The conflict reached a boiling point two weeks ago when Robert Lott, a black who directed student services, was demoted to a counselor position. The caucus claimed the move was basically a racist putdown. It has also been rumored that two black deans, Dr. Alfonso Sherman of the college of cultural studies and Dr. Roy Cogdale of the college of human learning, are soon to be fired.

Earlier this year, students charged that a freeze on enrollments in the urban teacher education and the human services program was racially motivated. Although university officials claimed the freeze was required because both programs were over-enrolled, Moore said a greater flexibility is practiced in other GSU departments. The caucus contends the freeze is a thinly disguised way of getting rid of black students.

Officials at Governors State University in suburban Park Forest South will meet with members of the school’s Black Caucus today in an effort to resolve heated charges of racism and avert a proposed student boycott.

The 4,000-student university has a 31 percent black enrollment, but the number of black students has declined recently due to an admission freeze on several programs which attracted minorities.

The campus was the scene last week of a protest by members of the caucus in front of the home of the vice president for academic affairs. Students also expressed their displeasure by stalling cars on streets leading to the school and blocking the flow of traffic. “A boycott is a definite possibility,” said Dr. William Moore, professor of urban teacher education and a member of the Black Caucus. “The tension is very high and something has to be done.”

David Curtis, an aide to GSU President William Engbrecht, said he hopes the Monday meeting will calm the storm, but he added that officials will not discuss specifics of the Lott case at that time. “There is a general tone of suspicion and distrust about what we are doing,” he said, “and many believe they stem from racism. This is not so.”
Minority Caucus Charged:

March 9, 1976

Dear

You have been invited to participate in a discussion on "Racism" at GSU, on Monday, March 9, 1976, at 10:00 a.m. You were selected to participate because the unit for which you are chief administrator is perceived by many students, students, and faculty as being deficient, by us, to mean action "putting down or keeping down on the minority person." Over the last six months, various members of the Minority Caucus have met with a variety of administrators to discuss the issues of racism at the University. In general, these administrators have responded in several ways to the allegations of racism.

1. A denial that overt racism exists at the University.
2. (a) An acceptance of the truth of the allegation but a feeling that because racism is endemic in the society nothing can be done at all.
   (b) An acknowledgment of not knowing what to do about the problem.
3. A counter-allegation that those who charge racism are themselves racists.
4. A promise of a continued dialogue about racism.

Despite many of our discussions have been exercises in futility because of the reaction and dishonesty, we've faced. Therefore, we need not debate whether racism does exist. What we need to discuss is what we can do about it, and what will be done to eliminate racism where it is found to exist.

It is not necessary that the Minority Caucus prove that racism does exist here, but rather that the faculty can demonstrate that racism does not exist. To minimize meaningless rhetoric and to help ensure the accomplishment of specific, concrete, defensible objectives, we are developing the following format which must be followed.

The purposes given were (1) to foster an awareness of the need that minorities can work together, and (2) to extend self- and ideologues working against the above.

The purposes given were (1) to create a forum to discuss issues, (2) search for truth, (3) demand reparation for injustice, (4) demand reform, and (5) bring in outside mediators if all else fails.

Dr. Allton Sherman, Dean of CCRS, stated that he came in 1970 and was one of the original planners of CCRS. He raised five issues about BPS and EAS: (1) failure to hire an adequate proportion of black professors, (2) failure to recruit an adequate number of minority students, (3) failure to develop a variety of academic experiences which we feel that the minority students should have, (4) failure to provide faculty leadership sensitive to needs of minority students, and (5) failure to provide adequate support services to students who are maladjusted in various colleges.

Ted Andrews, vice-president of Academic Affairs, told the audience that racism does not disappear just because you hire a certain number of black professors. In defense of Engbreth, he said that the president bought the book Beyond Racism and urged the faculty to read it. Peter Penner, Dean of EAS, said that he finds it hard to accept the fact that he is defending racism when he has worked so hard to give minority students an opportunity to go to college. Penner joined the staff in 1970 and said that the proportion of minority students is 45%.

Booby Mills, Professor in CCRS, stated that racism can be institutional or personal, and that we are dealing with institutional racism. Ruben Austin, Dean of BPS, said that budgetary considerations prevent recruiting and hiring of more black faculty.

The ratio of minority faculty in various colleges is as follows: EAS, 4 out of 35; CCRS, 3 out of 13; BPS, 3 black, 2 Chicano, out of 13; and HLD, 2 black.

James Sanders, Student Asistant Dean of CCRS, said that the issue is Bob Lott. "We, the students, are outraged by the demotion of Bob Lott. How can you justify the replacement of Doug Davis who has been proven incompetent? We think that we cannot afford any more of this harassment."

Ruben Jackson, student representative, asked why Bob Lott was not given a chance to implement some of the proposed programs.

Lincoln Ashford, chairman of the Board of Governors, said that Engbreth's refusal to speak on the issue of Lott's termination is like "f--- us in the a-.

The student protest, instigated by Ed Washington, returned and agreed to meet with Engbreth at 1:30 to discuss the demotion of Bob Lott.

Student Becky Kriker discussed the need for information for minority students due to the greater number of students. Also, she said that health care was not allowed to go to a referendum. Engbreth responded by saying that Lott never conducted a referendum on that issue. He also said that because there is not enough money for more staff, the six counselors that Lott requested could not be hired.

Bobby Mills spoke again, saying that blacks have been treated as inferior here. He said that less than 10% of the students are served by student services, whereas 100% are served by A & H, Yet, A & H is not functioning well, and Bob Haualiwill was never fired. Engbreth responded by saying that A & R is doing what should be done by computer and that GSU spends more money than Western Illinois University does on A & R.

P. V. Pucel, vice-president of Research and Innovation, said that to eliminate racism, students should recommend minority people to available positions. He also said that the faculty should volunteer to help students with basic learning skills.

Paul Hill, University Advocate, stated that black professors have left "because of a plantatin-type system, where administrators say "You can work here, but we still run it.""

William Vineyard, personnel officer, asked for feedback from Civil Service employees, who play a vital role in serving students. To Bill Wickersham, he addressed several question on BPO.

Everyone who is emotionally disturbed over the recent shuffle in Student Services, mainly, the action against Bob Lott, is encouraged to speak his/her mind at the next scheduled B-N meeting at GSU on March 18, 1976, at 9:00 a.m. Show concern; support Robert Lott and others. You could be next!
**Amid the winds of change**

**GSU’ers fight for real answers**

Governor's State, a fledgling University-Community, entered phase two of it's existence when Change switched to a community situation. Moving from a relatively intellectual level of performance, the Community is facing up to it's own existence which permeates all aspects of the administration, faculty and student body alike since the move into the beautiful building two years ago.

