

2-14-1975

## **TJC Newsletter, Issue 10**

Grand Valley State College. Thomas Jefferson College

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### **ScholarWorks Citation**

Grand Valley State College. Thomas Jefferson College, "TJC Newsletter, Issue 10" (1975). *TJC Newsletter*. 10.

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# TJCN Newsletter

Ranjani

Issue #10.

Compiled from the Dean's Office, Thomas Jefferson College, GVSC, 14 February 1975.

## TJC FACULTY LECTURE SERIES

Announcing a TJC All-College Experimental Course! Almost eighty percent of the TJC faculty will be participating in an Experimental Lecture Series during the Spring Term. Two courses will be offered in the series: "*Survival in a Depression*" and "*Creative Uses of Death*." Both topics were selected by the faculty in response to student requests for course offerings.

Each lecture course will consist of one-hour presentations by individual faculty members responding to some aspect of the topic. This presentation will be followed by comments by another faculty member, and then by discussion between students and faculty involved in the class.

Each class in the series is worth two credits. "*Survival in a Depression*" will meet on Tuesdays from 2:00 to 4:00 PM. "*Creative Uses of Death*" will meet on Thursdays from 2:00 to 4:00 PM. The class limit in each course is 130. Check the Spring Term Schedule for further details!

## SPRING TERM REGISTRATION

### TJC INTERNAL REGISTRATION

Currently Enrolled Students:	Monday	24 February	9:00-4:00	Lake Huron
	Tuesday	25 February	9:00-4:00	Lake Huron
New and Transfer Students:	Wednesday	26 February	1:00-4:00	Lake Huron
New, Transfer, and Currently Enrolled Students:	Monday	31 March	9:00-3:00	Lake Huron

INTERNAL REGISTRATION PROCESS

- A. Students have a room (161 Lake Huron Hall) provided for them on all days of Internal Registration. Veteran TJC students will act as helpers for any mechanical questions. Information about closed classes and added offerings will be listed in this room.

When the student arrives on campus, he/she should go directly to 161 Lake Huron Hall. There he should decide on his course choices and fill out all necessary forms. Do this before looking for faculty members.

- B. Faculty will be assembled at tables in the TJC Commons Room (upstairs Lake Huron Hall) for advising, signing forms, and answering inquiries.

Once the student has decided on his spring schedule, and completed all the necessary forms, he should proceed to the TJC Commons Room where he will be able to obtain all necessary signatures.

- C. The Registration Desk will be set up in the TJC Commons (just inside the entrance).

When the student has completed his scheduling, and obtained all the necessary signatures from faculty, he should go to the Registration Table. There he will be registered internally into TJC. Be sure to check that all forms are completed and signed correctly.

GVSC REGISTRATION AND TUITION PAYMENT

Currently Enrolled Students:	Monday-Friday	24 February-28 February	9:00-4:00	Campus Center
New and Transfer Students:	Wednesday-Friday	26 February-28 February	9:00-4:00	Campus Center
Tuition Payment By Mail:	Wednesday-Tuesday	5 March-18 March	9:00-4:00	Cashier's Office
New, Transfer, and Currently Enrolled Students:	Monday	31 March	9:00-3:00	Fieldhouse

GVSC REGISTRATION AND TUITION PAYMENT PROCESS

The GVSC Registration and Tuition Payment Process can be confusing, so please be sure to follow the steps carefully! Also, please remember that TJC Internal Registration does not constitute registration for the Spring Term. It is necessary to go through GVSC Registration in order to be registered!

- A. *Students Registering on 24, 25, 26 February:* Students registering internally at TJC on any of these three days have the following options for GVSC Registration and Tuition Payment:
1. The student may choose to wait until 31 March to complete GVSC Registration and Tuition Payment.
  2. If the student who chooses to complete GVSC Registration between Monday, 24 February, and Friday, 28 February *must* make tuition payment

according to the following schedule:

- a. *either* at the time of GVSC Registration (Monday, 24 February through Friday, 28 February) in the Campus Center;
  - b. *or* between Wednesday, 5 March and Tuesday, 18 March at the Cashier's Office. If tuition payment is made between these dates, it can be made in person or by mail.
3. Please remember: students completing GVSC Registration before Friday, 28 February, must make Tuition Payment before Tuesday, 18 March. Students who choose to complete GVSC Registration on Monday, 31 March, may wait until that day to make Tuition Payment.
  4. Any student who has completed GVSC Registration and has not made Tuition Payment by 18 March will find that his registration has been *invalidated* and that the process must be started again on Monday, 31 March.

B. *Students Registering on 31 March:*

1. All students who registered on 24, 25, 26 February, and decided to wait to complete GVSC Registration and Tuition Payment on 31 March, must make payment on 31 March.
2. All students completing TJC Internal Registration on Monday, 31 March must complete GVSC Registration and Tuition Payment the same day.

