

2-15-1971

The Kathy C. Fox Memorial Bull Pond!, Vol. II, No. 5

Grand Valley State College. Thomas Jefferson College

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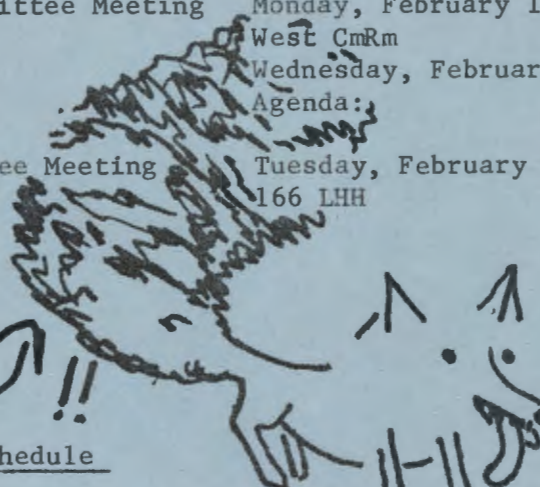
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I. **THE KATHY C. FOX**

1. Meetings

- a. Admissions Committee Meeting Friday, February 19, 10:30 a.m.
- b. Curriculum Committee Meeting Monday, February 15, 1:30 p.m.,
West CmRm
- c. Faculty Meeting Wednesday, February 17, 3:30 p.m.
Agenda:
- d. Finance Committee Meeting Tuesday, February 16, 4:00 p.m.,
166 LHH

THAT'S
SOME !!



2. Events

Revised TJC Forum Schedule

a. FORUM

MEMORIAL

Feb. 18, Film: Blood and Roses. Roger Vadim directs Brigitte Bardot in his version of The Strange Adventure of David Gray.

b. FORUM

BUHL

Feb. 25, Film: The Man Who Had His Hair Cut Short. Flemish with English sub-titles from the novel by Johan Daisne--a combination of Dreyer, Bresson, Hitchcock & Kafka--directed by Andre Delvaux.

c. FORUM

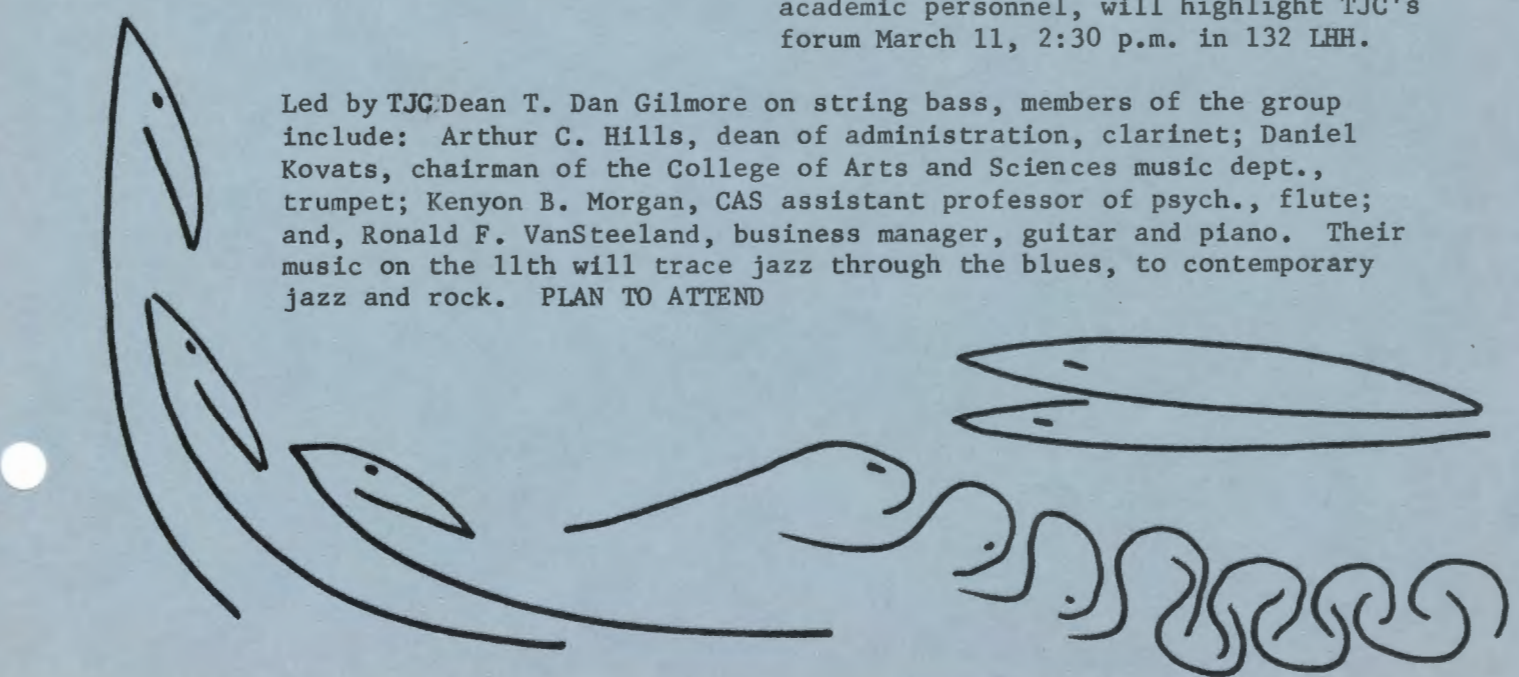
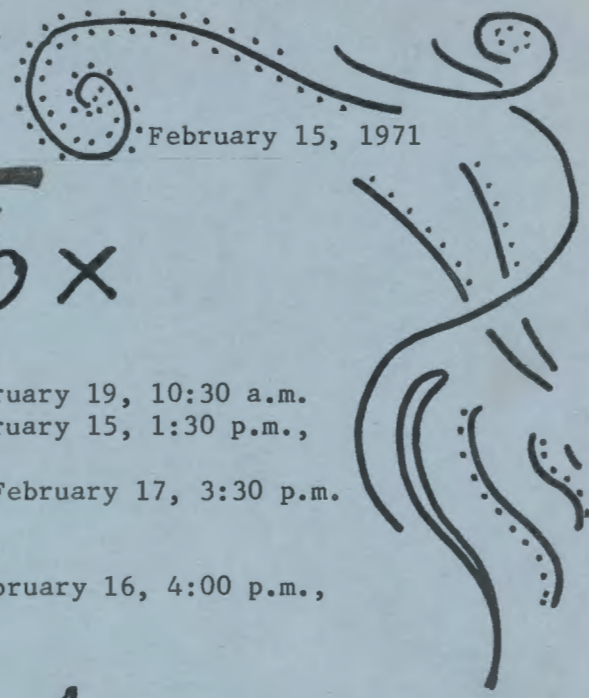
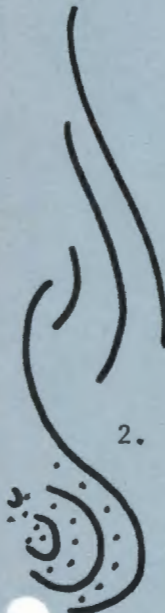
POND!