A discussion of "racism at GSU" was held between administrators and members of the black caucus Monday, March 8, in the community conference room. The black caucus had invited members of units within GSU that have been perceived by minority students as displaying racism. "Racism" is defined by the black caucus as meaning "putting down or keeping down on the basis of race." Black caucus literature states that various members of the minority Caucus have met with administrators during the past six months to discuss racism. The administrative responses reportedly are:

1. Denial that overt racism exists at GSU.
2. Acceptance of the truth of the allegation but a feeling that because racism is endemic in the society nothing can be done at GSU.
3. Acknowledgement of not knowing what to do about the problems.
4. A promise of continued dialogue about racism.

The Minority Caucus says that there is no cause to discuss the reality of racism because it does not exist. What needs to be done is discover ways to eliminate racism where it does exist.

Charges of Racism were leveled at GSU white administrators by the Black Caucus during a meeting attended by over one hundred students. The meeting was the first attempt by the administration and the Black caucus to iron things out since the recent dismissal of Bob Lott, a black, from the position of Director Student Services.

Tension has risen dramatically throughout the University with charges being thrown out by everyone. Students reactions vary from overt protest to mild annoyance over the racist issue. There seems to be a touch of protest in every person talked to. A definite polarization has taken place among the students since racism has become the issue, effectively dividing student power. Almost everyone has had some kind of problem.

**SSAC asks for Lott’s return**

The Student Services Advisory Committee voted March 4 to censure President Engbrethten "for his inappropriate actions culminating with the dismissal of Bob Lott as Director of Student Services." The censure motion also included the president's cabinet.

SSAC also called for the immediate resignation of Lott and reaffirmed their support for him.

Bob Lott was re-assigned to counselor, effective March 1, and Doug Davis was appointed Acting Director of Student Services. Since then, several meetings were held by the Black Caucus and other student-faculty groups to discuss the problem. There has been no official reason given for the dismissal except a vague statement until the appeal, which is pending, is heard.

Doug Andrews to speak through representatives went unheard by the SSAC, apparently because those representatives didn't have time to wait their turn and left early in the meeting. Notification was received by SSAC, unfreezing SSAC funds, which had been previously frozen by administrative action. A call for help from SSAC funded clubs, a plea for cooperation with SSAC from other GSU units, and a request to hold a working meeting on a day to be announced, was discussed.

**GSU Grounds to be turned over to Park Forest P.D.**

"When the Park Forest District is created, I'll bring them in and give them the grounds," announced President Engbrethten during his recent talk with the community on Wednesday, February 11, 1976.

"The VMCA," the president explained, "has been well received by community leaders outside the university. I have received nothing but praise from them." Responding to a question from the audience, which consisted of about ten persons during the afternoon session, the president said that GSU relations here in the U.S.A. are cordial. The People of Angola have "been successful in fighting off the imperialist attempts of the U.S. government and the Union of South Africa's overt acts of aggression. Now the tide of public attention is turning to Rhodesia, Namibia, and the Union of South Africa. Freedom movements throughout these countries have received needed help from Black African nations, primarily new independence nations. The growing strength of the masses to challenge and ultimately defeat the racist governments of Rhodesia, South Africa, and forces occupying Namibia, some questions have been raised concerning a race war and black deaths or executions. Questions have also come up concerning what effect, if any, this would have on black-white relations here in the U.S.A. America can't afford to get tied up in a war in Southern Africa because of the large black population in the USA which identifies with their African heritage. This forces America into a very sticky situation. If they don't get involved, the people who really run this country will lose billions and billions of dollars, but if America does get involved she stands to lose billions and billions.

**This One Doesn’t Fit**

**America’s Two-Pronged War**

Ed Ford

The People of Angola have been successful in fighting off the imperialist attempts of the U.S. government and the Union of South Africa's overt acts of aggression. Now the tide of public attention is turning to Rhodesia, Namibia, and the Union of South Africa. Freedom movements throughout these countries have received needed help from Black African nations, primarily new independence nations. The growing strength of the masses to challenge and ultimately defeat the racist governments of Rhodesia, South Africa, and forces occupying Namibia, some questions have been raised concerning a race war and black deaths or executions. Questions have also come up concerning what effect, if any, this would have on black-white relations here in the U.S.A. America can't afford to get tied up in a war in Southern Africa because the black population in the USA which identifies with their African heritage. This forces America into a very sticky situation. If they don't get involved, the people who really run this country will lose billions and billions of dollars, but if America does get involved she stands to lose billions and billions.
How You Walk by How You Talk

The battle at GSU is muddled. Smoke still lies thick in the air. So thick, the light comes only as shadows. So dark, the monster lurks unseen on the horizon. The battles now being fought demand immediate attention while, as yet barely noticed, an invisible bomb is already exploding. Advancing every so steadily the cloud looms over us. Already the first battle has been fought and lost. The masses, led by bit, attacks again. Look up and take heed. We have our own throats in our grasp. We strangle children to keep them quiet! Look up and take heed.

The testing program strikes again. Seriously, last year, a moratorium was called on testing by a University professor at GSU. Did anyone hear? Listen to what they are saying now! Plans for a grading system have been said to have been drawn up. Hey, wait a minute! Intellectually testing in a competency based institution? Stupidity? Ignorance? Incompetence? Necessary? Inane? Protect? The testing program at GSU, without a control exam (exit exam) is useless. Implementation of the exit exam will provide the control necessary but will also reflect, possibly, the lowest test scores in the nation - simply because children to keep them quiet! Look up and take heed.

A recent editorial in the Star Tribune applaud the YMCA at GSU and the President of GSU says he has received nothing but praise about the YMCA. One side, the other side. How do you call it? They have to "keep out." Gates, spikes, locked doors ... things begin to form a pattern.

A student is discontent among the students but discontent doesn't seem to be a reason to change things at GSU. Organized protest? The seventy students that used the facilities before the Y came in have all signed up. The rest of the students have nothing unless they pay for it. In other words, they have to "keep out." Gates, spikes, locked doors...things begin to form a pattern.

There's one more thing. How much does the YMCA pay GSU for rent of our facilities? The YMCA makes money on GSU. But the question is; "For whom have those changes been made?" An analysis of the official reasons given for some of these changes might answer that question.

Centralized Registration was adopted to lessen the load on A & R, an administrative function. The Trimmer was also adopted to lessen the load on A & R. The overload policy was adopted to lessen the load on the faculty. (Self-paced instruction went out the window.) The testing program was adopted to solve an administrative problem: (measurement of progress). There have been some programs introduced but not adopted. The Senior Scholarship, for example, was never discussed. It was "brought out." When it was brought out, three weeks was all it took to get it passed in the Assembly. BSG said they would accept the proposal only if there were no student protest. The student protest that was made apparently wasn't enough. Everyone knows it is a rush job.