If there are any questions concerning TJC Internal Registration, GVSC Registration, or Tuition Payment, please check with Brenda Laban in 163 Lake Huron Hall.

LATE REGISTRATION

Late Registration can be made during the first three days of classes in the Spring Term (Tuesday, Wednesday, Thursday, 1, 2, and 3 April). A late fee of \$20.00 will be charged to all students making late registration.

Late fee waivers will not be automatic, and can be granted only by the Registrar and only for strong extenuating circumstances.

Late Registration is made at the Office of the Registrar, second floor Lake Huron Hall.

Be sure to complete TJC Internal Registration with Brenda Laban (163 Lake Huron Hall) before attempting Late Registration.

ORIENTATION FOR NEW STUDENTS

Orientation for all New and Transfer Students will be on Wednesday, 26 February, from 8:30 AM until 4:00 PM. You will be receiving a notice about this from Ms. Carol Hollis, Orientation Counsellor for Grand Valley State Colleges, containing more information on the specific things you will be doing. But please note that

it is *important* for you to attend. The Orientation to GVSC will be held from 8:30 until 1:00, and the Orientation to TJC will be held from 1:00 until 4:00. At the TJC Orientation you will meet the Dean, the Associate Dean, and others around whom TJC revolves; and will get the chance to become more familiar with the "nuts 'n' bolts" of TJC procedures and modes of study. In fact, just about everything that makes us click, makes us special, makes us meaningful to you.

Also, Advising and Registration will begin at the Orientation Session. It is possible to register on a later date (31 March), but it is definitely to your advantage to try to register on the 26th of February. You will have a much better selection of classes on that date (many will have closed by the 31st of March). It can be very frustrating to register late and find that all the classes you wanted are now closed; so this advance registration can be extremely important to you. Also, if you complete Orientation and Registration on the same day, you will find that the process is much easier, much less time consuming, and much less frustrating. So please try to attend this very important session. You have everything to gain from it!

If you cannot make the 26 February Orientation, be sure to make the one on 31 March. On that day, in addition to our TJC Orientation Session, we will also have an informal get-together in the evening so that you can get to meet other students as well as TJC faculty and staff.

#### TJC TOWNMEETING

The TJC Townmeeting is now functioning through the TJC Student Coordinating Committee, which will be enacting all the business of the Townmeeting. If this committee feels it urgent to have student input on an issue, a Townmeeting will be called.

The members of the Student Coordinating Committee are *Steve Garwood, Carolyn Johnson, Diane Katz, Mark Lewisohn, and Maureen Michael*. If you have questions, or information or issues you believe should be brought to the attention of the Townmeeting, contact one of these people.

#### EVENTS

*R. RANGARAMANUJAM AYYANGAR*, TJC's Distinguished Visiting Lecturer and Master Musician from Bombay, India, is producing and directing scenes from the "Srimad Ramayana," the oldest epic in the world. This is a "pioneer venture of great cultural import for the West," says Mr. Ayyangar. Students from his class who will be taking part in this historic event have the rare opportunity of seeing and learning this epic through the eyes and mind of this 75-year-old scholar of Indian culture. The leading roles of Rama and Sita will be played by *Terry Carpenter* and *Ranjani (Rebecca) Iftner* respectively. The performance is scheduled for Thursday, 13 March, at 7:30 in the Louis Armstrong Theatre. Admission is free, but voluntary donations will be requested to help cover the costs of costuming and props and sets.

THE WASHINGTON THEOPHANIC ENSEMBLE will be on campus from Wednesday, 19 February, through Monday, 24 February. *Bob Shechtman*, who has been making the arrangements for this group, says that the group has expanded since they were here last year. Everybody agreed they did a superb job and contributed greatly to Music here; and we can look forward to even more this time. One concert has definitely been sched-

uled for them on Sunday, 23 February, at 8:00 PM in Louis Armstrong Theatre. Announcements will be made concerning their workshops, open rehearsals, and other concerts to be scheduled. The group is comprised of seven musicians -- consisting of a woodwind quintet (flute, oboe, clarinet, bassoon, and french horn) plus piano and viola. Watch for further announcements on the Ensemble!

There are several new Student Development Groups starting new sessions on campus:

Women's Awareness	4 February	2:30 PM
Career Planning	5 February	3:00 PM
Women: New Returnees	5 February	12:00 PM
Life Planning	20 February	

The next CLEP TESTING date is 11 March, 1975. The closing date for registration is Friday, 14 February.

