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Student Services

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Thursday, March 18

Students Address Engbretson

In a special student meeting

March 18, President Engbretson was asked to "restrain from hiring, firing, and making administrative decisions."  

Rev. Evelyn Theresa Evans, university nurse and student representatives addressed the following questions to Dr. Engbretson:

1. Why did you state in the February Executive Session of the BOG that Mr. Lott had been censored by students implying SSAC members for signing for student funds. Is there a student's co-signed signature? Why?

2. Mr. Lott was in what capacity did they censor Mr. Lott; what were the implications regarding the not in good standing according to Lott's recommendation did you dismiss him?

3. Why didn't you call a meeting with SSAC members to discuss/inform them of your concerns/ intentions regarding the issue of Mr. Lott's signing for student funds without one of their representative's signature?

4. Why are you so "hung up" on decentralizing operations for student services?

5. He feels that a decentralized system would maximize the sources in each college.

6. Why can't students (current/ previous Trimesters) be input in the process of determining the type of operation for student services?

7. Students do have input in what capacity?

8. Why did you replace Mr. Lott with Doug Davis, who was in position earlier because of problems/ incompetence?

9. Doug Davis is not incogent.

10. Why don't you waiver the university wide appeals procedure and require Mr. Lott to direct student services; remove Doug Davis from the position until a system is established to review the issues and get student input in the process?

11. You waivered the procedure in initiating Mr. Lott's displacement and subsequently forced him to use the appeal procedure.

12. He did not waiver procedures; he wanted a university-wide appeal process to be exhausted.

13. Did you or Mr. Lott's immediate supervisor put your decentralized concept in writing to be implemented by Mr. Lott?

14. No, he talked about it, but he never did it.

15. Why haven't you placed your charges against Mr. Lott in writing?

16. He didn't feel it was necessary; he can fire administrators at his pleasure.

17. Why did you dismiss Mr. Lott if he does not report directly to you?

18. Ted Andrews had not been in his position long enough to make a decision.

19. Since he does not report directly to you on whose recommendation did you dismiss him?

20. He dismissed Lott because of dissatisfaction with Lott's performance.

21. The meeting continued, with Becky Keller discussing the lack of adequate resources with which Lott had. Also, she said that students should decide what their needs are; not the president. Asked why the issue of having a doctor on campus was never allowed to go to a referendum, Engbretson said that didn't think students would want to pay more for activity fees to support a doctor.

22. Percy McMasters, student, said that Engbretson acted disrespectfully by terminating Lott on four hour's notice. Therefore, he asked the president to "refrain from hiring, firing, and making any administrative decisions."

"When Is A Student In Good Standing?"  

The following statement appears in the Governors State University 1976 catalog, page 15:

"Students are in good standing as long as:

1. They have completed one half of all units for which they have been enrolled in all previous Trimesters when the total of units enrolled for is 16 units or less; or
2. They have completed three fourths of all units for which they have been enrolled during all previous Trimesters when the total of units enrolled for is more than 16 units. (Units dropped during the add-drop period of the block do not count in this determination),

..."
Alternative Check Out The Issues

When is a sentence cognitively meaningful? The best way to tell is by the Verification Principle. It goes like this: all statements are "synthetic" i.e., which express propositions conveying information about the world that are empirically verifiable. These statements fit into two categories.

The first category is analytic, i.e., statements which express propositions which are true or false a priori and do not describe anything in the world. "All husbands are married" is an example. Under the second category are emotive statements, i.e., utterances which express one's feelings is an emotive statement.

These are the criteria which we use to test the genuineness of an apparent statement of fact for the criteria of verifiability. We say a sentence is factually significant to any given person, if, and only if he knows how to verify the proposition it purports to express. Thus, if he knows what observation would lead him, under certain conditions, to accept the proposition as being true, or reject it as being false.

Robert Press
Professor of International Education

Board Meeting Held Here

Park Forest South, March 18, 1976 — Collective Bargaining regulations, enrollment and resources in FY 77 and tuition in the Board of Governors System were the major topics discussed at the March meeting of the Board of Governors of State Colleges and Universities. Meeting at Governors State University, Park Forest South, the Board of Governors unanimously approved a set of regulations designed to implement its November 20, 1975 educational regulations. At that time the Board voted to grant specific academic employees the right to determine whether they wanted collective bargaining, and if so, a subsequent right to select a bargaining agent. A statement on the Board's action on collective bargaining is attached.

