

6-3-1991

Monitor Newsletter June 03, 1991

Bowling Green State University

Follow this and additional works at: <http://scholarworks.bgsu.edu/monitor>

Recommended Citation

Bowling Green State University, "Monitor Newsletter June 03, 1991" (1991). *Monitor*. 184.
<http://scholarworks.bgsu.edu/monitor/184>

This Book is brought to you for free and open access by the University Publications at ScholarWorks@BGSU. It has been accepted for inclusion in Monitor by an authorized administrator of ScholarWorks@BGSU.

Monitor

Vol. XIV, No. 45

Bowling Green State University

June 3, 1991



Student affairs presented its annual outstanding service awards recently. Honored at the ceremonies were (from left) Amelia Bischoff, assistant to the coordinator of residential services, who received the outstanding graduate student award; Dr. Barb Kalman, Counseling and Career Development Center, who received the Vice President for Student Affairs Outstanding Service Award; and Kim Jones, assistant director of Greek life and residential services, who received the administrative staff outstanding service award. Not pictured is John Booth, pool operator at the Student Recreation Center, who received the classified staff outstanding service award.

Ann Maschari honored with Firelands award

Judge Ann B. Maschari, the first woman to be elected to the Erie County Common Pleas Court, received Firelands College's second Distinguished Alumnus Award at May commencement ceremonies.

The award is presented annually to a former Firelands College student who has completed at least 24 semester or 36 quarter hours at the campus; earned an associate or bachelor's degree; demonstrated achievement in his or her profession and demonstrated service to the community.

Maschari began her college education at Firelands in the fall of 1970. At the college, she served as a senator for the Student Advisory Board, participated in the Miss Firelands Campus Pageant, co-organized the first Firelands College Drill Team and was a member of the Firelands Vocal Ensemble.

She also was elected to the Society of the Flame, a leadership honorary.

Maschari continued her education at Bowling Green's main campus and in 1972 graduated magna cum laude with a bachelor of science in business administration. She received her law degree from the University of Toledo in 1978.

In 1986, she was elected judge of the general division of the Erie County Common Pleas Court. She is considered an expert in the use of video in court proceedings and has published numerous articles on the subject. She also co-designed a plan for computerized jury selection in Erie County, one of the first such plans in the state.

Maschari has been assigned by the Supreme Court of Ohio as a visiting judge to the Ohio Court of Appeals in Cleveland and has served as special counsel to the Ohio Attorney General.

Office collects honors

For the seventh consecutive year the University's efforts to promote continuing education for adults have won honors in the National University Continuing Education Association's nationwide marketing competition.

Dr. Edieann Biesbrock-Didham, director of marketing for continuing education, said that

Continued on back

Two faculty members collaborate on book about gifted acceleration

Debate has always swirled around how to properly educate "gifted" children. Is it better to let these advanced students accelerate their schooling, or is allowing them to move ahead unnatural and wrong? What will benefit them in the long run?

Dr. W. Thomas Southern and Dr. Eric Jones, both of special education, have asked these questions themselves and have

brought together an anthology of papers by some of the most knowledgeable and capable scholars working in this controversial area. The result is their new book, *The Academic Acceleration of Gifted Children*.

Published by the Teachers College Press at Columbia University, the book includes chapters from such notable researchers in gifted education such as Julian Stanley of Johns Hopkins University and Nancy Robinson at the University of Washington. The writers explore a range of topics in their chapters such as "Effects of Programs for the Gifted: A Search for Evidence," "Identification of Candidates for Acceleration: Issues and Concerns," and "Practical Concerns in Assessment and Placement in Academic Acceleration."

Southern and Jones wrote three of the chapters, "Academic Acceleration: Background and Issues," "Objections to Early Entrance and Grade Skipping" and "Conclusions About Acceleration: Echoes of Debate."

Southern has researched and written on the

subject of the gifted for a number of years. Jones' field of study is mental retardation.

"We started hearing all kinds of nightmare stories of the effects acceleration can have on a child," Jones said. "We tried to read as much as we could on the subject, but the research is inadequate. People see it as a dead issue, but the literature we were able to find shows it doesn't hurt for gifted children to accelerate."

