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## **TJC Newsletter, Issue 20**

Grand Valley State College. Thomas Jefferson College

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# TJC NEWSLETTER



GOING HOME

Issue 20.

Compiled from the Dean's Office, Thomas Jefferson College, GVSC. 11 June 1976.

## THE NEW LOOK OF THOMAS JEFFERSON COLLEGE: PROCESS EDUCATION

For static things do not exist  
In any place or time.  
They never have, they never will  
Except in one strange place...\*

This fall marks the beginning of the ninth year of Thomas Jefferson College's existence as an experimenting alternative liberal arts college. From the beginning, we have been concerned with finding better ways to facilitate the development of thinking and feeling skills essential to adaptive and productive living in modern society. We have sought to better articulate what is meant by a truly holistic education. We have looked for ways to help us discover who we are and how we change as a result of experience. We have asked how we may make our lives richer, more meaningful, and significant by functioning more creatively and as valuing, decision-making human beings.

In seeking answers to our questions, we have taken many risks both institutionally and individually. A few of these risks failed and led to agonizing self-evaluation. But these failures were more than off-set by satisfying discoveries and a sense of progress toward understanding the incredibly complex nature of the learning process.

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After eight years, we have decided to take the ultimate risk of publically stating what it is we think we know and have come to value. This fall's curriculum is a decisive step taken toward the realization of our educational ideals. As we experience the results of our efforts, our beliefs and values will evolve and change. However, that is what process education is all about.

### Beliefs and Values

We believe that today, at a time when social and economic pressures increasingly dictate narrow specialization, there is a real need for the development of general process skills rather than rigidly specialized training.

We believe that significant and productive lives are not based on information alone. The information is needed, but -- without the skills to act on the information -- the person is crippled. The power lies not so much in the information as in the skills to organize it and make meaningful use of it.

We believe that for many people competitive grading systems and departmentalizing knowledge may have deleterious effects on their learning experiences.

We believe that job success is more related to such skills as decision-making, problem-solving, and creating than to training in a specialized area.

We believe that knowledge should be considered relative and dynamic, rather than absolute and static.

We believe that learning should be natural and enjoyable, rather than unnatural and unpleasant.

We believe the learner should be an aggressive and active seeker after knowledge and experience, rather than a passive recipient.

We believe a college should be a setting for the emergence of values, creativity, and knowledge through inquiry, rather than an authoritative transmitter of established values and knowledge.

### The Processes

In light of these experientially-based beliefs and values, we have arrived at five PROCESS SKILL AREAS which we consider essential to the development of full and productive people living in modern society. These process areas are: *Establishing Identity; Problem-Solving; Creating; Valuing; and Implementing/Performing*. We view each of these skills in dynamic relation to one another so that as experiences and capacities are developed in one area there is consistent checking, revision, and updating in all the other areas.

The entire TJC curriculum has been analyzed, revised, and categorized according to the skill process which will be most emphasized in any particular learning experience. Thus, for example, Art History could either be studied primarily as a problem-solving course with the emphasis on basic information, terms, and concepts; or it could be studied as a valuing course in which judging, decision-making, and choosing are emphasized.

The following are first attempts to define each of the process modes. We expect that these definitions will be refined as we learn more about process education.

*Establishing Identity:* learning experiences which focus on the process of discovering and developing a sense of personal identity,

which helps us identify our individual and collective needs, resources, and abilities.

*Problem-Solving:*

learning experiences which emphasize goal-directed activity; solving specific problems; acquiring basic information; learning research and analytic skills; or planning a course of action for a project.

*Creating:*

learning activities in which the learner uses such capacities as free play, intuition, imagination, fantasy, risk-taking, and other related skills in an attempt to produce products which are new to the learner.

*Valuing:*

learning activities which focus primarily on such activities as making judgments; deciding; choosing courses of action; and assessing the application of social, ethical and moral values. Valuing activities also encourage the development and assessment of personal belief systems.

*Implementing/Performing:*

learning activities which subsume all previous academic preparation and the actualization, culmination, and performance of skills learned as a result of that preparation.

*Important Note:*

each term two mini-seminars will be offered on specific process modes. All TJC students are strongly urged to register for these seminars.