The Board today heard Executive Officer Dr. Donald E. Walters discuss some of the questions from the Board of Governors at the March meeting of the Board of Governors System at the March meeting of the Board of Governors System were the major topics discussed. Walters discussed some of the questions from the GOH budget recommendations made public on March 3, 1976. The Board of Governors System will not be able to employ approximated budget recommendations in next year's budget recommendations, will allow an approximate increase of only 5.0% in the Board of Governors System.

The impact of drastically reduced budgets raised unanswered questions from Board members regarding possible revision of current enrollment and admission policies. Dr. Walters paper included, with tables, such information as the sources of income for operating budgets for public institutions of higher learning in Illinois; tuition as a percent of instructional costs, the problem of access and financial aid, and state, federal and institutional aid programs.

As a result of a resolution passed by the Board of Governors, within the next couple of months a secret ballot referendum will be held to determine whether a majority of the full-time academic employees favors collective bargaining. If a majority favors collective bargaining, a second election will be held to determine the exclusive bargaining agent, if any. Before the referendum on collective bargaining is held, it is important on all academic employees who are eligible to vote to become as informed as possible about the issues raised by collective bargaining in higher education. Because of the importance of this issue to each of you and to the university at large, the other presidents and I mutually agree that it is important that each faculty member be familiar with both the pros and the cons of collective bargaining before casting a ballot in the referendum. For this purpose an open forum sponsored jointly by the BOG Council of Faculty and Council of Presidents will be held at GSU on Wednesday, April 7, 1976 from 9:00 A.M. to 11:30 A.M.

Speakers being invited are Dr. George Angell, a noted neutral national authority on collective bargaining, representatives of AAUP, AFT, and anyone else who wishes to speak for a prospective bargaining agent, our GSU BOG Council of Faculty members, and a student to represent student governance input.

Among the questions that should be thoroughly considered prior to the referendum are the following:

1. What impact would faculty collective bargaining have on current resources and current function of the Council of Faculties?
2. What effect would the establishment of collective bargaining have on the functioning of the Council of Faculties?
3. What impact would collective bargaining have on the University's tenure policies and professional personnel system?
4. How effective is collective bargaining with respect to setting faculty salaries in a state like Illinois where the Legislature has to appropriate the funds?
5. Would collective bargaining increase the amount of money available for salaries?

OPEN LETTER TO THE ADMINISTRATION AND THE GSU COMMUNITY:

How long are we going to put up with the cafeteria service being provided by AUTOMATIC? The food is bad, the cost extravagant, and the service abysmally. Doesn't anyone care? A list of complaints would be too long for this newspaper to print but a summary would include: poor quality of food, high prices, unserviced vending machines, non-availability of certain food items during the day, understaffing at busy times, etc.

We need quality students representatives who are militant and know the importance of their personalities being nominated to a school offices. Fellow students, get ready to cast your votes!!!

Robert Press
Professor of International Education

There are a large number of ducks (or other birds) parking on the pond on GSU property.

Duck Fees

There can be a $5.00 fine for each duck (or other bird), this is clearly marked Visitors Lot, which the ducks (or other birds) are not?

If no effort is made to collect the fee from the ducks (or other birds) this is clearly marked Visitors Lot, which the ducks (or other birds) are not?

I sincerely hope that the Board of Governors System will be willing to enforce the fee from the ducks (or other birds) which the ducks (or other birds) are not?

Walters discussed some of the questions from the Board of Governors System at the March meeting of the Board of Governors System were the major topics discussed.

Student Input Welcome

By Michael Leigh

It came on the agenda that SSAC has no secretary as at now- the committee members were stressing for a full-time secretary on the campus. There had been a proposal demanding a full-time secretary but the issue had not been resolved. Now, the ball-game is open for you and your friends. If you have a skill or any talent in typing, filing, etc. this is the time for you to see your counselors at the financial aid office or check the university personnel office adjacent to the security office or behind the business office. You probably be hired on the same day.

