

The Pronghorn Pronk

Volume 5 Issue 3

October 2015



Moving forward by leaps and bounds...

Greetings Pronk readers,

There is no PRESIDENT'S MONTHLY REPORT for the month of September. It will resume in the November edition with the October report.

A Tribute to Learning Support Services and the Dedicated Staff, Tutors, and Work Study Students that Make It All Possible

Lamar Community College Tutoring Lab

By Sharon Grasmick

I recently ventured down to the Lamar Community College Tutoring Center to sit down with Lori Peterson, who serves as the facilitator for the Tutoring Lab. This was a momentous occasion since the tutoring lab seems to be a standing room only facility as of late. When I arrived, I witnessed Lori helping a student with her math, so while I waited, I decided to get the take from some of the other students there. One girl, who had a book and what looked like several pages of notes placed on the table, told me she was studying for a test she would soon be taking. Naturally, I thought it best to let her go about her business. I noticed another student who appeared to have the LCC website pulled up and decided I'd corner him. As it were, Rodrigo Chavez, a Business/Marketing/Management student, didn't have anything pressing, and he very graciously agreed to chat with me. I asked him to tell me a little bit about the tutoring lab and why he was there. Rodrigo told me, "I just think it's pretty quiet. I like coming here and doing my homework and Lori's nice." He continued by saying, "I haven't used any of the actual tutoring services so far but probably will next semester. Lori makes it easy to get help. She asks you if you need help, you don't have to ask her." After learning Rodrigo does use the lab for actual studying, I figured I should let him carry on as well.



Photo: Lori Peterson and two students in the tutoring lab

Luckily, I spied a young man viewing basketball videos. He was watching, re-winding (yes, I still call it re-winding) and watching portions again. I asked if I might interrupt his game and he too courteously agreed. Come to find out, he truly was doing valuable research for himself and for the college. You see, Shannon Roberts, a 6'1" Runnin'



Photo: Athletes in the tutoring lab for study hall.

Lopes guard who is not only a ball handler but can shoot the ball too, was undoubtedly picking up some smooth new maneuvers. I know I'm impressed. Along with honing his game, he's actively seeking an A.A. in Business/Management; hence, Shannon finds the lab extremely helpful. He put it this way, "I like it; I've been here a lot," specifically stating he uses it "to write papers and get the people who work here to proof read the papers I write." Both Rodrigo and Shannon feel the lab hours of operation are exceedingly convenient.

Aha, Lori's free. What better place to start but to ask her about those hours of operation. Just as the sign posted outside the door of Bowman 129 stated, the hours students can access the lab during the Fall 2015 semester are 7:30am – 12:00pm and 1:00pm – 7:00pm on Mondays through Thursdays and 5:00pm – 7:30pm on Sundays. That's an impressive 49.5 hours per week. Lori also gave me the breakdown concerning which tutors are in the lab when. She is the exclusive tutor during the mornings on Mondays through Thursdays, but that shouldn't present a problem as she can help with English, History and Developmental Math. In the afternoons she is joined by Laura Misenheimer from 1:00pm – 5:00pm. If you need any science or math help, Laura's got you covered. Once the day wears on, Isabel Sarmiento becomes available. Her expertise, which happens to be math and any business area, can be acquired on Mondays through Thursdays from 4:30pm – 7:00pm. With the addition of Kay Sherwood, another English guru, on Wednesdays from 1:00pm – 5:00pm, this particular time would be great for having those aforementioned papers proof read. And for those who just can't seem to get there during the week, Linda Freiberger joins Isabel on Sundays from 5:00pm – 7:30pm. Linda can help with most courses but rumor has it she's another math whiz.