And That's Not All:  
Curricula

This fall also marks the establishment of five formal pragmatic curricula at TJC. These curricula were established for their inherent interest to TJC faculty and students, and to provide a frame of reference -- a context -- for the process modes. Each program draws from several different disciplines, and includes courses in all process modes. These Curricula will remain a permanent part of the TJC program and many courses in the TJC Curricula will be scheduled over a two-year period. This will permit students to do more long-range planning than has been possible in the past. The five Curricula are:

*Women, World, and Wonder*  
*Transpersonal Psychology*  
*Pear Orchard Project (Organic Farming/Homesteading)*  
*Words and Movement*  
*Human Resources and Systems*

Descriptions of each of these Curricula are included in the Fall Term Schedule.

Notes on Specialization, Advising, and Registration

*Specialization:*

Students working toward a B.Ph. Degree with Specialization may elect any of the five Curricula as an area of specialization or may contract with a faculty committee for other disciplines or areas which cut across Curricula. Students wishing to contract for specialization should contact their faculty advisors for more information.

*Advising:* This fall TJC will be implementing one of the best advising systems in the country. All students are encouraged to make an appointment with their advisors well before registration.

*Registration:* Please note that any student may register for any Curricula seminar offering without become a member of the specific curriculum. All courses are listed in the schedule separately under the process modes, and again under the Curricula. However, different code numbers are used for enrollment in single courses as opposed to enrolling in a curriculum. This system gives you the option: of committing yourself to a curriculum, or of choosing to take your courses in several curricula or outside the curricula.

### Finally

We are genuinely excited about our new look. We feel we are doing something important and worthwhile. Like all risks, there will be some problems but we will learn from these as well as from our successes. We welcome constructive criticism and invite the entire GVSC community to share in our enthusiasm.

\* Thanks to Henry P. Cole's *Process Education* for some of the material included in this introduction.

-- T. Dan Gilmore

### SUMMER TERM REGISTRATION

*TJC Internal Registration* will be held on Tuesday, 22 June, 1976, from 9:00 AM to 4:00 PM, in the TJC Commons, Lake Huron Hall. All students registering for the summer term's first five-week session or the entire ten-week session must register on this date. Students registering for the second five-week session only will have a chance to register in late July.

*GVSC Registration and Tuition Payment* will be held on Wednesday and Thursday, 23 and 24 June, 1976, from 9:00 AM to 4:00 PM in the GVSC Fieldhouse. It is necessary to check the front of the summer schedule for the correct time to register. It is done alphabetically. Tuition payment must be made at the time of registration.

All students must complete TJC Internal Registration before attempting GVSC Registration and Tuition Payment. But TJC Internal Registration does not complete the registration process. You must also complete GVSC Registration. Both steps are necessary.

### FALL TERM REGISTRATION

*TJC Internal Registration* and *GVSC Registration and Tuition Payment* will both be held on Tuesday, 21 September, 1976, from 9:00 AM to 4:00 PM in the GVSC Fieldhouse. It is necessary to complete both processes.

Any student who completed TJC Internal Registration during the Spring Term, but did not attempt GVSC Registration at that time, must complete GVSC Registration on September 21st.

All students who completed GVSC Registration during the spring term must make tui-

tion payment by September 3rd. If tuition is not received by this date, your registration will be invalidated, and it will be necessary for you to begin the entire registration process again. (All your courses in TJC will remain reserved for you.)

Any student attempting to register for the fall term after September 21st will be required to pay a \$20.00 late fee.

Please...be sure to complete the entire registration process on time. And make sure your tuition payment is made on time. This can save you hours of aggravation.

#### ALUMNI CORNER

Beginning with this issue, we would like to include a new section in the TJC Newsletter. We received such a gratifying response to the Alumni Questionnaire sent a few months ago (although we are still waiting to hear from many of you) that we would like to share that response with you. We know that many of our alumni have lost contact with each other over the years, and so we decided this might be a good way to let you know what some of your friends and schoolmates are doing now. Sometime in the near future we will be compiling a list of alumni addresses to share with you. In the meantime, if there is someone you would like to contact, write us. If we have the address we'll send it on to you.

We would like to put out a special plea to all alumni:

1. If there is any person who would like to take over the responsibility of collecting information on our alumni, it would be appreciated. We would like our former students to keep in contact by writing frequently, letting us know what they're doing, sending us information on others they've been in contact with, etc. But it would be best if one person could be put in charge of collecting and organizing all this input. Periodically this person would send the information on to us so that it could be published in the Newsletter. So, if any of you are interested, contact Mary TePaste at TJC.
2. We're still waiting to hear from many of you. The response to our questionnaire has been good, but we've lost total contact with many of you. We realize you may be busy, but take just a moment -- please -- to drop us a note with your address and anything else you'd like to tell us. If someone decides to take over the responsibility of maintaining the alumni correspondence we will let you know. In the meantime, address your correspondence to Mary Te Paste.