Education is competant. It totally disregards creativity, for example. No student protest. The student protest that was made apparently wasn't enough. Everyone knows it is a rush job.

President to decide," an administrative game. And (more?) Is it just true that "Total communication" is the desired state. The basic concept behind this "feedback thing" can be translated into business jargon simply this way.

President of GSU says he has received nothing but praise about the YMCA deal is a steal $57,000. For a "pass." It costs that. The YMCA moves into GSU. It costs a student the facilities before the Y came in have all signed up. The rest of the students have nothing unless they pay for it. In other words, they have to "keep out." Gates, spikes, locked doors...things begin to form a pattern.

"When you have a minute..."

When you have a minute.

GSU has four main parking lots. Each lot has two entrances, each consisting of two narrow roadways with a small island in-between. On this island stands the coin collecting box and gate. By dropping 50¢ into the box, the gate raises, permitting entry to the parking lot. Instead of a gate at the exit lane, retractable spikes have been installed in the road bed effectively allowing movement in one direction only - out! To top it off, it is difficult to turn into the exit and exit lanes. Often drivers have had to back up and manipulate the automobile through the lanes.

Every day, every one at GSU comes in and out at least once. The traffic is enormous. And then: "...hipster?" How do you call it? They have to "keep out." Gates, spikes, locked doors...things begin to form a pattern.

The story is yet to come. In addition to the gates and spikes, each entrance has a six inch steel and concrete post imbedded into the roadway. Not on the road bed. It is a distance of a twenty minutes walk. The posts have been painted yellow. But some of the paint has worn off. In the box behind the coin collecting box and gate. By dropping 50¢ into the box, the gate raises, permitting entry to the parking lot. Instead of a gate at the exit lane, retractable spikes have been installed in the road bed effectively allowing movement in one direction only - out! To top it off, it is difficult to turn into the exit and exit lanes. Often drivers have had to back up and manipulate the automobile through the lanes.

Every day, every one at GSU comes in and out at least once. The traffic is enormous. And then: "...hipster?" How do you call it? They have to "keep out." Gates, spikes, locked doors...things begin to form a pattern.

Your economy frame of reference leaves much to be desired.
I'm writing this because in our last issue (Mar 1, 1976) I didn't say anything. It seems no one else did either. Now there are hundreds of ideas floating around and what needs to be said might very well be drowned out. I've watched you, Mr. President, as long as I've been here and at first I considered an "open mind." During that time I've made certain observations of your actions. This is what I want to talk to you about.

There is something most parents are aware of, something we call "setting the example." Now some of us know, irrespective of good or bad, that the child will follow our example. This is a fact of life — not a theory of intellectual hypothesis. We want to discuss your example. After all, you are the President.

The Captain of the Ship, we all know, is responsible for the performance of the ship and for the accomplishment of the mission. We can agree on this necessity, a fact of life. That is, we all know this is true, but it doesn't always happen. Mr. President, we all are waiting for you to accept the responsibility for the performance of "ship." Do you see what I mean by example?

Now, I suspect, that you believe GSU is something of a failure. I am sure, that because last year you said so. A couple of weeks ago, you said you had received nothing but praise but praise about the YMCA at GSU. And you act as if that was true. I hope I'm wrong. Psychologists, you see, have been defined as "seeing illusion as reality." (Journal of Human Learning and Development - GSU) We also know "it" can happen to everyone - you, I don't have to be crazy to act like it.

Your past serious illness may have showed you the need of "de-centralization" of Student Services — Let's forget about Bob Lott for the moment — but what example do you set?

Did you not create, or allow to be created, a vice president of academic affairs and is not this position officially shown in the GSU manual as being above the four Deans? Sir, remember, we are talking about a fact. You speak of "de-centralization," while you get the example of Centralization. Are you talking forwards, but walking backwards?

Mr. President, a lot of people are wondering about that... A lot of people are also wondering about the Student Government here at GSU. We don't have one you know. That's unique but can it really be disregarded or does it reflect on you, the man who is responsible for that administrative error?

We're wondering about that too.

Let's talk about the YMCA. Mr. President, the director of the YMCA program and my brother (who is not at GSU) were conversing about the Y at GSU. The director of the Y said "The GSU deal was a steal." (Isn't he laughing behind our backs?) But this is not news, Mr. President, to the students at GSU. They already know all about the YMCA. And it isn't news that the Y deal was rushed through the system — either — with only a token effort toward legality. We're supposed to be talking about "innovations" — not "legalities."

The testing program, which you supported, is going to backfire. Intelligence testing is a no-no. Mr. President, in competency-based educational systems. Soon, the results of those tests will be made known to the public. GSU will fail, because non- verbal education does little for the intellect. GSU will become national news as a failure — an experiment that didn't work. A GSU professor is moratorium on testing Mr. President, but who listened? Who is supposed to listen to me?

You see it goes like this — the intellectual mind is not half of what is called "mind" of man. Have you heard of Intuitional Mental Retardation? We've some, are unaware of their intuition, let alone how to use it beneficially! For­tunately, learning by doing or our so-called competency based education depends on the manifestations of Mind, an aspect of which is the intuitive capability. How do you measure that manifestation?

Except, that is, at GSU where insult is added to injury by charging the student feeble as it is, I believe I have this concept. Have you heard of the manifestations of Mind, an aspect of which is the intuitive capability. How do you measure that manifestation?

Which brings us to the subject of money. Money, allegedly, is the number one value among middle-class Americans. It's also a no value among the poor but not because of choice. Our society seems to that. Let's not talk about the money. Money is a problem at GSU? I wonder why I never heard anything about it... A self supporting University might be unique. Surely few dispute the need of money at GSU? I wonder why I never heard anything about it... A self supporting University might be unique.

Surely few dispute the need of money at GSU? I wonder why I never heard anything about it... A self supporting University might be unique. Surely few dispute the need of money at GSU? I wonder why I never heard anything about it... A self supporting University might be unique.

I think that is the number one complaint — we hardly, at all, get what we pay for!

As that little light goes on, that we are paying for something we don't get? Do you follow the logic?

In some of us don't like paying — not, "paying" but because we don't get? Do you follow the logic?

If we are going to pay parking, we discover those posts sticking at the entrance of the lots as much as a foot into the roadway damage our cars if we turn too sharp.

Now, I really believe I could travel all over this country without finding one construction, which allows obstruction in the roadway. I really believe that.

Why here? It's illegal everywhere else!

There, I finally got around to what I was mad about. Sorry it took so long.

T. Mandel

Open letter to the President

The Innovator is a student-funded and operated communicative medium open to all community members, dedicated to maximizing communication between those members and committed to insure compliance of all institutional mandates as stated in the mission and scope of this University.

Published every other Monday, the Innovator welcomes your participation in any form and will, to the extent and as needed, any endeavors which are in keeping with human, open, flexible, efficient, utilitarian, and accountable standards of the University.