(Continued on page 4)

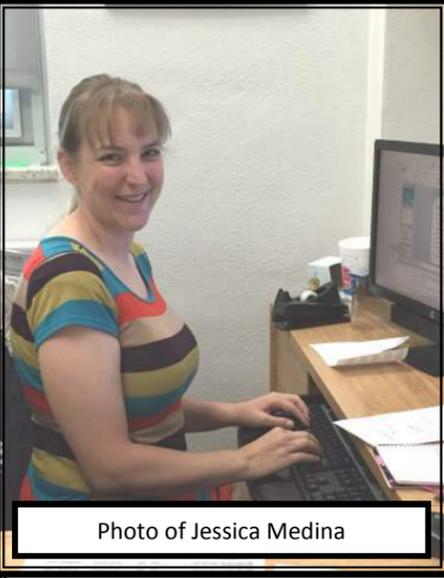


Photo of Jessica Medina

Getting to Know LCC's Academic Services Coordinator Jessica Medina

This is part three of a four-part interview

By David Frankel

D: I met my stepdaughter when she was seventeen, so we're friends, and we have a good relationship, but it's not like I was her *father*. But my granddaughter, ever since she was born, she claimed me. It was an overpowering thing.

J: You imprinted.

D: Yes. And I guess when I think about her, I think about trying to feed reservoirs. One of the things you notice when you meet her: she has the mark of the fortunate child. When I go someplace, I kind of look around and think automatically, "These are fortunate children, and these are not fortunate children." When you've been a teacher, you just can't miss it. I mean, sometimes they fool you, but mostly you can't miss it. And my granddaughter is a fortunate child. At least so far. Who knows, it might change, she's only seven. But as my mother put it, "She's had a very good start in life." And I think the key is that she's never had any *question* that a whole bunch of people were crazy about her. Since the time she was a little baby, people wanted to hold her. She was ridiculously cute. Strangers were struck by it.

J: "You smile at me, I'll smile at you." I *love* that with a child.

D: There's a lot of self-fulfilling prophecy in that sort of thing. If you don't expect people to like you, they usually don't. If you do expect people to like you, they often do. So what my granddaughter has creates self-stoking cycles. Virtuous circles.

J: Which are easy to sustain when they're young. But when they hit those teenage years, and people start bullying them, and telling them things, and attacking them as a self, they tend not to like themselves. At your granddaughter's age, the closest people to her are her relatives, and she'll believe anything you tell her. But when they get to be teenagers, they believe what their *friends* tell them. They start listening more to society, and their peers, and less to their parents. So the way you made her feel with just a smile, that doesn't cut it anymore.

D: They don't care about *you* smiling. It's about whether that *boy* smiles.

J: They don't care, because if everybody at school calls them fat and ugly, it doesn't matter what *you* think. "You're beautiful." "You're just saying that because you're my parent." So when society attacks them, they need to know that no matter what everybody else says, they're worth something. They need to live up to their best self and not compare. Because I tell you, when they hit middle school, high school, you see that attack on self. For me that's the horrible part. There's no way to shelter them.

I've tried to teach my sixteen-year-old—that's probably the dumbest thing I've said yet this week: you can't teach a sixteen-year-old: they already know it all. He is no exception whatsoever. He has it all figured out: he is superior, and everything else is inferior. Lately we've been trying to teach him that stupid people are a part of life. (both laughing) He will never be able to avoid them, so he has to learn to deal with them. Stupid teachers are

helping him learn how to deal with stupid bosses. Stupid co-workers are like stupid classmates. You have to learn to deal with them.

D: I remember teaching some kids, and one kid was complaining about another teacher, and I told her, "Just remember: the meanest teacher is no worse than the average boss."

J: Right! And we're trying to help them realize, "Yes, you may hate this subject. You may hate that the government is making you take this subject in order to get your diploma. But there are so many things in life you're going to be forced to do. You are going to have to figure out what battles you want to fight." I'm trying to teach my stubborn children—

D: None of that stubbornness is inherited, is it?

J: Yes, their *father* is just so terribly stubborn—(both laughing)—my husband says my son is just like me, and that's why we butt heads. I don't want to admit it. He calls him my baby bird. (both laughing) But with a sixteen-year-old, and one who's about to be fifteen, in the house—

D: That's rough. (both laughing)

J: It's kind of an impossible challenge. It really is. But they have to, in this short time—my son's a senior this year, and my daughter's a sophomore, and they have one year and three years left in the house for me to teach them the survival skills they'll need. I tried to explain this to my older daughter before she moved out: "Honey, dear, love of my life"—not everybody gets taught those skills by their parents. And they do understand somewhat. They see, as they're going through school, who those privileged, well-loved children are. I like to throw it in their face sometimes: "*You* are privileged. You have a mom and dad who love you, and who care about your schoolwork. Not all your friends do. And that may seem cool to you, that they can just do whatever they want, but I promise you, *they're* not the lucky ones." They start to see that as they get older.