March 4, An Anthology of Films on Brain Waves: Clinical Uses, Metaphysical Uses, Aesthetic Uses.

d. FORUM

March 11, "The Reorganization Report", a jazz group consisting of GVSC administrative and academic personnel, will highlight TJC's forum March 11, 2:30 p.m. in 132 LHH.

Led by TJC Dean T. Dan Gilmore on string bass, members of the group include: Arthur C. Hills, dean of administration, clarinet; Daniel Kovats, chairman of the College of Arts and Sciences music dept., trumpet; Kenyon B. Morgan, CAS assistant professor of psych., flute; and, Ronald F. VanSteeland, business manager, guitar and piano. Their music on the 11th will trace jazz through the blues, to contemporary jazz and rock. PLAN TO ATTEND



II.

THE VALUE OF NOT LISTENING

THE *ASTERISKED PARTS PASS. THE REST IS VERBIAGE. -Cam

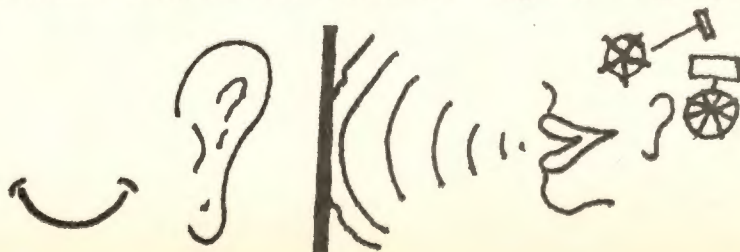
Often our stress on the importance of listening to others results in peoples being tensely polite and discounting their own ideas. People come to behave as if they must listen when they can and pretend to listen when they can't. The result in class discussions for example, is distressing. Discussions often do not build to anywhere (that is, they stay general). But, dammit, how can they build when people don't feel free to drop out and think about the subject as well as listen to others speak about it?!

* There is no reason to listen to another over oneself. When I am "empty headed" (temporarily thoughtless) I can listen. When I am full of ideas, I cannot. To feel antisocial for not-listening (thinking) is to prevent myself from being able to contribute more deeply to the conversation a minute later.