#### JOB NOTES

According to a 1974 Department of Labor publication, the following occupations are listed as "excellent" as far as future job possibilities are concerned:

- Systems Analyst
- Dentist
- Medical Technologist
- Occupational Therapist
- Optometrist
- Physician
- Actuary
- Secretary

Prospects for Geophysicists, Geologists, and other Earth Scientists have grown so phenomenally as the search for fuel and minerals intensifies that top geoscience graduates are receiving eight-to-ten job offers apiece, according to the November, 1974, issue of Readers Digest.

So you're thinking of being a Librarian? These facts might be useful to consider:

By 1972, professional librarians were in over-supply, although some libraries are seeking people with specialized training and experience.

Library employment will grow through 1985, but at a rate much slower than during the 1960's, when there was a shortage of professional librarians. The main source of jobs will be as replacements for those who retire, die, or leave for other reasons, as opposed to newly created positions.

Undergraduate juniors, seniors, and beginning graduate students are invited to apply for the Summer Camp Counsellor and year-round Pre-Professional Traineeships at the Devereaux Foundation Institute of Clinical Training in Pennsylvania. It is a group of multi-disciplinary residential and day-care treatment centers, therapeutic education and rehabilitation centers in suburban Philadelphia. Several summer traineeships may be available at branches located in Maine, California, Arizona, Texas, Arkansas, Massachusetts, and Connecticut. A few continuing 12-month "live-in" traineeships may be offered to college graduates, following the summer appointment, for appointment as a Psychiatric Aide/Residence Counselor or as a Residence Advisor/Counsellor. Devereaux is approved by the APA for doctoral internships both in Clinical and in Counselling Psychology. The program provides training and supervised experience with emotionally disturbed and mentally handicapped children, adolescents, and

young adults. Depending upon the assigned functional role, trainees have an unusual opportunity for observation of and training in crisis intervention, supportive counselling, and milieu therapy, residential treatment, and social rehabilitation techniques. Tax-exempt stipends of \$200 to \$400 per month, plus housing and meals, are offered to qualified applicants who are U.S. citizens, unmarried, and at least 21 years of age. They should have a broad academic base of training and some degree of practical experience appropriate to the traineeship. Preference will be given to applicants who plan to attend graduate school and presently seek a comprehensive training experience in supportive mental health services. Information on the summer and year-round Pre-Professional Traineeships, and applications, are available from Dr. Henry Platt, Director, The Devereaux Foundation, Institute of Clinical Training, Devon, Pennsylvania 19333.

#### TJC MAILBAG

KEN FEIT (a Favorite Person and Fool) in his letter to T. Dan Gilmore says he would like to share the following "Reflections" with all of you:

"On several occasions I have visited Thomas Jefferson College and each time in a somewhat different capacity -- as performing artist, as conference participant, as resident fool, as workshop coordinator, as class instructor. My last two visits involved me in high-intensity learning and personal growth experiences over four-week periods. I would like to describe these experiences briefly in the hope that they might suggest further possibilities for students and faculty in an already creative learning environment.

"The subjects of the courses were Story-Telling/Listening and Folly, and they revolved around the theme of learning to listen to the many stories within (dreams, fantasies, prayer, personal history, etc.) and without (other people, nature, inanimate objects, God, etc.). The approach was simultaneously micro-macro-cosmic and involved methods that interrelated aesthetics, therapy, and spirituality. This created a tension between *technique* (e.g., sign language, puppetry, sound and movement exercises, etc.) and *content*; between *research* (into the nature of symbol, myth, and ritual, into stories from other cultures, into the tradition of the fool, etc.) and *self-expression*: between *individual* learning and *group* projects; between *lecture* and *exercise*. Hopefully, this tension provided a balance for students and teacher alike.

"There were several unique aspects to the classes. First, the concentration. By attempting to cover 50 credit hours over two and one-half weeks, we found ourselves meeting at least four hours each evening, five days each week. Contrary to expectations, the general feeling was that this was preferable to strung-out classes and promoted a sense of community, of tribalism. Frequently our classes extended beyond the four-hour term and on occasion reached seven or eight hours before we dismissed.

"Secondly, there were non-student resource people present at all of the classes. A group of ten or twelve friends from different parts of the country (and different countries) came to participate in the learning experience. Because the TJC students generously shared short-term crashing space and the non-students began to generate mini-workshops (e.g., mime, clowning, shamanism, juggling, unicycling, acrobatics, etc.) an interdependence resulted. The non-students were here primarily to study under me and so they provided a special focus for the class sessions, catalyzing many of the regular students into further parti-

icipation. The condition of shared needs and resources created a strong feeling of community within the class.