It wasn't until I became a parent that I realized what unconditional love really was. The moment I became a mother, I realized the love my parents had for me. Because you may *say* you'll always love me, but when you're mad, as children we question. "Do you like my sibling more than me?" Because I was kind of a rambunctious child, it might have been easier to love that sibling than me. We start to question that love, and society helps us to question it. Then when you become a parent, or a grandparent, you learn instantly that no matter what that child does, you will love them. And it helps you understand the love your parents have for you.

D: You're suddenly in a relationship which isn't a competition. Although I guess there are power struggles.

J: My son and I, if he can find a way to compete, he does it. Everything is a huge competition for him. While my oldest daughter, on the other hand—she is unique and wonderful, but she is a worry-wart. She was one of those kids who was so hard on herself that you didn't have to discipline her. Just the fact that you may possibly have been disappointed in her was enough to keep her on the straight and narrow. A very naïve child. Would believe anything you'd say. Biggest heart in the world. She wants to save the world—she has no way *not* to try and save people. So sometimes, with some people, we have to try to teach her that she'll get dragged underneath if she tries to save them.

At the charter school, the teachers got to know her, and then along came my son, who's the most competitive person you'll ever find. If there's a way to compete, he will. He is the polar opposite of her. She has such test anxiety she can barely function, but give him a test, a challenge, and he is all for it. Polar opposites. So with my third child, I go to parent-teacher conferences, and they ask, "We know Sierra. We know Cody. Which one is Angela like?" And I tell them, "Forget what you think you know, because Angela is like neither." If Sierra and Cody are completely opposite, Angela is the complete opposite of both.

D: So you're getting multi-dimensional here.

J: Now we're three-dimensional, and my husband and I think, "Well, it's always two against one, we need to even things out. We need to have another kid." But number three was enough of a challenge that it took us five years to get our nerve up. We thought, "Okay, we can do this. We'll man up and we'll get this done." And it turns out that the fourth one is very similar to the first one. But not with the anxiety. She's kind of a mixture of the first two, actually.

D: Is your husband a softy?

J: Very much so. He'd have to be to put up with me.

Anyway, with such different children, you learn you have to parent them differently. What works for one is not going to work for the next. What motivates them, who they are, what gets them going in the right direction—it's all completely different.

The oldest, of course, thinks that life is so very unfair, because she was treated one way, and the others aren't. She is still to this day appalled at the way we parent the other three. But the way we parented her wouldn't work for any of the rest of them. I learned that with my third child. She is one that's very artistic and thinks outside of the box. She goes through life to the beat of her own drum. Nobody can tell her. She will do what she wants to do when she wants to do it.

When they were little, they shared a room, the oldest girl and the third girl, and their room was a disaster, so I said, "Enough is enough. This room will get cleaned today. Whatever's still on the floor at bedtime will go in the trash." My oldest daughter cleaned up all of her stuff, but Angela didn't clean one thing. So at the end of the day, there I am, filling up trash bags, and my oldest is bawling. It isn't even her stuff, but she is just traumatized. Meanwhile, Angela is going, "You missed one. Oh, don't forget that one over there."

You can't parent those two kids the same. It does not work. And that to me has always been the perfect example of how you have to adjust to the way people are.

D: Teaching's like that too.

J: That's how you need to communicate with *anybody*, whether it's a co-worker, or a student, or a professor—you have to find out how they think and who they are. And the more you find out about them, the more you find out why they think what they think. To me, that's the best part of psychology. Figuring out how they got that way.

D: You've come back full circle to what you were saying about motivation.

(Continued on page 3)

(Continued from page 2)

J: Right. How're you going to change? What motivates you?

D: And how can I help something good happen? I think I'm flashing on this because teaching, especially teaching writing—what happens in each person's writing process is very murky, very individual; *they* usually don't know what's going on, and there's no one size fits all, there's no one method. There are a couple of things that tend to be true for most people most of the time, and which are good to have in the back of your head, but that's about it. That's as formulaic as you can get. It's all very tentative. Even with what I think are my best ideas about how to write, there are students I've told, "Ignore all that. *You* shouldn't do it."