Don't forget the recruiting will be on the basis of first come first serve.

Job description is available upon your request. Check it out!!!

Last on the agenda is the annual election of SSAC coming up next month. This is an annual event whereby you elect student of your own choice by secret ballot. Anytime from now students will be campaigning all around the campus making all kinds of pledge for their being nominated. Hey! I want you to check out whoever comes to your aid and see whether he is capable to perform and not to honor the pride of being a member of SSAC Committee. Student Advisory Committee Offices will become vacant next month. I hope each student is ready to nominate his respective candidate of choice. There is any funny names on posters you need to clarify about before casting your votes, sacrifice few seconds by stopping at Student Services Office by checking him/her out.

If no effort is made to collect the fee from the ducks (or other birds) which the ducks (or other birds) are not?

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If no effort is made to collect the fee from the ducks (or other birds) which the ducks (or other birds) are not?
Blues to Bluegrass, Inc. will present an eight-hour benefit concert for "The Centre" an uptown counseling and educational center, serving over two hundred youths. The benefit will be held April 4, 1976, from 5 P.M. to 1 A.M. at Builty Mulligans, 7444 N. Sheridan, Chicago. Donation $2.50.


For further information contact: Blues to Bluegrass, Inc. 564-8033. The Centre, Inc. 729-9544.

The executive director of the National Alliance of Black Feminists, Brenda D. Eichberger, will discuss "The Black Feminist Movement" April 2 in GSU Women's Resource Center in Cultural Studies. This center provides a referral service which has accumulated information on many organizations in Chicago and the suburbs. The Center provides programs of interest to women on self-defense, legal rights, all-day workshops and their areas.

Kenneth L. Shivers, space administrator, has announced that due to the construction work to be performed in E and F buildings, reassignment of classrooms will have to take place. We will attempt to get the information to the various instructors at least one class meeting before a necessary change. However, if any problems should arise, the Information Office should be contacted at ext. 2464. Your patience and understanding are appreciated.

The BHE feels since other schools in the area have such a dissemination medium. If you are planning anything which may be of interest to students of Governors State University, or if you have an outstanding informational need, call 337-1148.

WHO is the Administration VIP seen walking to his offices from the VISITORS Parking Lot on March 17? Can't afford to shell out the $12 every trimester either, Bill?

The last polo game of the season for the Polo Club of Chicago will be at the Water Tower Armory on Chicago Avenue and Seneca, Chicago, on March 28.

The game is scheduled for 7 p.m. Tickets $2, $4, and $5.25. For information, call 307-1184.

Attention

The only official newspaper on campus, we at the Innovator are pledged to serve the University Community but we need your help! Even if we are student oriented, all GSUers are asked to participate in this valuable information gathering and dissemination medium. If you are planning anything which may be of interest to students, let us know.

Our office is located behind the Community Conference Center; ext. 2020.
Dear Readers:

The Innovator is concerned about its image. To help us know where we stand, how we can improve ourselves, and how we can continue to serve you, we are putting these questions to you.

Your response to these important questions are crucial to the future of the Innovator. Your cooperation in this survey will not only help the Innovator but will also provide a more interesting and pleasant reading environment for yourselves.

To submit your responses, simply fill out the questionnaire below, tear it from the paper and drop it in the box set up in two locations by April 7, 1976. These locations are as follows: the Innovator's office (behind the community conference room), outside the LRC (second floor).

Thank you.

Sincerely yours,
Rodney C. Smith

1. How would you rate the Innovator as a student newspaper?
   - Excellent
   - Good
   - Fair
   - Poor

2. Do you feel the name Innovator is appropriate?
   - Very appropriate
   - Appropriate
   - So... inappropriate
   - Very inappropriate

3. Do you think the articles in the Innovator are relevant?
   - Very relevant
   - Relevant
   - So... not relevant
   - Very irrelevant

4. Do you find the ads useful?
   - Very useful
   - Useful
   - Not useful
   - Very useless

16. Would you like to see more poems?
   - Yes
   - Uncertain
   - No

17. Do you like feature stories?
   - Yes
   - Uncertain
   - No

18. Does the Innovator need more feature stories?
   - Yes
   - Uncertain
   - No

19. Do you find the Editorial interesting?
   - Very interesting
   - Interesting
   - Not interesting
   - Very uninteresting