The opinions herein are those of the writers. Expressions of opposing viewpoints are welcomed and, in fact, encouraged.

John E. Gray, Editor

Open letter to BHE

Dr. Robert Lott's replacement is Mr. Lott's replacement.

We demand Mr. Robert Lott's immediate resignation. With full cooperation from the administrative level of GSU. We demand that Mr. Lott be afforded all privileges for Student Services especially in the area of finance and personnel. We feel that Mr. Lott's reinstatement will be beneficial to all concerned.

This is your Student Body Speaking.

Unsigned

How We Walks by How We Talks?

TO THE EDITOR:

I understand that the Academic Wing of GSU is seriously considering the establishment of a "Masters Comprehensive Evaluation." In other words, everyone wants all, students to pass some sort of test before they receive their degrees. I'm not sure if this serves, feels like it, I believe I have seen various university publications that specifically state: "GSU does not use tests; this is a competency-based institution.

I am offended by this blatant con­traction. whoever came up with this idea must think the rest of us are fools. Does this person's wish question whether my participation in modules at GSU demonstrates my competency? Are the module coordinators and advisors being told that they are not competent to evaluate me? The idea of having a general test prove whether or not I am competent in a particular area cer­tainly sounds that way to me. Is this

T. Mandel

Student Body Speaks, Says.

To the Board of Governors & President Engbretson:

We the students of GSU are outraged at the unprofessional and questionnaire approach for Robert Lott's resignation on February 29, 1976. We are further outraged at his demotion upon his refusal to submit his resignation. We are collectively opposed to the demotion of a man who has taken personal interest in the Student Body as a whole. Further, how can you justify the reinstatement of Mr. Doug Davis, a proven incompetent, who Mr. Lott replaced?

We demand Mr. Robert Lott's immediate resignation. With full cooperation from the administrative level of GSU. We demand that Mr. Lott be afforded all privileges for Student Services especially in the area of finance and personnel. We feel that Mr. Lott's reinstatement will be beneficial to all concerned.

This is your Student Body Speaking.

Unsigned

Page 5
In the last issue of the Innovator a letter I had written concerning A/R was published but only half of it made the printing press. The message was important so I will try again. A/R has messed-up my life. If your life has not been messed-up by A/R yet it will be in the future. Students need to be aware of this mess until it's too late. Because of this I believe that the university must be held accountable and pay for messing-up.

**DEMANDS**
1. When students miss out attending a different university due to a lack of a transcript G.S.U. will pay them the salary they would have received by graduating a year sooner and finding a position a year sooner.
2. When students cannot effectively seek employment due to the lack of a transcript verification G.S.U. will pay them a salary until such time G.S.U. can produce a transcript or verification of graduation.
3. When a student is paid a lower salary grade because there is no proof of receiving an earned degree from G.S.U. then G.S.U. will pay the student the difference in salary.
4. Students will be paid for the following innovative duties performed when trying to graduate:
   a) Typing
   b) Zerosing
   c) Convincing professors to sign supplemental achievement forms when the originals are lost
   d) Bringing A/R personal copies of records they have lost
   e) Hand carrying a check off list to each department in the university
5. Former students will be paid for traveling expenses and time taken off work to return to G.S.U. for the purpose of performing the above innovative duties to complete their records.
6. During the hours a/R is advertised to be open there must be personal present who can actually help the student complete their records and not just work-study students who say "I'm just here! I can't do anything except find your file so you can see it." Very Concerned

**Day Care going, going...**

After people struggled for years to have a day care center for G.S.U. student's children made available it was opened. I didn't complain when I couldn't find it. I didn't even complain when I found it was too expensive for me to use. I didn't complain when I found it closed in the evening even though that's when most classes are offered. Why should I care if the center was not open during my classes if I can't find it and it's too expensive to use anyway? I guess it had to be this way because the building only holds 35 children. I mean if the center was easy to find and within a student's budget think of how many children might have shown up!

But a lot of people worked very hard for this child care center to be opened and a lot of money was spent to fix up the old farm house that became the G.S.U. child care center. Now I hear it was all for nothing because the land on which the center sits was scheduled to be handed over to the park district way back in 1966.

Now why would administrators spend a lot of money to fix up the old farm house on land they knew was going bye-bye soon after the center opened? It is my opinion that the center was opened only to shut-up demanding people. It was opened in an undesirable place and made so expensive so that students would not use it. It was known that the center would have to be shut down soon. I believe it was only opened so that when it closed, and people demand a new center, administrators can say that no one used the last one.

Linda Cutchie

---

Dear Mom,

I found a way to keep my baby quiet, but why does she turn blue?

A & R just can't win

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If there is one thing to be learned from this latest conflict between the Black caucus and the administration it is that: what appears to be peace is really preparations for all out war. The stakes are gleaned when you consider the following culminating events.

Before accreditation of GSU a spirit of understanding prevailed to the extent that different ethnic groups sought a unifying behavior befiting a developing university. Feisty ethnic differences were heatedly played down in the interest of 'materializing' the dream of GSU's mandate and special emphasis to 'minority' needs educationally. Administratively, efforts were made that allowed students more opportunity and advancement in pursuit of a desired course of study. The student could work at the pace most suitable and desirable for the completion of a module. It is horrifying to think that this could end forever.

But nobody told all those new students who now face (they believe) the new GSU that what all they will have to do if they are to be represented and counted in the total scheme of the GSU community. Part of life here means involvement in activities that will affect the students. But what of all those students who cannot make the time necessary to do this? Before accreditation special considerations were made to inform and educate them in such a way that they rarely missed anything important to know. For the rest they were and are only a handful of faithfuls who still cling to a dream that rapidly is becoming a nightmare.

There was a time when the planners of GSU needed Black participation (only symbolically) in order to get state funds. Over the years this apparent need has waned and now a claim of 'racism' is being leveled at the administration.

The Black caucus is right in calling on all students to start an examination of suspected racial motivation in the replacing of student services director Robert Lott. However, certain outstanding facts tend to cloud the apparent victory gained by the caucus in this latest confrontation with the administration.

The event which points to the level of understanding of what is going on in this incident is shown in the actions of out-going president Bill Engretson. If you were walking through the hall of Governors a few weeks ago you would have seen an example of a "concerned university president." There he was — out front attempting to get to know the university community. Most of us are familiar with the "rap to the president" format. We would gather and discuss the "problems" of a developing university and then move to correct them. There was a real concern then. The question now is what happened to it all that concern?

No matter how long Dr. Engretson sits in the hall of Governors with his sign which reads: "I am the president talk to me," the time has come when talk just will not solve the most pressing of problems the new GSU is facing.