In this section of the newsletter, we'd like to include some of the responses we've received from our alumni. Below are the first. We can only handle about fifteen at a time, so please be patient. You'll see the names of those you're looking for eventually.

*Connie Brown*, 1970 graduate, writes: "I'm working now in a small shop -- Designers Workshop -- doing wood and metal work. We specialize in bar/restaurant decor items. I'm also responsible for the bookkeeping end of the business...My work is, in the main, satisfying to me. Making things, working with my hands...As I don't expect this business to go on indefinitely, graduate school remains in the back of my mind for the future....Guidance, counselling, therapy are the fields which attract me most." Connie's address is: 1412 Milton SE, Grand Rapids MI 49506

*Cliff Ham*, 1971 graduate, writes: "I have spent the last three years studying architecture and engineering. Living in wonderful and crazy Berkeley [CA]. Unable

to be 'accepted' at an architecture graduate school (of my choice). I am planning a study trip to western and southern Europe and Mideast this fall." While studying to complete his architecture training, Cliff is also working as an architectural designer. His address is 1787 Channing Way, Berkeley CA 94703.

"Welp," says Greg (*Tiny*) Reinhardt (1972), "I spent three years as a monastic zealot. One year ago I left that to move to northern Michigan and, with my two partners, open a glass studio. My search is over. I'm feeling peaceful enough. Now I'm designing windows and lamps and preparing to build a full-size stone castle. That's right, a castle! Complete with draw bridge and secret rooms. It may sound like a crazy dream or scheme, but what better use for this life than actualizing dreams?" You can write to Tiny at 116 Water Street, P.O. Box 200, Boyne City MI 49712.

*Carolyn Mills Kroes* (1975) writes that she is at Goddard-Cambridge Graduate School and living in Cambridge, Massachusetts. "I am studying psychotherapy from a feminist viewpoint. I work as a psychotherapist at the Cambridge Women's Center and also am a member of the collective, "Wings," which offers therapy at a low cost to the community of Porter Square. I am presently writing an accurate psychology of women, from a feminist point of view. The psychology of women, up to this point in history, has been formed by many erroneous assumptions and a total misunderstanding of the female personality. This new theory of the psychology of women has been intensified by graduate school, but for me had its beginnings at TJC." Carolyn's address is 20 Concord Avenue #4, Cambridge MA 02138.

*David Mars* (1974), who is currently working as a Behavior Counsellor, tell us that in the last six months he has begun a huge change in his life: "I'm planning on quitting my job in July, going through New Mexico, Arizona, and Mexico on my way to a month's stay at Esalen, followed by a two-year graduate program at Antioch. And my divorce was finalized on March 26th. How's that for transcendence? Or something?" David is currently living at 12 Arthur NE, Grand Rapids MI 49503, but his address will be changing soon. David: please try to remember to send us your new address as soon as you have one!

*John G. Loveless* (1973) is deeply involved in establishing a community educational system for children and adults near Suttons Bay, Michigan (SOLAR). He handles, as an administrator, all the business/legal/financial matters of the school and, as a certified teacher, is involved in the children's educational program. He and his wife have a ten-month-old daughter. John is living in Suttons Bay and can be contacted at Route #1, Box #72.

*Ann Kotowicz* (1975) moved to Flint, Michigan in mid-December to "...be a hot-shot DJ at the so-called progressive FM radio station in town. It's OK -- some day maybe they'll let me do the news, which is what I really want. I'm also a copywriter (commercials) and janitor for the station. In my free time I hob-nob with the many ex-GVSC students that somehow have congregated in Flint (some old TJC'ers too)." You can write to Ann at 513 Stone Street, Apartment #1, Flint MI 48503.