The question is not "How to listen?" for we all know how. It is rather "How in a group discussion can I also constructively not-listen?" Dropping out and daydreaming away to another topic, falling silent and resenting the current talker, going blank into boredom and waiting the hour out, blanking out until there's a chance to break in and take over with my own thoughts, or politely pretending to listen when my mind's not in it, are to me all destructive ways of not-listening in a group context. The result when we all do it is either mass inertia, superficial discussions, arguments which solidify instead of modify positions, or pleas for direction from an authority ("Hey, Teacher!")

* I think the beginning of a solution to the problem of "how can I not-listen constructively?" includes a) to take a pad of paper to class, b) to make this personal commitment: "I will pay attention to the subject though not always to the discussion," c) actively to participate in the discussion (includes quietly listening in it) when that's my natural (effortless) inclination, and d) to follow my own thoughts out of the discussion when they begin to stir and lead away. Here's where I usually strain to keep "paying attention" to the conversation. But I'm learning that I do better by my education and by the conversation itself if I "leave" it freely when my natural attention does.

The pad of paper comes in here. I can develop my ideas and questions on the topic without being interruptive and I can retain them for introduction to the group at the end of a conversation segment. Furthermore, writing down the salient points of my thoughts once they've occurred frees my attention to return to the group's discussion instead of its having to remember my ideas while waiting for the end of the conversation-segment to occur. Writing them down also helps me separate the wheat from the chaff (Thankyou, CSN&Y) for sometimes the conversation-segment in progress becomes so interesting



when I "return" --or generates such other interesting material-- I never feel the need to introduce what I thought of before. There's also this: that the discussion is inevitably different for each of us and it does not detract from
* its thought-provoking value for me that I not make all of the ideas I got part of the group's thinking. Some I bring up; others I don't. And it's fine.

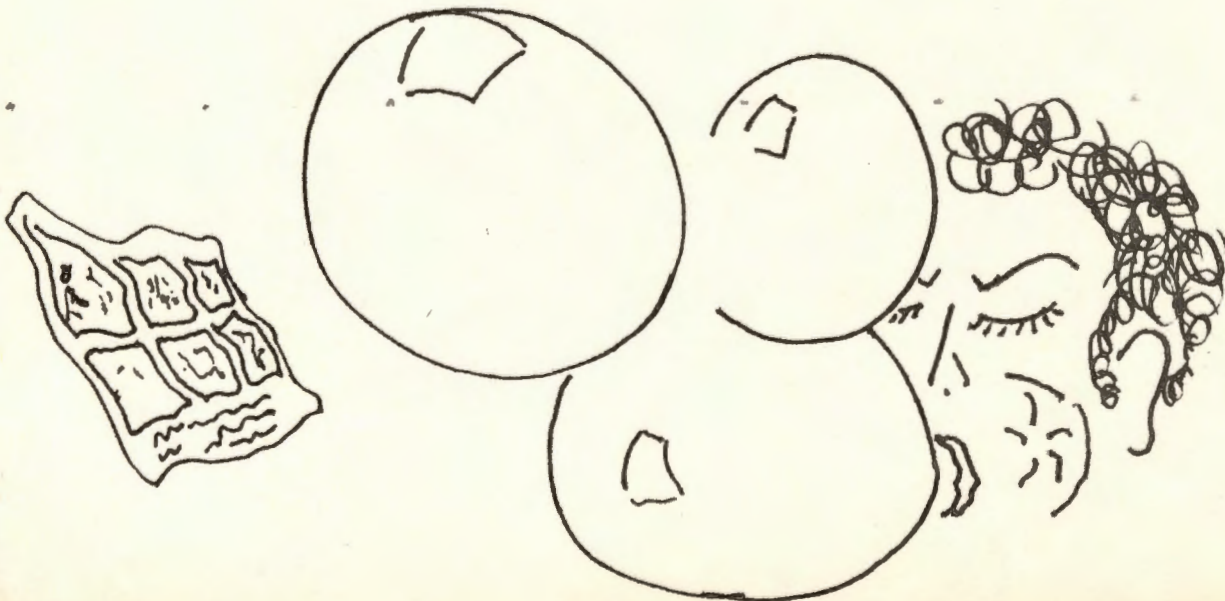
* Drift in/Drift out. Listen/Think. Pay attention/Ignore. The whole of a process is made of both halves, not one. Only by leaving can we come again.

-- Cam

III.

21st century
Peace. Love.
and Christ will
not be born for
hundreds of years.
The first three were phonies.
And when the real Christ is born,
They will just be discovering
The old prints
for Bazooka Joe Comix
thirteen hundred
different strips.
And that will be their bible
And they will worship Herman
Blowing bubbles.

Harvey Koontz





THE CHILD IS FATHER OF THE MAN

IV.

1. Curriculum Committee, January 25 & 27, Minutes

Present: Wilson, Kaufman, Klein, Sorenson, Reed, Cox, Fox, Stein.