"Each class began with a meditation/fantasy trip that was directed by different people. This event set a tone of sacredness, of group openness, of timelessness for what was to follow. Later in the workshop/class we instituted a further procedure -- that no one could speak until an interlude of thirty seconds elapsed after the previous speaker. The purpose here was to extend even further the conditions for attention rather than intention, for meaningfulness rather than purposiveness. We even explored the ritual of a bell which anyone could ring any time he/she wished to redirect the class energy, but we found this practice unnecessary.

"Another important dynamic was a weekly meal together as part of the class experience. On that day (Friday) a specific theme was chosen (e.g., the egg, fire) and members of the class were expected to bring food, drink and stories, songs, dance, mime, poetry, music, sculpture, or whatever might relate to the general theme. By choosing a specific subject that was deeply symbolic and universal there were many possibilities for sharing imagination, memory, and immediate experience at different levels, allowing the class to become its own collective unconscious.

"The classes generated not only mini-workshops, but group ventures on the campus and in the larger community -- to a nursery school, an alternative school, an old peoples' home, a hospital, a circus, a church bingo. Fifteen of the summer students joined me in a weekend visit (in makeup) to the Ontario Science Center where we interacted with people and exhibits alike, and the winter term students staged two parades for the campus community in the campus center. Frequently enough these forays into the community brought more students to the course so that it gradually took on the form of an onion with different layers, levels, intensities, and frequencies of involvement. Class attendance ranged from 30 to 45 each night.

"The courses carried a certain sense of covenant with a feeling of personal responsibility for one another as tribesfellows in a rite of passage. Therefore we exchanged addresses and required that each person attending teach whatever he/she learned to at least one other person and place that same stipulation on the other. We regarded ourselves as ripples expanding our presences. This became our oral tradition, our kiva experience.

"Now that the experience is over (is it really?), I realize that we were engaged in a model of learning similar to that of the medieval schoolmen: a gathering of strangers around an itinerant teacher with a sharing of material, artistic and spiritual resources over a short period of time. Then the goliard or jongleur moves on. Thankfully TJC is resilient enough to accommodate this experience, though I fear it may have caused problems for some of the students who lost sight of other course work. I am happy to report that the students intend to continue meeting and sharing stories and that a number of them are interested in exploring a similar mode of teaching/learning. Also many of my friends (artists-teachers) are interested in returning to TJC to continue the wandering scholar tradition here. Some of you might wish to incorporate elements of our class dynamic where possible in your own teaching/learning. It is with that hope in mind that I prepared this report, and I welcome any response -- critical or developmental -- that you might care to send me. Until our paths cross again on the road or on the campus, I remain

foolishly yours,  
Ken

Bill Stage, TJC student doing studies on the exchange program at Evergreen State College, sends the following letter:

"Hail from Olympia and The Evergreen State College.

"Some of you will know me, most of you won't. It doesn't matter. What does matter is that I was asked to write to you all 2300 miles away and tell you about my experience in the NAUTE exchange and my impressions of TESC. I came out here early, mid-June in fact, so as to deal with any complications which might arise. A good thing I did, too. As far as I know I was the first person to participate in this exchange between innovative colleges and, as people in the know at TJC will tell you, communication between these schools left something to be desired. In fact, I was downright despaired for the first few weeks. When I arrived I went straight to the Registrar's Office. They never heard of anything called NAUTE (Naughty?). They sent me to Admissions where that esoteric word also drew blank stares. Aaaaaaunugh, What did I do? Well friends, by making a pest out of myself (it was really easy) I managed to lobby myself into that school during the summer.

"I spoke with the Registrar a few times and he assured me that if everything was in order between myself and TJC than it was OK with him. However, my skeptical self was still apprehensive and I did not feel enrolled (actually, I'm a guest student) until I sat in on my first class.

"So I've been here in Oly for a half year and I just finished the Fall Quarter, at Evergreen. If you like I'll tell you about it in bits and pieces \* the academic buildings clustered around a red plaza-square. Housing and dorms out a ways on the verge of a piney-woods, bowsers running amuck \*\* woof \*\* a four-sided clock tower known to give four different times of day, all kinds of expensive stuff for me to play with. I've been using a Scanning Electron Microscope and it is truly a wonderment, a fine gravelly beach rife with comely crustaceans and such, home of the fabled Geoduck (that's pronounced Gooey-duck) friendly crazies abounding \* an impressive supply of outdoor and athletic equipment which anyone can check out a sauna \* not coed Always some kind of exhibit, movie, games or music going on \* much of it outside, a library so massive that you could get lost in both body and thought for days on end, Evergreen is situated in a rural setting much like GVSC. It is in the midst of a vast stand of firs instead of cornfields. Olympia (20,000), eight miles away, is the big city counterpart of good ole G.R.