The Black caucus succeeded in "raising the consciousness" and issues facing Black students at GSU. However, the problems of GSU transcends ethnic concerns even though they as a minority group will be adversely affected by current administrative reshuffling. The broader and larger question of higher education in the State of Illinois is really at the base of current tensions at GSU.

The recently completed master plan document calls for an increase in tuition rates for Illinois higher education. Poor people who just barely can make a go at education in the State of Illinois are really at the base of current tensions at GSU. The current as well as future state of student life. We warned and at times appeared as alarmist in efforts to viable to all students. Now we, too, must adjust to the new emphasis. But we will never again assume that the interest of students will become secondary to the interest of the well-to-do middle class person. Blacks will not receive any more "special considerations".

Equating educational excellence with financial budgeting is not what makes for a well educated student. Educational excellence results in part from relevant curriculum, dedicated faculty and strong leadership on the administrative levels.

Who will replace the out-going president? Rather what kind of 'mentality'? One of the problems of growth is that something intangible is subjected to the same laws of diffusion. The spirit of GSU died with the birth of our ideals. In the midst of the growth learning process is the student publications. The INNOVATOR has endeavored throughout the development of GSU to reflect the current as well as future state of student life. We warned and at times appeared as alarmist in efforts to viable to all students. Now we, too, must adjust to the new emphasis. But we will never again assume that the interest of students will be served by a handful of well meaning but highly unorganized and goal directed policies of Ad hocery. Crisis orientation does not work forever.

The students who take the time to inform are also students who must study. Sometimes the task of informing run faster than the need to study and interact in the classroom setting.

As the Editor-In-Chief of the INNOVATOR, all of the university community was my concern as far as news goes. This was an experience which both enlightened me as well as prepared me to deal with complexities found in society at large. Now I will leave the INNOVATOR with a feeling of accomplishment and purpose. My new role will be establishing the Investigative Journalism section of the paper. My hope is that students will continue using the paper in those ways that you have in the past. It still is the only student organization on campus that gives the students service without charging them more money. The all time!! Now the words no longer seem necessary.

"Here, on the prairies of Illinois and the Middle West, we can see a long way in all directions... Here there are no horizons, no defences, to ideas and aspiration. We want more: we want no shackles on the mind or the spirit, no rigid patterns of thought, no iron conformity."

Adlai E. Stevenson

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Robert Blue

---

**Senior Staff**

Tom Mandel

**Regular Staff**

Toni Richards
Ed Ford
Martha Hamilton
Robert Blue
Rodney Smith
Ahi Ajimobi

Michael Leigh
Asil Sayeed
William Marshall
Norma Allen
Sharon Wallace

---
PARK FOREST SOUTH - GSU SHUTTLE BUS

Leaving 5:10 p.m.

Direct bus service between GSU and the Park Forest South residential area will begin Monday, March 15, as a result of the survey conducted last week in PASE-I. PFS Village Manager Charles Notarus has announced that the new shuttle service will be provided at a Special low fare of 75c per ride. The run will be made twice daily, timed to arrive at GSU at 8:25 A.M., and leaving GSU at 5:10 P.M.

The morning bus will pick up riders anywhere along the route (see map), and in the evening will stop wherever requested. Time in transit will range from 10 to 15 minutes, depending on where one is picked up or discharged.

"We hope this will prove to be a real benefit to Gsu people who live in our village," says Notarus. "Certainly it should save them a bundle in gas and parking fees."

To avoid confusion with the Gsu bus to the train station, the Village buses will be clearly marked "GSU-PFS SHUTTLE."

GOVERNOR'S STATE UNIVERSITY UNIVERSITY ASSEMBLY

AERONAUTICAL AND SPACE EXPLORATION COMMITTEE

Below are listed the Standing Committees of the University Assembly and a brief description of the function of each committee.

The Assembly is comprised of all students elected on the "University Community" ballot for the student body of the College: freshmen, sophomore, junior, and senior students. The University Assembly Standing Committees are formed to cover the major functions of the Gsu administration, and to be composed of representatives of each constituent group in the "University Community."

As of this date, the Standing Committees are the following:

- Committee on Chinatown
- Committee on Science and Industry
- Committee on Student Activities
- Committee on the Future
- Committee on the Environment
- Committee on Military Resources
- Committee on Academic Resources
- Committee on Student Services
- Committee on Public Affairs

The Quantitative Foundations for Business Administration and Written Communications competency examinations are required of all BPS students, including graduates and undergraduates who are admitted to the College of BPS for the Spring Trimester, 1976. This examination has been mandatory at Gsu since September, 1973.

The test will be given on the following dates:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Mar. 16, 1976</td>
<td>5:30-7:30 p.m.</td>
<td>A102</td>
</tr>
<tr>
<td>Weds. Mar. 17, 1976</td>
<td>1:30-3:30 p.m.</td>
<td>A102</td>
</tr>
<tr>
<td>Thurs. Mar. 18, 1976</td>
<td>1:30-3:30 p.m.</td>
<td>A102</td>
</tr>
</tbody>
</table>

For further information regarding these examinations contact your advisor.

All new degree-seeking students entering Winter Trimester who have not taken the UP Aptitude test this trimester must take the test in order to be allowed to register for the Spring-Summer Trimester. They must take the examination. If this is not done, REGISTRATION CANNOT BE PERMITTED.

The times and dates for the examination are listed below. All testing will be held in Room A102. You need to attend only one test session.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>9:00 to 11:20 a.m.</td>
</tr>
<tr>
<td>Friday, April 2</td>
<td>10:30 to 11:40 a.m.</td>
</tr>
<tr>
<td>Saturday, April 3</td>
<td>9:00 to 11:40 a.m.</td>
</tr>
<tr>
<td>Monday, April 5</td>
<td>2:00 to 4:30 p.m.</td>
</tr>
<tr>
<td>Tuesday, April 6</td>
<td>5:00 to 7:30 p.m.</td>
</tr>
<tr>
<td>Wednesday, April 7</td>
<td>9:00 to 11:30 a.m.</td>
</tr>
<tr>
<td>Thursday, April 8</td>
<td>2:00 to 4:30 p.m.</td>
</tr>
<tr>
<td>Friday, April 9</td>
<td>8:00 to 10:30 a.m.</td>
</tr>
</tbody>
</table>

Should you desire further information, contact Student Services, ext. 2141.

Commitment Ceremony

The commencement ceremony will be held August 22, 1976 for students who applied for graduation and completed degree requirements for the July-August 1975 Session, Fall 1975 Trimester, Winter 1976 Trimester, and May-June 1976 Block.

Students who are going to complete degree requirements during the May-June 1976 Block or the May-August 16 Week Block must make application to their colleges on or prior to Monday, April 5.

Students who are going to complete degree requirements during the July-August 1976 Block will not participate in the August 22nd commencement ceremony.