Interested in learning more about people's attitudes about gifted acceleration, Southern and Jones conducted a survey in 1989 among parents, educators and school psychologists. They presented their findings at the annual meeting of the American Educational Research Association in New Orleans and shortly thereafter were approached by Teachers College Press to produce a book on the subject.

"We didn't have time to do the whole thing, so we decided to invite the most prominent people in the field to contribute chapters," Jones said. They made an outline of topics they would like to see covered and then contacted people to see if they would be willing to write a chapter.

In one of their chapters, Southern and Jones write that the controversy over acceleration has a long history and there are numerous pros and cons on the subject. They list some of the potential benefits for allowing a gifted child to accelerate his or her education such as:

Continued on back



W. Thomas Southern



Eric Jones

Workshop to help staff with 125 form

The Benefits Office has scheduled a workshop to be held at different times on June 3 and 4 to assist University employees who have questions about the forms for the Section 125 Contribution Conversion Plan. All employees should have received the forms in the mail which allow them to decide whether they want to use pretax dollars to pay for their health care premiums.

The workshop will be held at 2:30 p.m. June 3 in the Commons Dining Hall. It will also be held on June 4 at 10 a.m. in Room 1 College Park Office Building and at 2 p.m. in the Alumni Room of the University Union.

Employees are invited to bring their forms so they can fill them out and turn them in at the meeting.

Commentary

Editor, the Monitor:

I understand the University is projected to be short of funding to the tune of \$1.9 million from the 90-91 fiscal year and \$3.6 million for the 91-92 fiscal year based on the Ohio Board of Regents authorized instructional subsidy and the Governor's Executive Budget to the Ohio legislature. One point three million dollars is slated to come from the employees' contribution to their health care plan. My questions are:

1. How can we elect to join a Section 125 plan that does not exist until the trustees meet on June 28?
2. If the trustees do enact the Section 125 Plan, since we will now be contributing towards the cost, will we be furnished with a breakdown of costs: how many claims paid, the average amount paid per claim, how much the plan paid for hospital in-patient care, hospital out-patient care, physician services benefits, administrative costs, etc, instead of just being told it costs X amount of dollars for health care coverage?

3. Who will be the plan administrator - Mr. Morris, benefits manager, Mr. Dalton, Dr. Oiscamp or someone else?

These are just some of the questions that have come up in conversations about our benefits and compensation that nobody seemed to have answers for.

Thank you for looking into these items.

Jay Samelak,
University Union



When BGSU police employees agreed to "buckle up" to save lives, they meant it. The Ohio Department of Highway Safety has just listed the University's public safety department on the Safety Belt Honor Roll which recognizes Ohio businesses and organizations that have achieved a 70 percent safety belt usage among their employees and members. Above, Ron Burk (right) of the Ohio Department of Highway Safety presents a plaque to Diane Dibling, parking and traffic, and Lt. Dave Weekley, University police. The honor roll is part of the 70 by 90 Campaign sponsored by the Ohio Highway Safety Coalition, the Ohio Safety Belt Network, Inc. and the Ohio Department of Highway Safety. It was introduced to increase statewide safety belt usage to 70 percent in the 1990s. In January 1990, 61 businesses and organizations representing more than 100,000 drivers had achieved their goal.

Recycle aluminum

Beginning June 3, the Center for Environmental Programs is restarting a limited aluminum recycling program on campus for the summer months. Yellow collection barrels currently are being placed at selected locations around campus.

Persons or departments with suggestions for barrel placement or who would like to participate, should contact Gordon Morrison at 372-8909 at the center.

Classified Employment Opportunities

New vacancies

Posting expiration date: 10:30 a.m., Friday, June 7.

6-7-1 **Clerical specialist**
Pay Range 25
Philosophy Documentation Center
Permanent, part-time

Faculty/Staff positions

The following faculty positions are available:

Applied Human Ecology: Assistant professor, human development and family studies (probationary, full-time). Contact Elsa McMullen (2-2026). Deadline: June 10 or until filled.