"Best of all, I'm learning some good stuff here. Evergreen's programs usually run 2-3 quarters -- time enough to delve deeply into your chosen field. I like that. As a casual observer, I am wont to say that TECS programs are a bit more structured than TJC's. Perhaps that's due to the setup they have where one major area is studied for a considerable time, as opposed to the three or four courses per term at TJC. I, for instance, am in a nine-month study of human biology, so naturally I spend most of my time at school getting into that.

"I'm saying that things run pretty smoothly here and the kids decide when, how long, and sometimes where, to meet, and once decided most everyone shows up. I like it here all right. I thought sure more people would take advantage of

the exchange. Yessiree, spend a year or less in Arizona or Washington or California for the same price you'd pay to go to GVSC. About the only difficulty I've found is that it's hard to pay tuition and register from way out here, but that's getting better now too.

"Hope this brief is coherent enough for you all -- I tried,

The world is our playground,"  
Bill Stage

And a recent letter from *Maureen Hogan*, former TJC student and graduate:

"Dear Brothers and Sisters:

"I have been putting off writing this letter for the whole summer. TJC is always on my mind, so here is a note telling you so.

"Since my day of graduation I've been in and out of a number of activities. As a graduation present to myself last summer, I took a ten-week journey to Eastern Canada -- Quebec, New Brunswick, Nova Scotia, and, best of all, Newfoundland. It was just me and my VW, but I met young people from all over the world while staying at government youth hostels. Most impressive to me was the wild rocky beauty and the down-to-earth simplicity of the people of Newfoundland.

"This summer I returned again to Canada, this time hitchhiking east to Newfoundland again, then across the continent to Vancouver. It was a journey of hard work but unforgettable experiences and people. There are a great deal of interesting people and an incredible variety of cultures or life-styles, environments, and events in Canada, a lot to be explored.

"Over the last winter I wanted to see what sort of job I could get with a B.Ph. in Psychology, etc. I ended up working two part-time jobs -- doing group-work with black school kids at Methodist Community House, and doing line corrections at an off-set printing business. After eight months of doing this work, I became quite dissatisfied with both jobs. I did appreciate and enjoy, however, the experience with children and the experience of working full-time.

"I've gradually decided to go back to school, for a Masters and maybe Ph.D. I want a school which trains for counselling and therapy with a strong emphasis on children and families. I'm looking into the Alfred Adler Institute in Chicago. If someone knows about this place, I would like to hear from you.

"Right now I may get a job at a day-care center while I wait to hear about a couple of civil service jobs (working with the retarded) for which I have taken the tests. If one of these works out I'll be moving out of G.R. but you'll be hearing from me concerning grad school.

"I feel still influenced by the TJC philosophy of interest in a wide variety of subjects. My interests have widened even further since graduation. I've cultivated a confidence in myself as a capable intelligent person at TJC, and this has a great deal to do with the personalized attention and inspiration available at TJC, in the style of Ben Bek, Cam Wilson, Ron Efron, and in the whole structure of the school. I also learned to love and treasure the human race in all its variety and capabilities. It's an important attitude for working, travelling, and daily life, necessary to openness and learning. The excitement of learning itself is still with me too.

"Thanks for sending the Newsletter, and you can continue sending it to the address you have, because I may be moving. I would like to hear from any of you who may be interested in Canada, want to know about it, or have travelled there. Anyone else, too.

Take care, and love"  
Maureen

#### FACULTY NOTES

*Art Cadieux's* students' exhibit of their paintings at Old Kent Bank in VandenBerg Plaza was a big success. The showing ran from 17 January through 27 January. A total of 23 pictures were shown from student contributors *Susan Badell, Michelle Baum, Kathy Calhoun, Kenneth Gallup, Howard Kalish, Nancy McIntyre, Mickey McKenzie, Charles Newberry, and Robert Wolbrink.*

*Paul Cornell* has an interesting photography exhibit on the bulletin board in the TJC Office (165 Lake Huron Hall). Paul calls it "Two Dimensional Bilateral Photographic Perceptual Matrix (A Photo Sociogram)." He says, "The idea was for everyone in the class to photograph each other as well as themselves, so as to create elements in a matrix which pairs photographers with photographees...Come and see it!

*Dennis Winters* has been invited again by the Dakota Association of Native Americans in Bismarck, North Dakota, to conduct their February series of CETA cultural seminars. In her letter of invitation, Ms. *Elizabeth Hallmark*, Executive Director of this organization, states (with regard to the January series) "I wish to express my sincerest thanks to you on behalf of DANA and all staff people for a terrific job, and also for giving all of us a long-needed 'shot in the arm.'" The Dakota Association of Native Americans also wishes to have *Dennis* conduct their remaining seminars in this series, which will take place in April and June of this year.