*Maureen Hogan* (1973) is currently living at 520 Lyon NE, Apartment #2, Grand Rapids MI 49503, and working as a paste-up artist in town. She is 'planning to move to Amherst, Massachusetts, to re-apply to the University of Massachusetts in clinical psychology, take classes and get a GPA, become a resident of Massachusetts, and start a whole new phase of life, away from Grand Rapids (home for twenty-five years). The road is calling me again; it's very hard to work full-time -- I've been there one and a half years -- but good for discipline and money; and I have a skill (composition and paste-up for off-set printing) I can use anywhere. Inside, a sense of rebirth, opening my eyes to all there is to see, blending the psychological and the spiritual. Studying, always learning from everything. Bicycling, crocheting, reading, sewing, and exploring other people -- and with other people."

"I am a member of Japanese Bands," writes *David Fair*, "Half Japanese, quarter Japanese, full Japanese, and fake Japanese. My goal is to challenge and changed outmoded standards of acceptance through radical music." David is also working as an artist. His address is 111-E Central Avenue P, Redlands CA.

*Susan Fitzmaurice* (1975) has been teaching the third and fourth grade in south Harlem since September, "except for strikes." She is also a fulltime student at Bank Street College, taking lots of courses in bi-lingual education and reading. Outside of college, Susan is taking courses in stained glass and dyeing. She may be returning to GVSC to complete a few credits next year. She writes, "Hope to live on a cruise ship babysitting next year. My class and I have created an animated film on death. It has been snatched by Columbia Pictures and Teachers and Writers Collaborated. Next time you see a movie with a short called 'Heaven and Hell' remember me." Susan's current address is 245 West 104th, 9-C, New York NY 10025.

"After graduation I worked in shipping and receiving for a year in Milwaukee to take a break from school and to gain residency in Wisconsin," writes *George Dearborn* (1972). "After a year of working I applied to the University of Wisconsin, Milwaukee Graduate School of Urban Affairs, and was accepted. Part of my GVSC experience was in CAS so I had a B average along with my TJC evaluations. I had no difficulty in being accepted to the school. I far prefer evaluations but to be practical some letter grades would be helpful to a TJC graduate. (I just recently looked at some of my evaluations, and it is amazing how they allow one to remember a past class clearly. A class with a letter grade is quickly forgotten.) I am now in the process of completing my degree work by working in an internship position which is an option one can take in lieu of a master's paper. I am now working on my internship at the planning commission of McHenry County in Woodstock, Illinois. I will receive my degree this semester if all goes well. I have also been offered a job in the county planning department when I finish my internship." George's address is 627 Elsinoor Lane, Crystal Lake IL 60014.

*Ann Darnton* (1973) is currently living in Norway, Michigan, where she "...puts in about forty to sixty hours per week in my studio, Norway Pottery, and love every minute of it. It's a real challenge to keep growing as an artist and to learn to make a business work as well. I also teach two community school pottery classes at night." You can contact Ann at 815 Main, Norway MI 49870.

And *Michael Darnton* is working for an intermediate school district making slide shows. His current projects include: "an Upper Peninsula history series for distribution to about 100-150 schools and libraries in the central UP; and a series of training shows for Headstart Teachers." Michael's address is, of course, the same as Ann's.

*Terry Wayne Allen* (1970) writes: "I am a local parish minister. I have a Master of Theology degree from Boston University of Theology, with a major in Church history. Current interests are in increasing counselling skills and preaching skills. I am chairperson of the Hunger Task Force for the Detroit Conference of the United Methodist Church. I also work with the Planning and Research Committee to help discern trends and do future planning in programs. I serve two churches with a combined membership of 440." Write to Terry at 432 West Saginaw Street, Hemlock MI 48626.

"Have itchy feet lately," writes *Darlene Kaczmarczyk* (1975), "just moved here and now am moving to San Diego in August. Photography is becoming a major part of my life. Have been selling prints at art fairs -- won a ribbon at a fair in Fort Lauderdale in March. Still fighting those giants that turn into windmills..." Darlene is working as a graphics artist, and can be contacted at 1059 Lincoln, Ann Arbor MI 48104.



## WOMEN'S SECTION

Hartwick College in Oneonta, New York, has announced that it will be holding a Women's Writing Workshop from June 25 to July 9. It is an opportunity for women to work in community on poetry and fiction. Open discussions in a supportive atmosphere, with scrupulous focused criticism are emphasized. Guest speakers include *Adrienne Rich*, poet; *Alice Walker*, novelist; and *Elaine Gill*, editor. If you are interested in attending, please contact Ms. Evalyn Bates, Hartwick College, Oneonta, New York 13820.