20. (a) Would you like to see more columns in the Innovator?
   - Yes
   - Uncertain
   - No

21. Would you like a man-on-the-street column?
   - Like it very much
   - Like it
   - So... Dislike it
   - Dislike it very much

22. Would you like to see more pictorial news?
   - Yes
   - Uncertain
   - No

23. Is the Innovator prompt in printing your submissions?
   - Yes
   - Prompt
   - So... Prompt
   - Very prompt

24. Do you feel the Innovator fills up space usefully?
   - Yes
   - Uncertain
   - No

25. Do you think of the newsbriefs?
   - Very good
   - Good
   - So... Fair
   - Fair

26. Is the column "Letters to the Editor" important?
   - Very important
   - Important
   - So... Unimportant
   - Very unimportant

27. Do you think the photographs would enhance the story?
   - Yes
   - Uncertain
   - No

28. How would you rate the photographs in the Innovator?
   - Excellent
   - Very good
   - Good
   - Fair
   - Poor

29. How would you rate the accuracy of the reporting on the Innovator?
   - Very accurate
   - Accurate
   - Fair
   - Inaccurate
   - Very inaccurate

30. How often would you read the Innovator?
   - Lots more
   - Better
   - Comparable
   - Poorer
   - A lot poorer

31. Do you contribute articles to the Innovator?
   - Yes
   - No

32. How would you rate the Innovator as a student newspaper?
   - Excellent
   - Good
   - Fair
   - Poor

33. How would you rate the news coverage of the Innovator?
   - Very good
   - Good
   - So... Fair
   - Fair
   - Poor

34. Do you see the Innovator doing Investigative Journalism?
   - Yes
   - Uncertain
   - No

35. Do you think the Innovator should publish controversial articles?
   - Yes
   - Uncertain
   - No

36. Would you like seeing Co-op news?
   - Yes
   - Uncertain
   - No

37. Would you like seeing Co-op poems?
   - Yes
   - Uncertain
   - No

38. Would you like seeing Co-op feature stories?
   - Yes
   - Uncertain
   - No

39. Would you like seeing Co-op columns?
   - Yes
   - Uncertain
   - No

40. Would you like seeing Co-op man-on-the-street columns?
   - Yes
   - Uncertain
   - No

41. Would you like to see more Co-op pictorial news?
   - Yes
   - Uncertain
   - No

42. Would you like to see more Co-op newsbriefs?
   - Yes
   - Uncertain
   - No

43. Would you like to see more Co-op columns?
   - Yes
   - Uncertain
   - No

44. Would you like to see more Co-op man-on-the-street columns?
   - Yes
   - Uncertain
   - No

45. Would you like to see more Co-op photographs?
   - Yes
   - Uncertain
   - No

46. How often would you read the Innovator?
   - Lots more
   - Better
   - Comparable
   - Poorer
   - A lot poorer

47. Do you consider the Innovator to be a student newspaper?
   - Yes
   - No

48. How often would you read the Innovator?
   - Lots more
   - Better
   - Comparable
   - Poorer
   - A lot poorer

49. How often would you read the Innovator?
   - Lots more
   - Better
   - Comparable
   - Poorer
   - A lot poorer

50. How often would you read the Innovator?
   - Lots more
   - Better
   - Comparable
   - Poorer
   - A lot poorer

The INNOVATOR extends an invitation to you, the GSU community to express your feelings about happenings or situations at the university, in a Letter to the Editor. We will print your letter as it comes to us. We will withhold names upon request, but each letter must be signed.

Put it all together in Air Force ROTC.
Davies assumes duties of acting Student services Director

By MICHAEL LEIGH

The Student Service Advisor, Committee held its regular monthly meeting on the 15th of March in room 1102, and was chaired by Tom Passmore. Present at this meeting was the newly appointed acting Student Activities Director Mr. Douglas Davis.

Mr. Davis began the meeting by stating emphatically that, "I am glad to be in your midst at this crucial atmosphere within the university campus." The smooth going personality of Mr. Davis is back again. This time he is back on the basis of acting as Director of Student Activities. He is a well-spoken gentle man who needs your support in order to discharge his assignments.

