got to be uphill from here on out. A strong working group has developed and all are confident that we can and will have one of the best schools in the country.

Helen Whitehead

This entire Column is devoted to Mrs. DeDe Mayberry, as we all wish her belated birthday greetings.

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GUY REYES AND THE BULL WHIP

A lot of funny things happen to an individual during his lifetime but one of the funniest things happened while hiking the Appalachian Trail when we all stopped at a small town gas station in Linville Falls, N.C. on Saturday June 24th. DeDe Carol and Petal were in the store part, so Johnny, Guy and I decided to check out the craft shop which was on the other side of the station. Johnny and Guy found something that interested them both, but for myself, I also found something interesting, a handmade Bullwhip. You can almost imagine what I did with such a small item, I sneaked up behind Guy, and I thought maybe I'd try to scare him by pretending to give him a taste, but instead of pretending, I did. Next thing I saw was that Puerto Rican Guy Reyes hopping around the craft shop and all he was able to say was "ouch-ouch you dumb Hillbilly" and he kept repeating this. Well, Guy was serious about the stupid things he was saying, but I didn't mind it at all because Johnny and I were so busy laughing our heads off we didn't have any time to pay much attention to him. I tried my best to reason with Guy but he just wouldn't listen. Probably he was punishing so friggen much, he couldn't listen.

by
.....Roger Willis

The following is excerpt from a paper co-authored by DeDe Mayberry, and published by OEO, 1968.

APPALACHIAN POST-MIGRATION SERVICES

PROBLEM: From 1940 to 1950, 7,000,000 people left Appalachia to enter the labor market in urban areas. During the following decade about two-thirds of this number left the rural southern hills for the large cities of the North. This, of course, is only part of the picture, for those in-migrants move around within the ports-of-entry, move from the port-of-entry back home and from one large urban area to another. For example, 6,000,000 people changed residency from the year 1964 to the year 1966. (These statistics come from the U.S. Department of Commerce.)

The majority of the new arrivals arrive without jobs, with skills which may not be readily marketable, with experience in rural occupations and rural living many of which cannot be carried over into urban living. The city and its ways and its people are experience as strange and potentially threatening. Customs and speech are sufficiently different to pose real difficulties in communication between the newcomer from the hills and his city employer, city schools, city services and city neighbors.

Most of the people from the Appalachian region come to our northern city after repeated attempts to find work in their own area have failed. They are apt to have had many painful and frustrating experiences with their own institutions at home--political and public and private institutions of many kinds. They bring with them a mistrust based on much negative past experience. They also arrive with very little in the way of personal possessions and clothing and with no cash reserves.

Health, education and welfare resources in our city are apt to be able to provide more abundant and more specialized services than the new-coming family has had access to at home. However, the problems for our agencies have been to be on the spot and informed when the service is needed or when the crisis is encountered so that the service can be to some extent preventive as well as ameliorative. It is also important that services be accessible, not just available. To be accessible they must be in a form usable by the consumer of the service. Part of the problem of delivery of service is that of communication between conveyor and consumer.

con't from the following page)

LITTLE BIG HORN SCHOOLS

Another problem faced by institutions with services to render is to provide a definable and understandable service which can complement and be complemented by the services of other groups. All too often it is difficult for the client to find out what he can and cannot expect in the way of service and for him to become enmeshed in any difficulties agencies are having in communication or cooperation with each other. These problems for the client are shared by new comer and city native alike. The newcomer is at an added disadvantage when he arrives with almost no information on what is available to him, or, worse still, a fund of misinformation.

In today's complex society mobility of the American working force is more than ever an essential aspect of our economic and social progress. However, most of the migration of the rural people is unplanned and uninformed. It is sometimes "misdirected", to use the U.S. Department of Labor's term, in that it is a move into a labor market where the in-migrant does not qualify for the available employment or where there is not even a demand for labor.

The tremendous mobility in the Uptown community is certainly indicative of this ~~type~~ great unplanned migration where nearly 60% of the public school ~~sp~~ population moves within one school year. It is true that about one-half of this movement is within our neighborhood, which might or might not be caused by unplanned migration. Still, this leaves hundreds of families who rebound about from one labor market to another, perhaps returning home and then rebounding back to Uptown. This unplanned migration is not only terrible detrimental to the family structure, it is also harmful to the neighborhood as a whole.

After a year's search the Little Big Horn Schools have finally found space--one half of the Morris School on 919 West Berry. It has been a long hard fight with the Chicago School Board's bureaucracy where answer's are almost never found and space is an extreme rarity for community groups which takes years of bargaining and negotiation.

Students, staff, and parents leave next week for the Pine Ridge Sun Dance (South Dakota), the Crow Fair (Montana) and visits through the Southwest. Through the travels they will develop films, and tapes for curriculum development. More important this will be going home for many of them and begins to create that necessary and vital link between City and Reservation-Community. In Mid-August a second travel group will leave for the Stoney Reserve in Canada where they will attend the Indian Religious Leaders meeting. This is a coming together or traditional religious leaders from throughout the country.

The summer activities are being sponsored by the Parents Advisory Council of the Schools. Provision had not been made through the regular school board programs, so the Parent group raised their own funds for the summer's in-service programs.