J: And the people who are only given one option in their education are so *stifled* in the beauty that comes from other parts of it.

D: I used to tell my high school classes about the Procrustean Bed. Do you know about that? From Greek myth?

J: My children love mythology.

D: A bad guy named Procrustes used to capture passers-by and make them lie down on a bed. If they were shorter than the bed, he'd put them on a rack and stretch them. If they were longer than the bed, he'd lop off pieces of them. I think that for a lot of people, school feels like that. I still remember one kid in particular—a bright, interesting kid with very erratic grades—saying to me, "That's just what school has always been like for me. It's a Procrustean Bed." He clasped that phrase to himself.

J: It became his mantra.

D: Yes.

J: Before Fred [Hampel] left, he and Caitlin [Schmidt] and I were chatting, and he said that one of the things he liked to do when teaching was test the students to figure out their learning styles. As an example of the test, he said to us, "Tell me the first thing that pops into your mind when I say this," and he gave us three different words. Caitlin gave her answers, and I gave mine. And he looked at me and said, "I've never had anybody—*anybody*—answer all three of those questions in that particular way."

D: (laughs)

J: Have you ever read *David and Goliath*, by Malcolm Gladwell? We read it for Book Club a couple of months ago.

D: Right. It's about underdogs. I did read that.

J: Yes, underdogs, and how sometimes they end up winning, and how sometimes their weaknesses turn out to be strengths. One of the things he talks about is people who are dyslexic, and how they've become successful people anyway. They've had to work harder, but that disability forced them to develop other strengths, and those strengths became the key to their success. That whole thought that these very successful people had learning disabilities—another thing I found interesting: when Gladwell asked them, "Would you want that disability for your child?" Even though they'd overcome it, and become really successful, and even though they thought that the disability had *helped* them be successful, when they were asked if they would want that disability for their children, every single one of them said no.

Well, I'm dyslexic. So I've had to work to overcome that. It's not as severe as with some people—the words on the page aren't completely moshed up—but I love to read, and if I don't slow down enough, I will not be able to understand. For instance, I always start at the end of the sentence. *Always*. My brain just works differently.

D: Latin is supposed to work that way. I don't *know* Latin—

J: I need to learn Latin!

D: —but I've heard that in a Latin sentence, the verb is always at the end. So I'd guess you'd have to read it from end to front.

J: My cousin went on a mission to Lithuania, and in that language, whatever words you forget, you just throw 'em in at the end. (laughter) I need to be in a language like that, where you just throw things in at the end.

D: You should have been Lithuanian.

J: When she was on that mission, she had trouble with her passport, so she had to go to Russia for a while, and she learned some Russian. And then later when she was in Lithuania, some drunk was knocking on her door at some crazy hour of the morning, and she yelled at him in Russian, because Russian sounds much meaner than Lithuanian.

D: (both laughing) Lithuania used to be ruled by the Russians. So maybe they're scared of them.

J: She said it worked. It made him go away.

I just like to learn. That's it. That fascinates me, those sorts of things. I loved that Gladwell book.

D: One guy discussed in the book, David Boies, is one of the country's most eminent trial lawyers. You'd think of any job which dyslexia would disqualify you for, trial law would be at the top. The whole profession is about reading and remembering. But he's severely dyslexic, and he's one of the most sought-after lawyers in America.

J: Or the doctor in the book who made the most strides when it came to curing childhood leukemia. That disease used to have a 100% mortality rate. And because of the terrible childhood this doctor had, he was so detached that he could try things with the children, painful things, that no one else could bear to try. And now, as a result of his discoveries, a lot of children survive that disease.

Do you see what I mean? Who these people became, who they were, what they were able to accomplish, it was all because of the trials that were put before them.

D: You're back to religion now.

J: This is a big passion of mine, because religion and psychology, the connection between them, it's who I am.

D: They're both fields that concern themselves with salvation. What is a psychologist trying to do with a client? Save him from something.

J: Usually himself.