FAD: It's about time we (talk)

FAD (Faculty Academic Discussion) got off to a good start at a noon session on February 11, 1976. The topic discussed was organizational effectiveness, and

The new forms provide students and advisors with a listing of all courses taken, all courses completed, courses added or dropped, units earned, instructors and course numbers. The Advisor/Adviser forms are expected to be a boon to students and advisors alike. The form plugs an information gap which has been plaguing Gsu for years. Admissions and Records deserve applause for their efforts toward action. We encourage students to see if A & R can "do it again" with registration.

Admissions & Records

Hits a Home Run!

With fantastic timing, Gsu's Admissions and Records broke "open" the ice with their new "Advisor/Adviser" computer list that was sent out last week. With a sigh of relief students are now receiving the forms which are to be reviewed for errors and returned by those students to A & R by now.

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Mike Cohen (BPS) began the

Page 7

Twenty-two people were present for the discussion, and all four Colleges were represented. Virtually all agreed that it had been an enjoyable and beneficial experience. Some of the comments made: "Think it's about time we had intellectual discussions. "This sort of meeting should have been going on for two or three years ago," "Keep it going."

We decided there would be an executive committee to keep things going consisting of Shoshana Falk (EAS), Mike Cohen (BPS), Toni Wei (CS), and Sandra Neeber (HLD). The next meeting of FAD will be Monday, March 15, at 12 noon in room A106. Discussion leader will be Herman Sievering (EAS). The topic will be "Air Pollution as a Source of Water Pollution in Lake Michigan." The article is available in advance from Grace Clarke in EAS.
Workshop by Saral

PARK FOREST SOUTH, I11., I.O. — A communication and human sexuality workshop will be offered by Governors State University Friday and Saturday, May 21 & 22, 1976. Tulis B. Saral will present the free workshop for the public May 21 from 6 to 10 p.m. and May 22 from 9 a.m. to 5 p.m.

Dr. Saral is professor of human sexuality at the National Institute of Medical Research, India, and president of the International Institute for Human Sexuality Research in New York City. He has presented programs at American Psychological Association, Association for Humanistic Psychology, and American Society for Group Psychotherapy and Psychodrama.

The enrollment in the workshop on Communication and Human Sexuality will be limited to 75 participants from the community. Attendance on both days, May 21 and 22, is mandatory. Those wishing to register must write to Dr. Tulis B. Saral at Governors State University, Park Forest South, Illinois, 60466, to reserve a space.

GSU cuts phone lines after Hours

Effective March 1, GSU has implemented a slight change in after-hours phone service. The change involves a restriction to outside lines from within GSU after 11 p.m. Monday through Friday and after 5 p.m. on Saturday. After these times any calls originating from within or outside, (i.e. public) will not be completed. Instead, all incoming calls will be answered by a recorder telling the caller of the regular GSU working hours. Also, an emergency number will be given which will connect the caller to Public Safety.

Those personnel remaining inside GSU after these hours are asked to use one of the many pay phones.

The reason given for this change is to keep our telecommunications budget within tolerable limits.

International Magazine coming

The topics will include: Planning-site Selection—Plant Variety Selection—Weed and Insect Control—Plant Feeding—Harvesting—Geology—Mining—Agro-Engineers—Industrial Engineering—Economic Education—Industrial Psychology.

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ICE WOLF: a beautiful experience

The internationally-known, award-winning jazz group has been selected by Sao Paulo-Illinois Partners for Illinois' major bicentennial celebration overseas.

Several area businesses helped to finance university jazz musicians when they went to Switzerland as one of two United States jazz bands to participate in the International Jazz festival. Governors State University jazz ensembles won more awards in the Notre Dame College Jazz festival than have ever been received by one institution previously. A first album, "GSU Jazz Live!", has been recorded by the GSU jazz band.

The GSU Jazz ensemble is the oldest of three performing groups, and is comprised of students and community musicians. The newest performing organization is the GSU Music Experience, and it is a sextet composed of only students.

GSU Jazz To Perform Here Mar. 18

Governors State University jazz musicians selected to go to Brazil will give a concert Thursday, Mar. 18, at Governors State University. The free public concert will be at 7:30 p.m. in the recital hall. Governors State University jazz ensemble has won more awards in the Notre Dame Collegiate Jazz Festival than have ever been received by one institution previously. The GSU Jazz ensemble is the oldest of three performing groups, and is composed of students and community musicians. The newest performing organization is the GSU Music Experience, and it is a sextet composed of only students.

ICE WOLF: a beautiful experience

The thin line between sanity and insanity was the theme of "The Delicate Balance," a play shown February 26-29 at GSU.

The Delicate Balance, a play on a stage which moves its audience out of the world of the poet which is both large and small, simple and sophisticated, and marvellously, profoundly, true. "It is children's theater for adults. For adult children, the children to whom we are prepared to give the dignity of humanity, of existence as thinking, people. "The story is simple. On the surface. An Eskimo village, ruled by the spirits, by shamans, by superstition and myth, rejects a fair-haired child born to her parents. She is different, and therefore she is not acceptable."

Whether or not the possible tearing down of posters about the New York Theatre Company's production of "Spoon River Anthology" at GSU had anything to do with the sparse audience, this production was quite genuine in the GSU theater. The printed material about the performance was done from a book length poem which does not have a plot in the normal sense. The printed material tells us. At-take your children." Whether or not the possible

The actors felt about GSU is a mystery, since they did not return for an encore and went on to their next performance without leaving feedback, as far as the audience could tell.

"In the snow, in the simple, beautifully dramatic episodes of life in the community, there is today, there is tomorrow, there is a plea for love and tolerance, for kindness and for vision beyond the immediate."

"But there is no pomposity, no lecturing message, just a vision left to furnish and warm, to guide and light the way through the dark paths of tomorrow."

"It is a beautiful piece of theater, to which it is your duty to take your children." Two cast of 36 children from 10 communities will present the "Eskimo myth for young people." All performances will be at 2 p.m. in the GSU theater.

AMES COUNTY

Governors
State
Jazz Group going
to Brazil

From Vancouver, B.C., James Linn reports: "The Ice Wolf is a beautiful experience, a play on a stage which moves its audience out of the world of the Eskimo, and then into the infinite space of the imagination, the world of the poet which is both sane and insane." The world of the poet which is both sane and insane is the theme of "The Delicate Balance," a play shown February 26-29 at GSU.

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Travel Policy Explained

Marka Hrabler

Students traveling will be governed by the following policy:
No student will be funded for travel to the continental United States.
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Student travel funds will be made unless students have submitted travel request and received approval from the same, prior to period in which they intend to travel, (i.e., Sept. - Dec.; Jan. - April; May - Aug.).

Allocation of Travel Funds:

- All funds allocated for student travel will be divided into a first-come, first-served basis.