*Art Cadieux's* students are exhibiting their paintings in the Fine Arts Center from 7 February through 28 February. There are 37 paintings in all, and the following students are among those exhibiting: *Bonnie Allie, Michelle Baum, Dan Becker, Susan Bodell, Mark Bursan, Lorna Cutler, Ken Gallup, Paul Griffith, Chris Grossman, Kent Hastly, Erica Helm, Howard Kalish, Mary Jo Knox, Kate Leffler, Andy List, Nancy McIntyre, Mickey McKenzie, Linda Moyer, Charles Newberry, Linda Pada, Karen Sargent, Laura Vander Weige, Bev Winchell, Lenore Winters, Bob Wolbrecht, and Cindy Wright.*

*Dennis Winters* has been asked to lead a seminar for a group of helping professionals in Ottawa County on 28 February at the Grand Haven Community Center. The group, according to their own definition, is a "loosely-knit group of 'helping professionals, including community mental health workers, social service workers, school social workers, counsellors and psychologists, health department nurses, etc., who are trying to recognize personal traits which may help/hinder their work with persons, especially with 'clients' who come for assistance to public agencies."

*Susan Vas Dias*, graduate of William James College and wife of poet-critic *Robert Vas Dias* (former artist-in-residence at Thomas Jefferson College) has recently been accepted at the Hampstead Child Therapy Clinic near London, England. Ms. Vas Dias was one of six students accepted into the program every two years. The four-year training leads to certification as a child psychoanalyst. Susan will begin her studies at Hampstead in October. Currently she is working as a family care counsellor at the Mary Conger Sligh Child Development Center, an experimental day nursery in London.

And, more on Cam Wilson's Critical Works Survey, as submitted by two more TJC faculty:

<i>Michael Birtwistle:</i>	Peter Weiss: <i>Marat/Sade</i>	age 28
	Samuel Beckett: <i>Endgame</i>	age 19, 26, 35
	Kaprow: <i>Assemblage, Environments, Happenings</i>	age 31
	James Hull Miller: his theatre architecture, stagecraft, ideas, and several writings on these subjects	age 24
<i>Arthur Cadieux:</i>	Horatio Alger books	age 8-9
	Robert Henri: <i>The Art Spirit</i>	age 15-16
	The works of Vincent Van Gogh	age 18-19
	The works of Henri Matisse	age 19
	The works of Cezanne	age 21
	The works of John Seery in 1971	age 28
	Ben Shahn: <i>The Shape of Content</i> <i>Visions of John Fire Lane Deer</i>	age 30 age 29

#### MARY'S CORNER

*Wendy O'Neill* asked me to have lunch with her a couple of Saturdays ago, and came in from Petoskey. *Wendy* is excited about entering the University of Wisconsin at Green Bay, in Environmental Studies, an area which has been so much a part of her life and efforts. We had a terrific lunch and conversation at the Onion Crock, and then went to meet more TJC people, *Marta Edwards* (formerly *Sinderman*) and *John Edwards* and their cherub of four months, at the East Village Mall. Interestingly enough, we were joined there as well by *Bruce Mason* (a recent TJC graduate) who gave me lots of information on the where's and whys of a couple more of our students. All of us went to the Tea for Thee Shop, where we had a "tea smorgasbord." We all ordered different kinds of tea and tasted each one and sipped and talked. Bruce is still at Stillpoint, Gia-Fu Feng's place in Colorado, working as a caretaker. I asked him what he does, and he answered, "I'm riding the planet." Bruce said he came in contact with a man who was willing to invest some money in his biofeedback experiments. He is working with "E" meters in plants: biofeedback is hooked into the color TV and they can watch the brain waves and pick up plant talk -- so he's "talking to plants and walking in the mountains." I thought Bruce looked great. *John (Scarf) Urist* is at Gia-Fu's too. He is continuing his work on the NUTE books which he made so popular here, in which he coins his own words with imagination and ingenuity. He too is "walking in the mountains" and still is a champion at the game "GO" (a Chinese form of chess). John's father claims to be "guru to Sex and the Stock Market", an interesting combination. Scarf is also working on pyramid painting. My warmest regards to Gia-Fu, my "not so holy" son, who's always in my thoughts.

*Eduard Robinson* (remember him???) is now living at 328 Cailletetuan Old San Juan, Puerto Rico 00901. Ed, would you believe, is running a vegetarian health food restaurant and macrame shop there. Do you remember all the work he did on World Game Studies? He even started a center for World Game Studies at TJC.

*Shirley Konieczka*, we are proud and happy to report, is a finalist in the Danforth Fellowship Competition. She was selected from 17,000 entries to become one of the 300 selected for the final interview stage. Now we hope she makes it to the final 65 to be awarded Danforth Fellowships.