D: Yes.

J: But I'm often very critical of the field. Specifically those in the mental health/therapy area. I think people often lack the skills they need to really be able to help.

D: My wife has worked in the field, and she feels that way too. But to cut them a little slack, it's a really hard thing to be good at. I had a friend who got a Ph.D. in Clinical Psychology at New York University. It's a very prestigious program. And he said he asked himself, of all the people in his graduating class—maybe twenty or twenty-five people—how many would he want to refer a patient to? He said maybe three. And that was an elite program.

J: Right. But go back to motivational interviewing. You have only a short time with that client in which to help them start to think about things differently. They're the ones who have to make a change. And they're the ones who are the experts on their lives. You're not the expert. You may have some knowledge, but if they don't buy into that change, you're not going to make any difference in their lives.

So you take those twenty-five new psychologists, and there are three who might really make a difference. And now you go to seek help as a mental health patient, and you're given one of the other twenty-two. And you keep thinking, "They're so clueless. Or it's me, I can't be fixed. I tried therapy. It didn't work."

Around here, it's hard to find people qualified to deal with some of the most serious disorders. The schizophrenics and the bipolars and the RADs [Reactive Attachment Disorders]—they're really hard to work with. In this last month, in the state of Colorado, I've been doing research, trying to find a child psychologist who works

with RAD. But if your child is that troubled, how do you entrust them to someone who will most likely be out of his depth? And how badly can they screw up your child before you *realize* they're out of their depth?

D: When my wife was doing therapy for some agencies back in Massachusetts, she said that before she met them, an awful lot of her clients had had lousy experiences with therapy. And if you're in that state of need, it's easy enough to blame yourself for everything anyway.

J: If you're not getting something out of that therapy session, it's going to stop you from trying it again. Which holds you in the depression and makes it worse.

So I *like* psychology, but there's a reason why I did not continue in that field to the master's or doctorate level. The frustration with how care is given drives me bonkers. I've dealt with mental health issues in a very close manner, and I just don't like what I see. Plus I don't like the other half of it either. I can't even imagine being a therapist, and hearing stories that would absolutely break my faith in mankind. I like to stick my head in the sand sometimes concerning children and some of the abuse that goes on.

D: Sue has worked in that area. She's worked in domestic violence shelters. Sometimes you're thinking, "You're going to go back to that guy when you know what he's doing to your kids?" She dealt with plenty of those cases. It's not only that what he's doing to *you* is monstrous; sometimes he's also doing it to your kids. And still, a lot of those women go back.

J: Or you talk to the victim, who's now an adult and has her own kids, and she has trouble forgiving not only her father, but her mother for allowing her to go through that.

D: Or maybe she passes the abuse along to her own kids.

J: Yeah.

D: I have a maxim I share with my classes: "It's a lot easier to do something if it's a family tradition." That's true about the good things, and it's true about the bad things.

J: It *is* true. And it goes back to how you deal with conflict. You asked, "Is your husband a softy?" And he definitely is. I was raised with four brothers and a mean older sister, and my dad was a very strong disciplinarian, so I didn't know how to communicate except to argue and cut down. If there was an argument, you found their soft spot and pushed as hard as you could. That was how I communicated with my siblings. I didn't know any different. And to see somebody really hurt by a comment I had made—it brought me to my knees. Because nobody had *ever* talked to my husband that way. For both of us, it was a culture shock.

D: My parents had some of that too. My mother lived in a family where everybody yelled and screamed and argued all the time, while my father was utterly gentle. She said it was a big adaptation for her. I think there's a little bit of that between me and Sue, too. She grew up in a tougher situation than I did.

J: You can say, I didn't *like* that about where I grew up, but when you open your mouth, your *mom* comes out. (both laugh) "I *hated* that as a kid, what am I doing?"

But have I learned how to handle that situation any differently? You may not like how it was handled when you were a kid, but when you're in the situation, that's all you know. So thinking about behavior-change, and how to make those changes, is very interesting to me, very enlightening. It *is* easier to go along with traditions, both good and bad.

D: It's the course of least resistance. I have a definition of character. Character is the ability not to take the course of least resistance.