Mr. Davis further emphasized this his commitment with the administration had not been clarified. "I will assume the total structure of management function of Student Activities Unit he stated." He denied changing the staff around and having the telephones removed. Furthermore he will be on the scene of food freezing. That being he doesn't want to make the same mistakes his former contemporary had made. Who knows?? He did say that he wants to adjust his books and review his budget. I guess Mr. Davis is smarting that the Students may request that the budgetary period is fast competency statements to be attached to this new record. The Officer of Admissions and Records. will make copies of competencies from a competency catalog that will be maintained in that office. For those learning modules that are of the independent study type, the student records will still be hand typed with the competencies included. The catalog competencies plus these independent study type competencies will then be issued upon student request. For those students who complete a degree at Governors State University, a new area recorded in September block because there is no sufficient funds for this period. In addition he further stated he is ready for a smooth-running SSAC, and finally that he is available at any time on campus and that his secretary has been doing a marvellous job on scheduling his appointments.

Room for rent. $60 monthly excluding utilities. Available immediately. Call (312) 755-0181.

College student. Male preferred.

Sublease one bedroom apt, 4 miles from GSU. $155.00 a month, heat and gas paid. Available now. Call 8:30. 756-3386.

For Sale: New rabbit For Cape Brown, tan, and white. Tel. 312-234-5498.


College student, male preferred.
By: Helen Jones and Daniel Emil Youngdahl

On April 7, Hattie McCulchon, National Staff Member of NSCAR (National Student Coalition Against Racism) will be speaking here in Boston. She was a founder of the National Staff in Boston, called for Saturday, April 24, vans for which are presently being organized to leave from GSU. Strong support is urgently needed from around the country to turn back the racist attack on the right of the Black community to use busing as a means to achieve equal education.

Since the Fall of 1974 Black students have been attacked by racist gangs when entering South Boston High. Due to the nuisance of the Boston Police Department and City Officials these attacks have now spread to attacks on Black families living on the outskirts of racist neighborhoods. If the racists are allowed to turn back the right of Black students to go to any school they desire it will open the door to further attacks as is now happening in Lawrence and may happen in Chicago. A mass movement of Black people that supports the rights of oppressed people to come to Boston to demand busing will not be allowed to continue these attacks.

Hattie McCulchon is presently on a six city national tour and will speak at 4:00 p.m. in the GSU Community Conference Room on Wed., April 17. In addition to being on the national staff of NSCAR, Hattie is a member of the Citizen's Action Team in Boston. She was a director of a Black task force in the Third World Women's Organization, active in the National Black Feminist Organization, and is a member of the African Liberation Support Committee.

Travel arrangements for the MARCH ON BOSTON are being organized by the Student member of the GSU University Assembly and James Sanders CCS Student Assistant Dean. People wishing further information are to contact Jerome in Student Services, x241, or x211. GSU students are urged to go to Boston April 24. The desegregation laws have been on the books now for 3 years. "Two hundred years of racism is enough," is the theme of action.

The following Facts on Busing is reprinted below from a flyer printed by the National Student Coalition Against Racism:

For 30 years, the school bus has been a friendly figure — an accepted and vital part of the American school system. Without the bus, millions would have had to rely on the limited education of the red brick school house. Some might never have completed school.

Now, because it is used to carry out school desegregation, racial conflicts have come to the friendly yellow school bus as the villain. By rejecting busing, they reject desegregation and the right of Black students to attend any school, including the better ones. Busing is necessary in cities where segregated housing patterns make it impossible for Black students to walk to better schools.

**Facts on Busing**

1. **Don't parents and students really oppose busing?**

   In Massachusetts, before the Federal Court ordered busing for desegregation in 1975, out of 1 million students, only 500,000 were bused.

   **Buses have long been used for education. Students are bused to zoos, parks, museums, art and music shows, athletic events, government centers.**

   Busing has been traditionally used for segregation. Black students walked to poor schools, while whites were bused to modern, well-staffed schools.

2. **How does busing violate the tradition of "neighborhood schools?"**

   - "Neighborhood schools" are a myth. They were never sacrosanct in the days of segregation, when whites rode busses to avoid neighborhood schools that had Blacks.