1. The following are recommendations to the Townmeeting, the Faculty Meeting and the Dean to implement the goals set by the Faculty Meeting.
- * 2. The Common Program as presently constituted be abolished.
3. That graduation requirements be 180 credit hours plus the current distribution for the respective degrees: 4 through 8 below are options, not requirements.
- * 4. That a 15 credit seminar be instituted primarily for new students based partially on the Newark IGE program and on Cam's experience next quarter and during the summer with the pilot program. Its intended function is to facilitate people dealing with open structures and to work

effectively in groups. If space is limited, the following enrollment priorities will apply: a) FITIAC b) other freshman, c) new transfer students, d) all other students.

A maximum of three terms of this seminar may be taken. The same group may continue together for an academic year at their discretion; the students and the faculty member will determine whether it is advisable to change the faculty. It is envisioned that one or more Senior Fellows will continue with the group, and earn 5 credits per term for Senior Fellowship.

5. That a minimum of 2 seminars per year be offered which are designed as inter/pan/trans-disciplinary. There will be no set format; the Curriculum Committee will experiment with various modes. Some immediate ones seem to be thematic seminars led by one or more faculty, related seminars offered concurrently or as sequential mods, a full 15 hour package involving 2 faculty and 40 students (3 faculty, 60 students).
6. That a minimum of 2 seminars a year be offered which are designed as culturally-focused. Again the format will vary.
7. That the Independent Project be specifically defined as either an inter-cultural experience or an apprenticeship.
8. That a Senior Project be defined as a major exploration of the student's interest at that time which may be manifested as an in-depth statement of his world-view and its underlying premises or an extensive study of a particular area of concern.
9. That as examinations do not appear to be fulfilling the needs of a large number of students, that faculty no longer be required to offer a particular number of examinations. There is a danger of them being replaced by recurrent seminars or courses that must be kept in mind and, hopefully, avoided.
10. The committee rejects any strict interpretation of the TJC Program as a movement from being able to work in groups to being entirely self-dependent. The latter state is not seen as socially or personally desirable; the dependence is viewed as enabling the person to better interact and be responsible to a group. Further, a rigid program would eventually lead to specified courses, requirements, and prerequisites; none of which are viewed as desirable.

PLEASE SEE THIS FOREST FOR ITS TREES



SHORT MINUTES - LONG HOURS.

2. Faculty Minutes, meeting of January 28, 1971, 3:30 p.m.

Present: Dan Andersen, Cathi Gatov, Bud Haggard, Earl Heuer, J. Lee Kaufman, John McNaughton, Mary Sonneborn, Mary Te Pastte, and Cam Wilson.

10.01 Announcements

1. E. H. - Asked if there was someone from the TJC faculty who would like to represent TJC at the Environmental Studies Institute Board. Mary Sonneborn said she would look into it.
2. Robert Schechtman (Music) will be here Thursday and Friday, Feb. 4 and 5. His itinerary will be posted in TJC Offices.
3. JLK - Seminars are ready to be generated. The Curriculum Committee has voted not to require the faculty to give exams. However they may do so if they wish.
4. CG - The Deaf Signs Seminar should continue on into the next semester to allow enough time. Could we get the necessary funds?

10.02 Promotions

Discussion took place on recommending of promotions for Gil Davis to full professor, Dan Clock to full professor and D. Andersen to Associate Professor.

It was voted to recommend Dan Andersen for promotion and not to recommend Gil Davis or Dan Clock.

Recommendations which would list a summary of pro's and con's of the Faculty Committee's discussions would be submitted to Dan Gilmore for consideration by Dean Hills and then submitted to the Board of Control.

10.03 Adjournment

Meeting adjourned at 6 p.m.

FACULTY = "AN ABILITY, NATURAL OR ACQUIRED, FOR A PARTICULAR COURSE OF ACTION."

HARD WORK WELL DONE.

3. Admissions Committee Meeting, January 29, 1971

1. The Committee reviewed statistics on attrition in past years in order to determine the maximum number of applicants to accept for the Spring '71 term. It was agreed that the TJC enrollment should not be allowed to grow at this time, as no increase in staff is planned for the Spring term. Projection of attrition figures is admittedly difficult but it was agreed that thirty would be a reasonable number of applicants to admit.
2. The details of the admissions procedure were reviewed. New form letters are being worked out with the ³GVSC Office of Admissions, which would handle most of the ⁴clerical functions and be the central repository for all documents.
Completed application file folders will be sent to Dan Anderson. Many applicants can be reviewed by Committee members singly reviewing the folders in Anderson's office and indicating their decisions on an "action" sheet. The committee was urged to review the files and try to cut the lag-time between the completion of an application and the final decision.
It was anticipated that some decisions would require a Committee meeting. It was agreed that meetings would be called as needed at 12:30 Fridays.
3. Members were asked to give Mary TePaste the time they would be available for scheduling personal interviews.
4. Group meetings (information sessions) for interested applicants will be Thursday afternoons. Mary T. would most likely know about how many applicants would attend them, as inquiries covering them would come to our office.
5. It was decided that two applicants appealing decisions to deny in previous terms would be requested to submit an updated personal essay. Others who re-activated Winter '71 applications would not be so required as the earlier denial was based essentially on our imposed quota rather than the applicant's inadmissibility.