J: Sometimes you feel strong enough to do that. Other times, it's like, "I'm not going to fight it today." I spent many years taking the course of *most* resistance, and I am thankful to be out of that.

(to be continued in the November Pronk)

(Continued from page 1)

After I got the schedules all straight, I asked Lori if students had truly been utilizing the Tutoring Center. Her normally pleasant face suddenly dazzled as she exclaimed, "We had 284 entries into our drawing the first week. This means students accessed the lab a total of 284 times. "Oh, I know some of the students came in more than once but 284 is a lot more than the 30 or so seen during prior years." She then delightedly told me the men's basketball team, the baseball team and the softball team all hold their study halls in the tutoring lab and its extension, the library. They were all in there just the day before at the same time. Lori went on to say that between the teams and other students seeking help, there were far too many students for both the tutoring lab and the library to hold. She was pretty captivated by the way the students can improvise. "Some students study individually on laptops, some individually on computers, some create small study groups, some utilize individual tutoring and yet others seek tutoring as a group. They find ways to make the time and space beneficial for all," she relays.

Besides the students' and tutoring staff's dedication to the lab, Lori told me the Sorosis Club of Lamar donated eleven scientific calculators to the Tutoring Center. "There's lots of ways the community can help in the growth of our students at LCC," she said. "If you or your club is interested in helping out, you can contact me at 719-336-1535 or 719-336-6648." Even if you can't think of a way to help, I suggest everyone keep their ears and eyes open when it comes to the LCC Tutoring Center. Lori tells me she has "lots of exciting things planned, so stay tuned!" and she does so with an ingenious grin on her slightly tilted head and a somewhat mischievous twinkle in her eye. ■

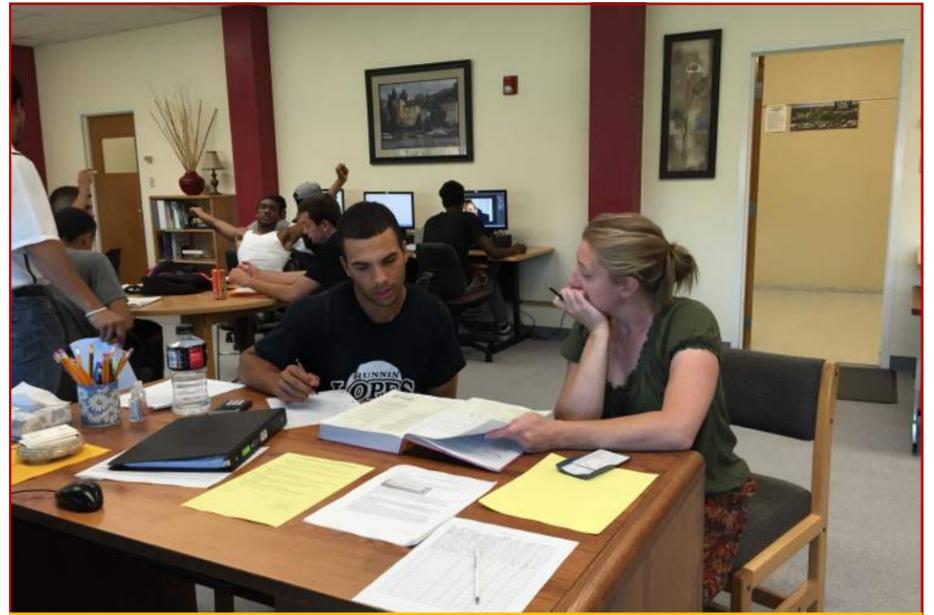


Photo: Tutor, Laura Misenheimer, helping a student during study hall.



Photo: Athletes studying during study hall in the library.

Sorosis Club Donates to LCC Tutor Lab

By Kristin Lubbers, Director of Marketing

(Lamar, Colorado; September 15, 2015) The Sorosis Club of Lamar recently visited the Lamar Community College campus and gave a generous donation to the LCC Tutor Lab. The Club gave 11 scientific calculators, filling a specific need in the lab.

Lori Peterson works as the Tutor Lab Coordinator at LCC and is a member of the Sorosis Club of Lamar. Since taking over the position late in the spring semester, Peterson has been seeking ways to improve the lab to better serve the LCC student population.