   - In Boston, over 30,000 students rode busses before desegregation. Whites still ride busses away from their neighborhoods into the Black community to attend Boston Latin and Technical High Schools.

   - Before desegregation in Boston, Black students from Columbia Point in South Boston were refused admittance to the "neighborhood schools." They had to ride busses into Black schools in Boston and Roxbury.

   - In many parts of the country, desegregation will enable Blacks to attend "neighborhood schools." They have not been allowed to share in the modern, well-staffed schools.

   - One way to stop any "white flight" that might be caused by desegregation is to assure everyone that nobody anywhere where they might move is subject to the law of the land and will be desegregated.

3. **Won't desegregation cause violence?**

   - "White flight" is a racist code word meant to portray images of peace-loving, innocent white "sleeping" before mobs of Black students descended on their tranquil schools and neighborhoods.

   - In Pontiac, Mich. and Racine, Wis., whites have had busing for over 4 years. The net loss of white pupils per year has been 1%. In Memphis, there has been an increase in white enrollment, since desegregation, 18 years ago.

   - On the other hand, in Detroit, Chicago, Philadelphia, and other cities "white flight" has reached up to 20% in the last 10 years, although none had desegregation plans during that period.

   - Dr. James Coleman, a leading theorist on "white flight," has admitted that his research was conducted in cities without busing. "White flight" has more to do with the economic and social conditions of a city than with busing plans.

   - According to the City of Detroit Budget Committee, most residents, Black and white want to "stay" because of unemployment, taxes, crime, lack of housing, etc.

   - In San Francisco has had "white flight," "Black flight," and "Brown flight." As residents seek to escape the problems of the city — not because there are outnumbered 16:1. Anti-busers have attacked Blacks in their homes, in the streets and in public buildings.

   - Evansville, Ind., and Pontiac, Mich. report fewer racial clashes and better communication between students and the community since their desegregation.
Once upon a time, in the land of make believe, there lived a man with smiling eyes, a heart full of love, and a soul filled with dreams. This man was always full of life. He enjoyed doing all kinds of fun things, but he was always careful never to hurt anyone. He knew that to hurt anybody was wrong. He liked to say hello to strangers, because he knew that, in this land of make believe, most of the people were friendly and kind and to even touch each other. When he saw little children, he always extended his hands in warm friendship. The children were given the chance to play and learn and stay in the land, full of love and understanding, and that the Center was a warm and beautiful

place, full of love and understanding, and that the

place would be only a memory of the man's dream

heads.

So he waited, and waited, and waited. Finally, he saw a far away place called him and asked him if he would go to the land of Gluk.

He was so excited, because he knew that he could make this big house. There were big children and he was glad that he was given the chance to share his love.

Once upon a time, in the land of make believe, there lived a man with smiling eyes, a heart full of love, and a soul filled with dreams. This man was always full of life. He enjoyed doing all kinds of fun things, but he was always careful never to hurt anyone. He knew that to hurt anybody was wrong. He liked to say hello to strangers, because he knew that, in this land of make believe, most of the people were friendly and kind and to even touch each other. When he saw little children, he always extended his hands in warm friendship. The children were given the chance to play and learn and stay in the land, full of love and understanding, and that the Center was a warm and beautiful place, full of love and understanding, and that the place would be only a memory of the man's dream heads.

The man went over to them and said "My name is Bob."

He knew that he soon would have to get a "job". In this land, people had to get a job in order to live. He would do any job that they could be given some money to do the things they wanted to do. He wanted to get a job in a place where he could continue to bring some happiness to all the other people by doing all the things that make other people happy.

When he was fast asleep, one night, a person from a far away place called him and asked him if he would like to come to Gluk to open up a Center for children. He was excited, because he knew that he could make this big house.

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On Thursday, March 18, the GSU basketball team played Kennedy-King College. Kennedy-King won, with a score of 85-62.

Lamont Parker, Greg Braden, Joe Garner

Kenne Dy-King Team With Coach Dan Davis

Ernie Holmes Referee + Player-Coach Robert Faire, And Joe Carter

GSU JAZZ CONCERT