- Teacher Travel Policy Explained

- Credit.

- Faculty/ staff can travel on bus at a contributory rate of $5.00/ 100 miles. The maximum contribution is $25.00 for travel associated with a seminar, which is or will be an extension of classroom/ course work. Funds will not be allocated for travel associated with college credit.

- All students will be encouraged to travel using the least expensive mode of travel (i.e., bus, van, cars).

- Absolutely no reimbursement for student travel funds will be made unless students have submitted travel request and received approval from the same, prior to period in which they intend to travel, (i.e., Sept. - Dec.; Jan. - April; May - Aug.).

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Pulley: Socialist Candidate

by Andrew Pulley

Contrary to the reports by the new media, Ralph Metcalfe and Erwin France are not the only candidates for the future. Rayner is running unopposed in the Republican primary. I'm the Socialist Workers party candidate.

I attended a meeting on March 1st which was addressed by Congressman Metcalfe. I had hoped to question him on his policies from the floor and challenge him to a debate. Claiming he had a tight schedule, upon completing his remarks he ended his meeting without permitting questions from anyone. In his talk he did not address the numerous problems confronting the people of the 1st Congressional District (89% of which is black), much less offer solutions to these problems.

Unemployment, substandard and segregated housing, inferior and segregated schools — solving these problems are not on his mind. The only issue in "Independence from Dickey-Daley," cited Metcalfe. Despite that, he is seeking office in the Regular Democratic party organization,...

metcalfe said he is proud of his record of "service" to the people of the 3rd ward and 1st Congressional District. However the truth of this matter is that for over 20 years Ralph Metcalfe only served himself and host Daley at the expense of the Black community. He organized and spoke against Dr. Martin Luther King's "Poor People's March for a Living Wage" which he claimed would have taken place in Chicago in 1968. Metcalfe opposed the Civil Rights marches against segregated and crowded schools. For most of this 20 or so year period, he stood for nothing against the racist brutality of Metcalfe. Daley. Metcalfe did not speak out against iniquity to Mayor Daley in private. He said he doesn't speak too loud. "If I had to work, I wouldn't be on the job today." Having acquired enough political capital, Metcalfe has now declared his freedom and has taken positions opposed to Daley on police brutality and in the 1975 Democratic mayoral primary election. Metcalfe appealed to the meeting not to let Daley destroy him.

Throughout his talk and his political life he has presented the interests of the Black community as being the same as his: what's good for Metcalfe is good for the black community. But Metcalfe's whole political life has demonstrated the opposite is true. The defeat of the Civil Rights movement in Chicago was good for Metcalfe and Daley but it was very bad for the Black community. In order to advance the Black liberation movement it is necessary to reject Ralph Metcalfe, Rayner, France and A.A. Rayner. Like all Democrats and Republicans they are only concerned about taking care of their own needs and that of the profit system. Black people need to choose or the alternative represented by my campaign. The policies I advocate put human needs before everything else. To end unemployment, I say reduce the work week with no reduction in pay and spread the available work. The 100 billion dollar war budget and use it to build adequate housing, schools, hospitals.

by Michael J. Bakalis

The Democratic candidate for Illinois Governor, Dan Walker, has released his FY 77 budget. Always a laudatory document which perpetuates a sorry record of mismanagement and fails to clearly identify the State's priorities.

Bakalis charged that Walker's attempt to submit a budget which appears on the surface to be responsible, but which will not be acceptable to the General Assembly when the full facts are revealed. He also charged that the State could and should reduce its overall budget, but noted that Governor Walker should have begun the process three years ago by instituting a more carefully thought out plan to reduce state expenditures according to the Governor's "no-tax increase" promise.

"Only in an election year," Bakalis said, "do you see evidence of conservative budgeting which, "...have taken place under Walker's airm of office."

Bakalis once again repeated his call for public legislative hearings on the FY budget so that the people can be given full opportunity to express their views on where their tax dollars should be spent. Bakalis said that in a so-called "liberal" state budget, in which 16 of 23 of the Governor's code departments are given sub-budgets for over-all operations instead of selective cuts, many questions need to be answered. Bakalis said the people have a right to know about the chance to act. The Governor would like to believe that he can manipulate the so-called "pork barrel" state budget, in fact the waste in his own code department remains virtually untouched.
You have a beautiful girl.
Faint squealing. Antiseptic smells.
I caught a glimpse of the tiny body.
Then she was gone.

People were everywhere.
Noise. Movements.
The young doctor. Perspiring.
The older doctor. Where'd he come from?
The understanding nurse who had six kids of her own.
The quiet nurse who conscientiously stroked my forehead.

Awareness.
No answer.

I took some deep breaths and tried more vociferously.

Utter silence.

Then I moved—across the room, through double doors—
down the corridor, around a corner, through an open doorway,
to an abrupt stop!

A BEGINNING

Four people lifted me up in a sheet.
They literally dropped me into a bed.
The good doctor was talking.
Complications.
Transverse. I knew that meant sideways.
Burst like a balloon. Oh no, not me.
The baby. I pleaded.
Rest, he commanded.
You'll see your baby soon.

Darn doctor! Here I was hooked up to more tubes and machines than I ever knew existed.

Still in utter agony.
Numbed.
And he says rest.

The hours passed.
At last the new creation was in my arms.

Then I did what I said I wouldn't do.
I counted.
All ten fingers and all ten toes.
Two eyes, two ears, a mouth and a nose.
Perfect!

Alert and hungry she quietly sucked at my full breast.

Satisfaction. Relief.

Rain
Rain is such a beautiful thing
I wonder what caused the rain
The cause is really quite simple
God is washing away his sorrows
and saying I forgive you world for
your sins
Won't you please make amends

Rodney C. Smith

Fug'song No. 212
Written the day after the murder of Martin Luther King
by Tuli Kupferberg

I see by next weeks papers
Long hot summer ahead
A thousand sparkling heroes
But every hero is dead

Where brother sticks his brother
& sweethearts cry for the kill

Woe to the land that needs martyrs
Woe to the land that burns bread
America rose in gladness
Fallen in madness instead

I see by next years commission
Long cold winter & bare
A million raceless corpses
& you & I lie here & there
& you & I lie there

Know Thyself
Sons of Man
Know the Truth
I am That I am

T.S. # 1

"I'm A Ghetto Child"
I'm a getto child as everyone knows.
I'm lonely and have no place to go.
I walk the streets, play craps at the corner.
I live with the broads, I do what I wanta.
I'll rip you off and buy some joints.
I'll pass them to whoever the needle points.
And you ask me why I never get no where?
Cause I'm a getto child lonely and scared.