*Gordon Wolotira* is applying for graduate school in Communication Arts. He is presently in New York City appearing professionally in the play by Jean Paul Sartre, *No Exit*, at the Royal Playhouse in New York. His address is 279 East Houston Street, New York, NY 10002.

*Mary Jo DeVries* was married on January 1, 1975 -- Happy New Year!!!

*Joseph VonWerner* joined the Marines in their Sub-Combat Administration, doing legal research, court records, procedural military code. He says he plans to come back to TJC after his term of duty.

*Mickey McKenzie* and *David Middleman* are trying to get a band together to play medieval music which they are adapting to modern instruments like the saxophone, etc.

*Sue (Ashley) Middleman* and *Andy Middleman* are planning to go to Canada to do some farming. Seems that a close relative of theirs wants them to have his land eventually, so they're trying to learn all about "farming" it.

*Cindy Wright* gave birth to Chantel Erin on December 5. Chantel is so lucky to have Cindy as a parent.

*Helen Glocheski*, who is now married to *Paul Reinhart* (also a TJC graduate) stopped in to the office. She is now applying to the Graduate School of Business. Also, Helen said that Paul has a job as Program Budget Analyst for the State of Michigan.

*Derald Carlson* writes that, in response to a note on the TJC bulletin board for riders to a place he wanted to go, he went; and then regretfully had to leave the ocean, the palm trees, and the sun of the Gulf coast to head back here for the winter term. All during this period he has been involved with video-tape for TJC, and sent a detailed report on what was happening in cable-TV in Lawrence, Kansas and Austin, Texas. They were all very interested in TJC-type schooling and wanted to show one or more half-hour video-tapes he put together on TJC. Derald says a group of video-freaks was formed in Austin. Equipment and the first year of allotted money came from the city, and they now write proposals to obtain money. They are called ACTIV and they give access to their two portapacks and editing equipment to anyone, besides instructing people on the use and care of the machine. They will also put anyone's tape on cable TV. They don't have their own channel, so they take off a regular show. Also, they have agreed to show as many tapes as he can send them; all that needs to be done is to give them good publicity on when these tapes are to be shown, and they will show each tape three times. Sounds good!

A SPECIAL NOTE TO GUILLERMO FIERENS: Just read an item in the paper about your much-loved and admired Maestro, *Andre Segovia*, who is deemed by many to be the world's greatest classical guitarist:

*Andre Segovia* is a mere 81 and hoping to become a father again. The Spanish classical guitarist has two sons, aged 53 and 4. What makes Segovia and his second wife, 37-year-old *Emilia*, yearn for another little one? It's because of four-year-old *Carlos*. "He's the joy of my life," says the white-haired Segovia, beaming.

### TJC ANTHROPOLOGICAL FIELD PROGRAM IN NEW MEXICO

Freezing nights, sweaty days, eight miles to a shower. These are three of the obstacles faced by students participating in the TJC Anthropological Field Program in Grants, New Mexico. For nine weeks every summer these students live and work together in an environment physically, culturally, and emotionally different from that experienced in Allendale, Michigan.

The students live in a primitive field camp located on a cattle ranch 36 miles from town. They live in canvas tents where the only light is by lantern. Water is only trucked in once a week, and food is cooked over pinyon coals. The group interactions are broken by solitary walks along red rock mesas and occasional trips to town.

Most days are spent excavating a prehistoric Pueblo community, part of a ten-year archaeological project directed by *Bill Harrison*. Veterans of the past two seasons help supervise small groups working on selected research areas. Visits to contemporary Indian communities help to teach an understanding of Indian People. Weekend trips to famous sites in the area serve to clarify both the Indians' role in the Southwest, as well as the student's perceptions of his or her own work.

The field program offers many new experiences, some of which can be difficult. There is no doubt, however, that it creates new ideas of one's role in nature, with other people, and with one's self.

### MORE EVENTS

The Incredible Poetry Art Celebration, sponsored by *Cynthia Nebbelink Brouwer*, will be held in the Multi-Purpose Room of the Campus Center on Thursday, 13 March from 11:00 AM until 4:00 PM. Poetry and related art will prevail. A broadside of specially-composed poetry by Cynthia's students will be distributed. Everyone is invited to attend and participate. Refreshments will be served.

The Women's Weekend is planned for the last days of February/first days of March (February 28, March 1 and 2), and will be held in the Campus Center. Many events have been scheduled, including lectures, workshops, films, a coffee shop, arts and crafts...and much, much more. Registration for the weekend will begin on Saturday, March 1, in the Campus Center. Everyone is welcome to attend.

The SIN (Students In Need) Benefit Concert -- featuring Dixieland Jazz with *T. Dan Gilmore*, *Art Hills*, *R. Van Steeland*, *Bob Shechtman*, and *Ron Pangborn* -- will be held on Tuesday, 25 February, at 7:30 PM in 132 Lake Huron Hall. There will also be a Bake Sale and coffee afterwards in the TJC Commons. But there is much, much more...and many surprises. Proceeds from this event will go to the Students In Need funds.