"I've seen students struggle in their math and science classes because they don't have a calculator, specifically on their tests. Most students use their phones as a calculator during class, but aren't able to use it on their tests," noted Peterson. "The Tutor Lab is specifically intended to be learning support for LCC students and these calculators help us to do just that. The students can check them out from the lab to help on their tests, which directly affects their success in the classroom."

Peterson and the rest of the Learning Support Services staff at LCC would like to thank the Sorosis Club for their donation.

"While in the grand scheme of things this is a small donation, it is priceless in the effect it has on these students. What a great community we have that people will step up and give where they can to genuinely make a difference," said Peterson. "Thank you so much to the Sorosis Club of Lamar for helping us aid our students; we truly appreciate your support."

LCC Tutor Lab Starts Off Fall with Drawing

By Kristin Lubbers, Director of Marketing

To start the semester off right, the Lamar Community College Tutor Lab held a week-long event. During this event they welcomed students back to campus and showcased the services offered in the Tutor Lab. Students were invited to come to the lab, explore the services, and sign up for a drawing.

The drawing was a big incentive to visit the lab, as the prizes included two \$500 scholarships and a \$100 gift card to the campus bookstore. Of the 284 entries, three lucky winners took home those prizes including Fatou Kieta who won the \$100 LCC bookstore gift card, and Bryan Centeno and Kevin Faragher each won a \$500 scholarship.

"Our event was a huge success!" said Tutor Lab Coordinator Lori Peterson. "Our goal was to bring as many students into the lab as we could so that they can see what we have to offer and create some excitement about the support students receive here at LCC. We absolutely reached that goal."

The Tutor Lab is available to anyone attending Lamar Community College including both on campus and online students. Starting September 8, the hours for the Tutor Lab are as follows: Monday through Thursday from 7:30am-12:00pm and 1:00-7:00pm, and Sunday from 5:00-7:30pm. The Lab is closed on Friday and Saturday.

For more information regarding the Tutor Lab and the available services, contact Lori Peterson at 719-336-1535 or by email to lori.peterson@lamarcc.edu.

(Continued on page 5)

(Learning Support services continued from page 4)



Photo: Linda Freiberger, Program Specialist & Tutor

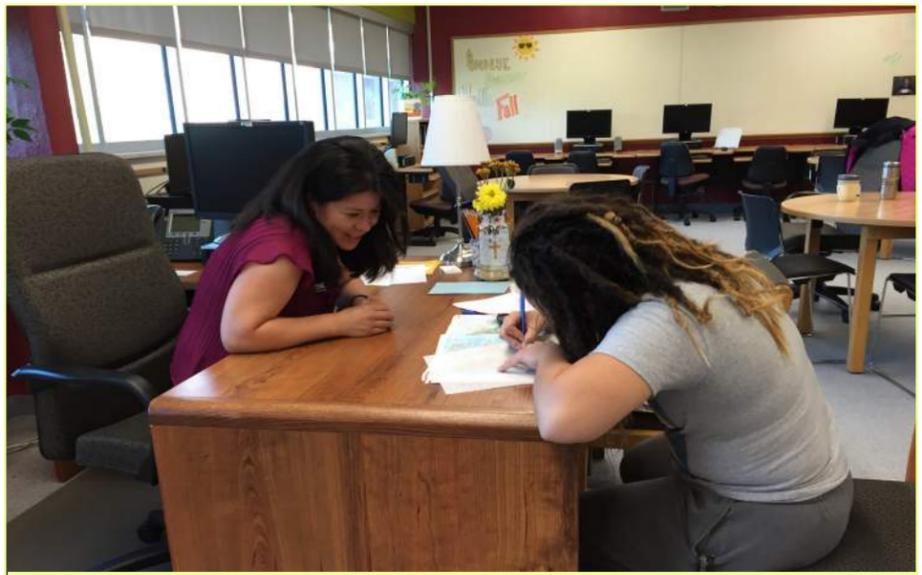


Photo: Isabel Sarmiento, Tutor, assisting a student.



Photo: Jannet—Work Study, overseeing the Career Center.