By Danna Daniels

Black Man of Tomorrow
The black man of Tomorrow
Will be of less sorrow
He will be a great man
As the World Will Understand
He will capture many victories
He will get out of all contradictions

The Black Man of Tomorrow
by Sylvester Jones

TRIBUTE TO A MAN NAMED P A U L
(Paul Robeson, 1898 – 1976)

Coming Soon
No Jobs Quoting Great Theorists

Wellesley, Mass. — (I.P.) — Wellesley is, if anything, too academic for the "Parlmet Report," a study conducted by Dr. Malcolm Parlmet of the Division for Study and Research in Education at MIT on the Wellesley College Community.

Report: First, it is held that there is too much concentration on conventional types of channels defined by tradition but lying within the teacher's control. There is a need, on this view, for a range of other routes of entry — field placements being one example.

The second point made is familiar: that course work is "not relevant." A senior remarked: "Everyone assumed that we are going out to be great academicians." Correctly, she pointed out that many students would not be. A member of the Student Services staff put it this way: "I don't know we were training scholars. I thought there were a lot of students who wouldn't be scholars."

An alumna was emphatic: she felt as a student seven or eight years ago that the College had differentiated those who would go on into graduate work from the rest, and that the rest had been "written off." This may have changed in the interim, but not, perhaps, in all departments:

The students we talk about among ourselves are the good students for whom we have high hopes of going on in the field; we don't talk about turning out liberal arts minds, preparing people for life; not a central concern at all.

There is a clear connection in many people's minds, between the need for restructuring learning experiences and the need for articulating with students' needs, interests, and private concerns. In much academic work at Wellesley, thought one member, "They have no convincing rationale for why they are doing it — that's no joy in it." A senior commented: "There is no value in the kind of things instructors want, but I'm not expressing myself as sharply as I used to. I've gotten used to writing "Wellesleyish," and for me it's almost garbage.

The statement "we feel totally inadequate" was a common reaction surprising to hear from young adults so able and successful.

A third source of anxiety centers upon the possible over-concentration on written assignments. A dean asked: "We require a lot of assignment, but do we stimulate them?" Are students kept too busy studying to find time to think? Is there too much concentration on the mechanics of paper-writing? Has acquiring the ability to win at the "paper-writing game" become the chief learning task? One student, a successful senior, described how she had recently read a paper written in her senior year at high school, and thought it better than the papers she now wrote — it had been "shorter. I got straight to the point."

As the years progressed, I learned to add details and the kind of things instructors want, but I'm not expressing myself as sharply as I used to. I've gotten used to writing "Wellesleyish," and for me it's almost garbage.

She went on to describe how she had "psyched out" her instructors and had decided "what they are looking for." In her view, what they chiefly wanted was for students to write "Wellesleyish," which, at my request, she defined: "Wellesleyish is really sort of pompous, getting onto a lot of subleties; avoid getting to the point; take ten pages to make a point that needs ten sentences; wordy, highbrow; sometimes a little too polite; use a lot of technical terms, academic-sounding terms.

This is one student's account. Though perhaps excessive, it is unquestionable part of most college students' lives to play academic games of certain kinds. Numerous studies have shown that a remark marks familiar inside the "student subculture." For most of the time, teachers — despite their having been students once — can reconjugate only with difficulty "what exactly I feels like to be a student."

I've seen people talk

The INNOVATOR is the only thing going around campus. For that matter, going around the country. We have attempted to deliver to the student a news medium that truly reflect the various thought patterns on campus.

The only thing we are complaining about is that there is news here that we might miss in pursuit of other stories. To involve all the student body in the business of the publications it takes participating by other students as well as our hard working staff. There is room in the paper for human interest stories, jokes, cartoons (original) and photographs. Join in the fun and rewards availability by contributing to and supporting the paper in general. If you have a complaint with us or the university or some one you don't know but should, do it through the INNOVATOR. Bring those questions to us and let our staff got down to the bottom line. Check us out, we may just have the answer. If we don't we will tell you where you may, likely find it. Editor-In-Chief.
THE ILLINOIS SCHOOL
OF PROFESSIONAL PSYCHOLOGY

Inquires invited from college seniors and graduate students interested in pursuing advanced study and training in professional psychology.

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Vitamin C Does the Job

Anthony Verlangiere, Ph.D says in Prevention Magazine, "a deficiency of vitamin C is one of the major underlying causes of atherosclerosis. Previous studies show that vitamin C both with animals and human beings seems to play a protective role in the entire circulatory system.

The new findings in Dr. Verlangiere research is that he identifies the loss of certain chemical compounds that are the building blocks of the artery lining; this loss occurs when atherosclerosis is induced in laboratory rabbits. Vitamin C added to the disease-producing diet, however, the same compound doesn't disappear but actually increased above normal levels. This change greatly and significantly, as compared to the artery damage in rabbits receiving no vitamin C.

Many people believe an excess of cholesterol or other fat in the bloodstream triggers artery disease. Cholesterol does play some role, but medical evidence suggests that cholesterol will only attach itself to blood vessels if anything is wrong with them—if they are rough, irregular, or otherwise abnormal. It isn't known how the blood vessel lining in the first place to permit cholesterol to grab hold and form plaques. Dr. Verlangiere's work led him to a particular compound chondroitin-4-sulfate. He singled this out because there were changes in a whole group of compounds, but this particular compound chondroitin-4-sulfate showed the most dramatic increase. When Vitamin C was added to the rabbits' diet - it increased 150%. Dr. Verlangiere observations confirmed that chondroitin-4-sulfate has been used successfully by a team of medical researchers headed by Dr. Lester Morrison in Culver City, California. A small number of patients were treated with chondroitin-4-sulfate. Dr. Morrison published reports indicates the death rate among heart patients given CSA has been a remarkable 50% less among the control group with the same disease history.

Dr. Verlangiere said, "For one thing, he points out, there is the fact that only a few animals, humans among them, are unable to produce their own vitamin C—and it is these animals that develop atherosclerosis the most easily and spontaneously. Many other animals are unlikely to develop the disease unless their diet is specially manipulated as Dr. Verlangiere did. He also said, "We humans are particularly unique in our ability not to produce our own vitamin C. The only other animals that can't are apes, certain bats, some tropical birds, and guinea pigs—and it has been found, by the way that all you need to do to cause atherosclerosis in guinea pigs is to remove vitamin C from the diet. All other animals make their own vitamin on their own. Insects can do it, reptiles can do it, but we can't."

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The Equalizer

I am a host to all men
I have been around since the beginning of time
I serve Emperors, Bums, and Kings.
People also use me to get into their minds

I am the Equalizer
Men humble themselves before me.
And look forward to the relief I bring.
I share a portion of every man's life.
And make any offering they bring.

I am the Equalizer
Never have I asked of any man's race.
Instead I remind men how natural they are.
For wherever man is, there I will be also.
I am the root of oneness, everywhere.

I am the Equalizer
I am your FRIEND.

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foot