On Saturday, 15 March, from 8:00 until 12:00 PM, there will be an All-College Masquerade Ball in the Multi-Purpose Room of the Campus Center. Food...music...dance. Costumes are optional. Contributions of \$1.00 at the door will go as proceeds to the building of the Art Gallery in the TJC Commons. A prize of an original drawing by *Arthur Cadieux* will go to the person with the best costume.

## CALENDAR OF EVENTS

Fri 7 Feb	9:00-5:00	FAC	First Day: ART SHOW, Arthur Cadieux's students
Wed 19 Feb			WASHINGTON THEOPHANIC ENSEMBLE arrives at TJC
Sun 23 Feb	8:00 PM 8:00 PM	LAT, FAC Fieldhouse	Concert: WASHINGTON THEOPHANIC ENSEMBLE Concert: GORDON LIGHTFOOT
Mon 24 Feb	9:00-4:00 9:00-4:00	TJC Commons Campus Center	TJC Internal Registration: Returning Students GVSC Registration and Tuition Payment
Tue 25 Feb	9:00-4:00 9:00-4:00 7:30 PM	TJC Commons Campus Center 132 Huron	TJC Internal Registration: Returning Students GVSC Registration and Tuition Payment Concert: SIN BENEFIT CONCERT AND BAKE SALE
Wed 26 Feb	8:30-1:00 1:00-4:00 1:00-4:00 9:00-4:00	TJC Commons TJC Commons Campus Center	Orientation, GVSC: New Students Orientation, TJC: New Students TJC Internal Registration: New Students GVSC Registration and Tuition Payment
Thu 27 Feb	9:00-4:00	Campus Center	GVSC Registration and Tuition Payment
Fri 28 Feb	9:00-4:00 9:00-5:00	Campus Center FAC	GVSC Registration and Tuition Payment Last Day: ART SHOW, Arthur Cadieux's students
Sat 1 Mar	9:00-9:00	Campus Center	WOMEN'S WEEKEND
Sun 2 Mar	9:00-5:00	Campus Center	WOMEN'S WEEKEND
Wed 5 Mar	9:00-4:00	Cashier Office	First Day: Tuition Payment by Mail for All Students Who Completed GVSC Registration
Thu 13 Mar	11:00-4:00 7:30 PM	Campus Center LAT, FAC	INCREDIBLE POETRY AND ART CELEBRATION Play Production: SRIMAD RAMAYANA
Sat 15 Mar	8:00 PM	Campus Center	ALL-COLLEGE MASQUERADE BALL
Tue 18 Mar	9:00-4:00	Cashier Office	Last Day: Tuition Payment by Mail for All Students Who Completed GVSC Registration
Mon 31 Mar	9:00-3:00 9:00-3:00	TJC Commons Fieldhouse	TJC Internal Registration: All Remaining Students GVSC Registration and Tuition Payment: All Remaining Students
Tue 1 Apr	9:00-4:00	Registrar	Late Registration
Wed 2 Apr	9:00-4:00	Registrar	Late Registration
Thu 3 Apr	9:00-4:00	Registrar	Late Registration

### A MESSAGE FROM OUR DEAN

February is a good time to assess the health of any educational institution, because it is the one month in the year the crazies hit with full force. The symptoms range from general irritability through despondency to full-blown paranoia. The weather, and the general state of the economy, tend to further irritate old psychic wounds. More and more students seek personal counselling, and begin to suspect that they cannot learn anything and that their teachers know it. Faculty begin to suspect that they cannot teach anything and that their students know it. And administrators start asking questions like "What am I doing here?" and "What is the meaning of life?" while reading Vonnegut novels, watching Let's Make a Deal, and wondering if the new orange-lemon flavored Di-Gel is worth a try.

This February TJC has more students than ever before (586), but fewer new students than ever before -- a direct consequence of our decision last year not to grow. The Fall was the first time in the history of this college that we had more returning students than new.

From my perspective the results have been phenomenal. Students normally taking six months to find their niche are feeling comfortable in six weeks. Faculty are more creative and genuinely concerned with improving their teaching. Both students and faculty are beginning to do long-range planning and ask questions about the real tasks and identity of the college. And we administrators are starting to feel more the pressures of creative ideas rather than petty complaints. In short, the dynamic of the college seems to have changed this year from concerns connected with questions of quantity to a real concern with quality.

Even in February it feels good. No, we're not "there" yet, but we've turned the corner. We are beginning to accumulate some collective wisdom, not only about definition but about destiny. This has been the first February I have felt certain spring will come.