IF 14 APPLICANTS WRITE TEN
ESSAYS, 13 INTERVIEWS, SUBMIT 5
HIGH SCHOOL RECORDS AND CALL
TO FIND OUT WHAT'S HAPPENING 50
TIMES — WHAT DO 300 APPLICANTS DO?

ACTUALITY IN

v.

The "college" as initiation ceremony

1. a voyage from outer to inner
2. from life to a kind of death
3. from going forward to going back
4. from temporal movement to temporal standstill
5. from mundane time to eonic time
6. from the ego to the self
7. from outside (post-birth) back to the womb of all things (pre-birth)

and then subsequently a return voyage from

1. inner to outer
2. from death to life
3. from the movement back to a movement once more forward
4. from immortality back to mortality
5. from eternity back to time
6. from self to a new ego
7. from cosmic fetalaztion to an existential rebirth

WE HAVE TO FIND OUR OWN.

.....
this process may be one that all of us need in one form or another. This process could have a central function in a truly sane society.

adapted from R. D. Laing, The Politics of Experience

VI.

LAKE HURON CITIZENRY PLEASE NOTE:

THE SOUTHWEST CORNER OF THE WEST COMMON ROOM WILL BE EARMARKED AS A PLACE FOR THE LAKE HURON SECRETARIAL AND CLERICAL STAFF TO HAVE THEIR COFFEE BREAKS AND LUNCHES. THEY HAVE NEEDED THIS FOR A LONG TIME SINCE THEY HAVE TAKEN THEIR COFFEE BREAKS AND LUNCH PERIODS RIGHT OUT IN THE WIDE OPEN SPACES OF LAKE HURON (NEXT TO THE FINANCIAL AIDS OFFICE) UP TO THIS TIME. THIS WILL AFFORD THEM AN OPPORTUNITY TO HAVE A DESIGNATED PLACE WHERE THEY CAN BREAK AWAY FROM THEIR WORK AND CONVERSE WITH CO-WORKERS. I KNOW THIS WILL BE SINCERELY APPRECIATED BY ALL THE LAKE HURON STAFF.

Mary TePaste

VII. THE GROUNDS for YOUR DISMISSAL

Combined meeting of Academic Affairs and Records and Research.
1 February 1971, 11:00 a.m. Present: Gatov, Heuer, Iron, Kaufman.

Two changes have been made in the policy governing academic dismissal and warning. The stipulation-that the ratio of credit earned to credit attempted will only be applied to the last 75 credits-has been deleted. Beginning with the Winter Term, 1971, the ratio will be figured on a simple cumulative record.

The second change is that the appeal, though sent to the Dean, will be heard by the Academic Affairs Committee. There was also an editorial change adding the words "since becoming a TJC student" to paragraphs 1 and 2 to clarify the credit being discussed.

The policy now reads as follows:

* It shall be the policy that a student shall be academically dismissed from Thomas Jefferson College if, after he has attempted 45 credits, he has earned less than 50% of the credit he has attempted since becoming a TJC student.

* It further shall be the policy that a student shall be warned of possible dismissal if he has earned less than 66% of the credit attempted since becoming a TJC student.

* Following notice of academic dismissal, the student may appeal the decision to the Dean of TJC who shall direct the Academic Affairs Committee to hear the appeal, or he may, after one calendar year, apply for readmission upon presentation of suitable material to the Admission Committee to warrant his readmission.

* Academic dismissal shall be noted on the student's official transcript, but a warning shall not be. The warning does not constitute probation.

VIII.

A JOB! A JOB!

ANNOUNCEMENT

Needed: One person, eligible for Work-Study employment, for TJC Town Meeting office secretary. Should have competence in typing, filing, shorthand, and be available 3 hours every day. See John McNaughton or Kathy Fox at 169 LHH or ext. 407. If no answer, leave message with ext. 357. Position open IMMEDIATELY!

DYE A LOG

X.

Faculty Committee Minutes, February 3, 1971, 3:30 p.m.

PRESENT

Dan Andersen, Cathi Gatov, Bud Haggard, Earl Heuer, Dan Clock, Gil Davis, Don Klein, J. Lee Kaufman, Whitney Sevin, Mary Sonneborn, Mary Te Pastte, and Cam Wilson.