EDAS: Assistant/associate professor. Contact chair, EDAS Search Committee (2-7377). Deadline: July 1 or until filled.

EDFI: Assistant professor of education (probationary/full-time). Deadline: June 15.

Libraries and Learning Resources: Reference librarian (probationary, full-time). Contact Janet Welch (2-2856). Deadline: July 5.

Management: Instructor. Contact James McFillen (2-2807). Deadline: June 3.

Technology Systems: Assistant professor, manufacturing technology (full-time, tenure track). Contact Anthony Palumbo (2-2439). Deadline: Aug. 19 or until filled.

The following administrative positions are available:

Academic Enhancement: Mathematics specialist. Contact Sam Ramirez (2-2558). Deadline: June 15.

Financial Aid and Student Employment: Assistant director. Contact personnel services, Search V (2-2558). Deadline: June 3.

Research Service Office: Proposal development specialist (temporary, part-time). Contact Chris Dunn (2-2481). Deadline: June 21.

Student Health Service: Nurse clinician (part-time). Contact Sam Ramirez (2-2558). Deadline: June 21.

Honors from the front

this year the University received a bronze award and three awards of merit. Entries submitted by Biesbrock-Didham took honors in three categories.

A promotional brochure for the State Fire School held at Bowling Green won the bronze award in the booklet category. The publication, printed by Herald Printing, was designed by former student intern Alexa Ford and written by Joanne McPherson, who is a part-time editor in continuing education. The publication featured photographs taken by former student intern Bill Hollister and by Jeff Hall, University photographer in public relations. Anita Knauss, assistant director of marketing for continuing education, was production manager and Biesbrock-Didham was art director.

The University received two awards of merit for articles entered in the single press release or feature story category. One winning article described a murder mystery weekend sponsored by continuing education and the other, a program in marine biology for northwest Ohio teachers. Both articles were written by Teri Sharp, director of news services at the University.

A third award of merit, this one in the category for one-page, one-sided flyers, went to a direct mail piece describing a program on vertebrate pest control for developing countries. Designed and illustrated by Jane Patrick, the flyer was printed by Tomahawk. Biesbrock-Didham was art director for the project.

Gifted from the front

— Increased efficiency. Students who are ready for instructional material, who have already mastered curricula at earlier levels, will learn better and more efficiently;

— Increased effectiveness. Students engaged in learning at the level they are prepared for, and for which they have mastered the prerequisite skills, are the most effective learners.

— Recognition. Students who have achieved at certain levels deserve to be recognized for this accomplishment. If a student masters algebra, the student needs to receive official recognition (i.e. high school credit) for the accomplishment.

— Increased time for careers. Currently many professional careers require a major commitment of years of study to qualify for entry into the profession, for example, medicine. For students who are accelerated, the reduced time commitment increased earning power, scholarly productivity, and the time available for personal-life enhancement.

At the same time, critics argue that there are potential negative outcomes for accelerated education, such as: the advanced level of content in the accelerated placement may be far too advanced for the student; the student who is accelerated will be pushed to perform academically, reducing the time available for age-appropriate activities; many extracurricular activities are age related and in such cases, participants may militate against the inclusion of younger classmates; and students who are accelerated may become frustrated with the level of pressure and demand.

In their conclusion, Southern and Jones said that for most gifted students, there are more advantages to acceleration than disadvantages, but some guidelines need to be followed. One of the key factors is that a student who is considered for acceleration must want to be accelerated. "If a student feels that remaining with peers or participating in a full four years of high school athletics or activities is the most important consideration, then the student's wishes should be respected," the authors write. "Forcing a student to accelerate will probably not be successful, and it may bring about those negative outcomes so feared from the process.

"Parents, too, must support the adoption of accelerative interventions. Beyond the legal requirements for their permission, parents must provide support for the student and information about the student's adjustment to the district. They are key to the success of any intervention, and acceleration is no exception."

Jones said the book has been written for use in undergraduate and graduate courses, and by practitioners.