Photo: Deanna Siemsen, Resource Counselor

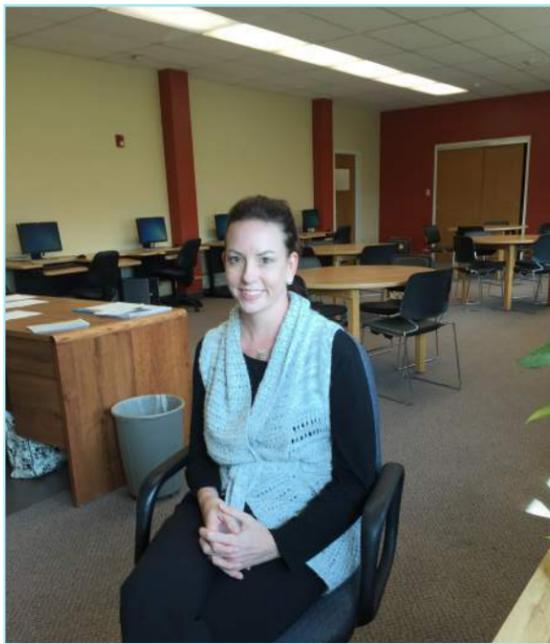


Photo: Rosalind Smith, Instructor & Testing Center Support Staff



Photo: Kay Sherwood, Instructor & Tutor



Photo: Jimmy Bencomo, Testing Services Coordinator with a student

(Continued on page 6)

(Continued from Page 5)



Photo: Sami—Work study

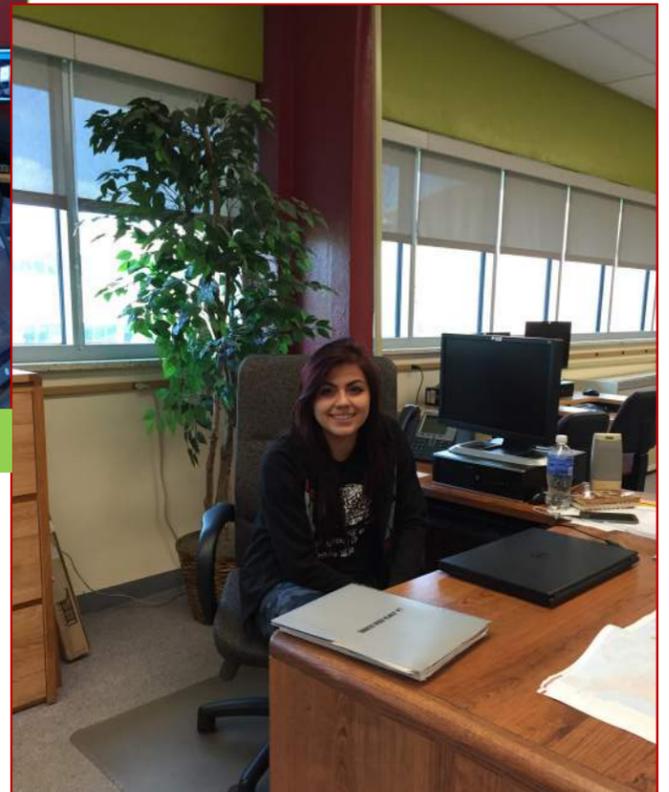


Photo: Breezy—Work study



Above Photo: Brownie day in the tutoring lab.

Lamar Community College Staff Attended the Workforce Center Customer Appreciation Day



Photo: (left to right) Susan Frankel, Elva Macias, Jenni Mortimeyer, Kyla Sather, & Prowers County Commissioner, Henry Schnabel

LCC Events Calendar —October 2015

The wealth of activities and events are too numerous to share in this space. Please view our full calendar of events at <http://www.lamarcc.edu/calendar/>

LCC Sports: Volleyball, Golf, Baseball, Rodeo, and Basketball

4th—Runnin' Lopes Stampede Rodeo (Prowers County Fair Grounds)

9th & 10th & 23rd & 24th at 8AM —GED Testing

27th —Illusionist—Dan Martin

November Preview

1st—Registration for Spring semester courses begins

4th—6th Lady Lopes Volleyball Region IX Tournament

6th—Knowledge Bowl