11.01 Announcements

1. TDG - Interviewed 40 candidates for the possible art position at TJC including Whitney Sevin, who must know by the 15th of this month what we are going to do in regard to his candidacy. More time should probably be devoted to considering Whitney's contributions and potential for TJC. EH - Shall we constitute the next faculty meeting as a Personnel Meeting so as to decide on this. (agreed).
 DC - We should at least try to get one person out of the top ten applications we have and get them here before the meeting. We could have the meeting later in the week.
 TDG - Have films from a prospective candidate that looks good. We could show these at the Townmeeting. We could also have another candidate next Monday and Tuesday and have three of the faculty members take care of arrangements for interviews, etc.
 JLK - The Curriculum Committee decided to do away with the Common Program. We must decide what to substitute or what to do about this before making up the next schedule. All seminars have to be approved by Monday morning. Curriculum Committee will meet Monday, February 8, at 1:30 p.m.
 A discussion followed regarding the direction in which TJC should move, need for BA for teacher certification and the suitability of the B. Phil for TJC.
 DC - Moved to change the motion to read, that we adopt items 2 through 8(as edited) from the Curriculum Committee report. Motion carried unanimously.
 HEH - TDG will be taking over the function of Chairman for the Finance Committee for the time being. Bud Haggard will no longer be chairman but will be on the committee. Would welcome someone from the Faculty who is interested in Finance to ask to assume the Chairmanship of this committee.
 DC - Will resign his 1/2 time position with TJC to accept an appointment in William James College.
 Bob Giddis - When will the Faculty act on the Townmeeting?
 EH - Doesn't know if Faculty has power to act on this but will discuss it.

"HE SAID - AND THEN HE SAID - WHEN HE CAME HIS REPLY AND HIS SUPPORT. THEN HE ADDED... " 2. SORRY, Q'S HE'S OUR PRONOUN."

- 5. EH - Time is getting short and some have to leave. The agenda called for discussing teaching methods and practices. Those that could stay could discuss it and we could put it on the agenda for the next meeting.

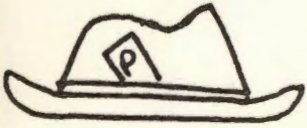
11.02 Adjournment

Meeting was officially adjourned at 4:30 p. m., with some of the faculty remaining to discuss teaching methods.

GOODNIGHT
BEN.

GOODNIGHT
CHARLES.

Visitors



On Wednesday Feb. 10 we had visitors from the South Bend Tribune who spent the day rapping with everybody they could find. They particularly enjoyed observing Cam's body language class and just interacting with people in the commons upstairs. Ben Jacques and his photographer (and Bureau Chief) Charles Hand came to find out all they could as a result of a tip given them by our very own Maggie Lubke. Maggie was working at the Red Rooster as a waitress in Benton Harbor and gave Ben such an enthusiastic report of our community that he decided to come and see for himself. His report will be printed in the Sunday supplement of the Tribune the "Michiana" in the near future. We enjoyed your visit and hope you did too. Thanks for stopping in.

Maggie
L.

IS TJC'S OWN MARTHA ^{John McNaughton} !

NEWS FLASH

NEWS FLASH

The Faculty Committee approved the hiring of Robert Shechtman in the area of music at their meeting of Feb. 10, 1971.

IT IS TRULY
MUSIC MUSIC
OUR EARS TO
!!!!

SIX WAYS OF LOOKING AT LEARNING

XII.

Goodwin Watson

A. TRADITIONAL: TELLING AND INSTRUCTING

The learner is viewed as able to take in whatever he is told or reads. He begins with no knowledge, and he is given more and more information, he becomes educated. Recall is tested.

Failures are blamed on: (a) "student didn't pay attention;" or (b) "instructor not sufficiently well-informed."

B. CONDITIONING, MANIPULATING, TRAINING

The learner is the plastic material to be molded in accord with laws of learning. The model is that of an animal trainer. Desired behavior is induced and reenforced. The trainer decides what responses he will get the learner to perform. The experiences of learning may be programmed for prompt reward of correct acts. As the learner's performance becomes predictably correct, he becomes educated. The test is proper behavior in the situation for which the learner has been prepared.

Failures arise (1) because conditioning has been incomplete, or (2) because of dissimilarity between the training situation and that in which the behavior is being elicited.

C. PSYCHODYNAMIC; PSYCHOANALYTIC: RESISTANCE, TRANSFERENCE, LOVING GIFT, SUPEREGO CONTROL, IDENTIFICATION, EGO IDEAL, EGO-STRENGTH.

1. Central is the learner's relationship to the teacher. All learners are resistant, however strongly they may express interest. They become able to change (i.e. to learn) only when transference has become strong. Good recitations, papers, tests, etc. become gifts of affection for a beloved teacher (positive transference).

2. Or, the teacher may be experienced as a super-ego figure, stern, threatening and punitive. In this kind of relationship good academic work is propitiation to ward off criticism, attack or injury. If the learner internalizes the instructor's supposed standards as part of his own superego he becomes hyper-conscientious.

3. A third relationship, the most acceptable in its consequences, is that in which the teacher is felt to be important for the learner's ego, as a model or as a facilitator. The student imitates the teacher (ego-ideal) or uses the teacher's help to achieve his own purposes. Only when the teacher becomes a means to the student's ends, is the learner free to pursue his own objectives. (See E.)

Teacher-student relationships are usually mixed, not pure types.

D. SOCIALIZING: GETTING CONFORMITY AND COOPERATION IN ROLE PERFORMANCE.

The individual is seen as a part within larger social systems. His role has been defined for him by the family, school, job, community. Learning means to internalize norms of his group, organization and culture. The larger social system sets the model and induces his conformity and cooperation. The sanctions are acceptance if he "fits in"; rejection if he deviates. It is possible, within this sociological-anthropological model to have certain roles defined as innovative and creative; in those prescribed roles to conform is to invent what is socially approved.

Each learner is a team-member whose role is defined by expectations of significant others. The test is social performance. Failure at one's position leads to replacement and ostracism. All individuals are replaceable. If the learner internalizes this view he has no identity except his position in the system.

E. STUDENT-CENTERED: SELF-DIRECTION; SELF-ACTUALIZATION: EXISTENTIALISM

The learner's individual motives and aspirations determine the ends and methods of his education. He grows and "becomes". Each personality is respected. Each person progresses toward goals he sets for himself. No one else has the right to indoctrinate, to mold or to manipulate him. He must realize his own unique destiny in his own way. Teachers, parents, therapists are non-directive.

Tests are those set by the learner's own purposes and satisfactions, which usually change as he develops. Each marches to his own drummer. Failure arises when the learner is confused or mistaken about his own desires and reactions. Considerable experience with parents and teachers using methods based on A, B, C or D above, will usually block awareness by the learner of his own nature and needs.

(continued on Next Page)

TONGUE-IN-CHEEK

Faint, illegible handwriting from the reverse side of the page, possibly bleed-through from another document.

F. UNSELFCONSCIOUS SPONTANEITY (Zen)

The model for living and learning is the normal flow of a stream or the growth, in natural freedom of a plant or a young animal. It calls for continuous response to inner and outer reality. Learning does not much depend on telling, conditioning, emotional relationships, social incorporation, or self-concepts, although each of these may occasionally have some influence. Behavior simply emerges, adjusting smoothly to ever-changing situations. Efforts by educators to interfere, to instruct, to train, to socialize, or to call attention to self-images, do more harm than good. Let life go its own way! Trust Reality and Nature!

The demands of the social system are only "cardboard scenery." One may play a part, but does not take it too seriously. What earnest strivers in college and in later life take for reality is only Maya or illusion. The Enlightened One knows better. Possessions are unnecessary. The present moment is the locus of life; the past is done and the future uncontrollable. "Which of you by taking thought can add one cubit to his stature?" Prenatal growth is so important Nature has protected it from our meddling.

Most suffering in life arises from exaggerated notions of the importance of the self. Listen to music, but forget that it is you who listens. If we could take our own delights and distress as lightly as we take those happening to other "selves" we would be largely unbribed and unthreatened. Try not to want what you can't get; but don't try to move further than you can go in this direction. Obey only the nature of things.

The teacher simply lives and lets students learn if, and when, and what they will. "The wind bloweth where it listeth...so is everyone who is born of the spirit."

"How wondrously supernatural
And how miraculous this:
I draw water, and I carry fuel"

I write on a blackboard and erase it.

Scholarship and ethics are good servants but
bad masters.

"An old pine tree preaches wisdom
And a wild bird is crying out truth"

Theories "like a dome of many-colored glass
Stain the white radiance of" Reality.

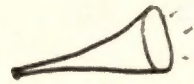
(Apologies to Shelley!)

AS PART OF THE
PLAY. NOT TO
BE THOUGHT NECESSARY.

We are there - we have not to see it. "It"?

Ta Ta!

Herald!



BEING

-When in the course of human events, it becomes.-

T.J.C. is about people; committees, groups, curricula and programs may often times seem to take precedence over our most important resource, PEOPLE. With this in mind, this section thus is borne. We all have common bonds, similarities that can facilitate our growth as humans as well as a college. I am asking of us something very small yet infinitely large, to share with others where you are at in some small way as a human being, "an intricately balanced set of contradictions".

To share, just let me know or drop a note off in my mailbox.

There is joy in being, Hello and hello again,

Jim Pongones

I would like to tell TJC that I feel I have found a home here, a home in the sense that it is a place where I can be free to live, learn and grow as a human being. The reason for this seems to be the concern, the trust, the love that people at TJC have for each other. I'm not saying that TJC is a dream come true. There is still a lack of concern, a lack of trust and a lack of love to some extent. But I see within TJC the hope and more than that, the actual potential to overcome this lacking. Perhaps that is where we can learn and grow the most. We have more concern, trust and

love than anywhere else I've been, but if we could move together to a greater and deeper realization of these qualities that lie within us, the sense of unity and achievement would perhaps be catalytic to personal growth and development. I think we have something really great, each other; but also I think each of us can offer even more.

Norm Peterson

Last term, I felt as though I was dependant on people, like I could'nt be very happy by myself, in and of myself. Now I'm getting dependantly independant of people. I really like being with people, but I can be happy by myself. The goal is to feel good about me all of the time no matter whether I'm alone or with people. Its getting better all the time, and I'm also more open with people (which is an additional benefit) because I'm feeling better about being me.

K.S.

Where am i? i'm right here.

i'm looking all around me - at snow, blue sky, warm yellow sunshine and the many people i don't know. i feel tension and confusion around me. i also see joy and sharing + all kinds of good things. Don't be too surprised if, in my groping around, i reach out for you.



One of the hardest things for me to do is to quote , tell someone where I'm at, unquote. I find that often I am so different from you, i.e., my point of reference is shaded in a 1,000 different ways from yours that often to communicate "me" in general is next to impossible. I'm not sure I would want you to know me 100% anyway. Where am I? A hundred places, many of them unknown or unadmittable to myself. So I guess some of the things I'd like to have you do, in case we don't happen to find each other (I'll consider myself fortunate if I connect with one of you.) is to trust that I am someplace, to help me sometimes find where that is, and to trust that the way I interact with you is from there.

Ernie Scheidler

I'm hungry and tired and am really into Dan's behaviorism class, I can't believe the amount of work I'm doing for it, its really beneficial, I'm fixing up my mother. Behaviorism is all-encompassing, the feeling is I already knew the concepts but this puts it on an academic plane. I made pumpkin pie yesterday, its really theraputic; Gilmore throws pots (ceramically speaking)-- I make pies. I'm always amazed at how much people can sit around and talk so much, they could do it all day, I'm just astonished (What would they do if they didn't talk?)

Heidi Swets

How to be simultaneously a detached observer of my process and a full participant in it. As I write, it begins - the rhythm of the task at hand leading me into the center of unself consciousness. I will emerge again and return again. Between is self-consciousness. There I stick and try to right things, or accept and flow on. "If you would inquire, inquire. Return. Come back again."

Cam

Into what I am into anyways, a sort of reality thing, like trying to look at whatever comes up without attaching a specific reason to it. Knowing there is a reason, but accepting that I might not know it. Maybe know some possible reason, but realizing that knowing itself is necessary to the thing, maybe that it exists without conscious effort, or maybe not. That seems partially a contradiction but it keeps me from getting caught in a structure, and structures seem to kill life. I see a sort of pattern in my thinking from a while ago when I sort of discovered the ability to use my head, which has slowly led me back to a feeling thing, but now its less plastered in with metaphysical glue.

That my friends, is a mistake.

Bob Savage

In 69 my clothes were grey. Good vs. Bad--black vs. white no longer fit my life style.

In 70 my oldies went to the Goodwill Industries; my new ones from the Mission. Listened to a lot of Leonard Cohen then. Now stitch my own.....J.J.

I feel as though outside forces are plugging me into what's happening at TJC. But I also feel when they are gone I'll still be plugged in, that's my hope! Like a train traveling through a

forest, not on the track but following along side. Its like this train is supposed to be progressive and experimental; to be so it should explore the forests and hills but its only just off the track, flowing along with it. The track being traditional and the train supposedly radically different.

Max Howe

ONCE UPON A TIME (to be continued)

Cheri Smith

Political systems imply that man is a moral cripple, who is not capable of determining his own destiny.

John Dowling

When I feel naturally high, I seem to talk off the top of my head, seemingly unconnected but it makes sense to me though sometimes it appears rather incoherent to other people, that seems to bring me down. Maybe I'm clicking and the other person isn't.

Linda Rose

Subjectivity

As I become intensely involved in a subject, I seem to get wrapped up in "it" and loose any objectivity I may have had. The realization of this lose becomes a catalyst for a more intense quality of involvement.

CONCERN: in this involvement, am I subjective?

Catch 22

John Rosochacki

I think I'm in love with
the Cosmic Consciousness.

Where I am at TJC right now is "people-watching". Allow me
to offer the first in a series of: "Essays on Anonymous TJC People"

Ode To Someone Dropping In

Eating a Small

Macintosh

He was

wearing stripes,

white tennis shoes.

Thanking us,

He went away.

(He bakes pies)

Mary Sonneborn

How to correct errors in typing found while proofreading after
the paper is removed from the typewriter without screwing it up
worse?
Jim

If Giddis
can do it,
So can I!

Please Turn The Next Page so it looks
like this.