The University of Michigan is now offering LSA undergraduates the opportunity to earn a degree in women's studies. The program offers courses on theories of feminism, research on women, and field work in the community. Students may specialize in such areas as women and psychology, population and the family, or women in culture and society.

The Goddard-Cambridge Feminist Studies Program is beginning its seventh year in September, 1976. Goddard-Cambridge is a graduate master's degree program of Goddard College and also includes sections on U.S. imperialism at home and abroad, and U.S. social and cultural issues. Collective and individual work is stressed, as well as integration of theory and practice. Basic requirements include a year-long commitment to one of the project groups within the program, and an extensive final project in your field of concentration. The program is cohesive to the extent that all of the faculty and students are feminists, but the projects vary widely in their assumptions, priorities, and focus -- as does the women's movement in general. Proposed 1976/1977 studies: Third World Women in the U.S.; Women and Prison; Women and Child Care; Feminist Therapy; Feminist Media; Studies in the Female Psyche; Women and Literature; Mothers and Daughters/Literature and Sociology; Feminist Art; Towards a Feminist Theory of Sexuality; Women's Work/Economics and Sociology; Feminist Theory; Social History of Feminism in Europe; History of Women in the U.S.; and History of Women and Work in the U.S. The program lasts one year. For more information about the Feminist Studies Program, write: Feminist Studies, Goddard-Cambridge Graduate School for Social Change, 5 Upland Road, Cambridge, Massachusetts 02140.

During the summer term, *Everyl (Nub) Yankee* will be offering a special course at TJC entitled "Speech Patterns: Men and Women." Following is a description of the course:

There is increasing evidence to support the notion that men and women speak different dialects of the same language. In this course we will look at the dialects -- when and where they are used, and with whom, the differences in dialects, and possible causes of dialect use. We will investigate whether these differences are innate or culturally determined, and if culturally determined by what facets of culture. No mechanical knowledge of linguistics is required. A good course for women's studies, men's studies, English, linguistics, and sociology.

Any person interested in registering for this course can do so during summer term registration. Nub will be at TJC during registration period, and she will be glad to answer any questions you may have about it.

*Sharon Babcock* and her students from the Educational Park's Creative Writing Program will be giving a poetry reading at the Grand Rapids Public Library on Saturday, June 26, at 2:00 PM.

The WWW stationary has been printed and is available on the Women's Board at TJC. Take what you need, but leave some for others.

Women's Work is underpaid...Unbelievable though it may seem, the earnings gap between men and women is just as wide now as it was in 1967, according to the Current Population Survey's data on nearly 50,000 families. And according to the Labor Department's Bureau of Labor and Statistics, women working full time in 1974 earned only 61% of the average weekly take-home pay of men. The Labor Department tells us, for example, that in May 1974, women heading their own households -- and they account for about one-fourth of all full-time working women -- reported average weekly earnings of \$134.00 per week, while male heads of households reported a \$214.00 average weekly rate. Working wives -- and two-fifths of all American families have one -- reported average weekly take-home pay of only \$126.00. Being concentrated in more low paying jobs than men, women also earned less than their male counterparts in every age group. Men 25 years of age and older reported average weekly earnings two-thirds higher than those of women. (from *Women's Work*, March/April 1975)

#### Historical Notes

*Madame Curie*, the only person ever to be awarded the Nobel Prize in both physics and chemistry, failed to be elected to the French Academy of Science by one vote because of the institution's refusal to admit a woman.

The first English language daily newspaper, "The Daily Courant," was founded in 1702 by a woman, *Elizabeth Mallet* of London.

The first American heroine ever to be publically acknowledged was *Hannah Duston*. Captured by the Indians on March 16, 1697, after a village raid that took the life of her one-year-old son, she managed to escape, killing ten braves along the way. One June 8 of that year, the General Court of Massachusetts voted Hannah a heroine -- but gave the 25-pound monetary award to her husband! (from *Grand Rapids Press Family Weekly*, April 25, 1976)

-- Karen Sanders

#### MICHIGAN POETRY CONFERENCE

The Poetry Resource Center of GVSC has begun planning a Michigan Poetry Conference, to be held at the end of the summer. A weekend conference, they're planning a couple of workshop sessions on topics ranging from Poetry in the Community and School to Small Press Publishing to Grants and Grant Writing. They are also planning to have a big reading for the evening, and informal discussion sessions on the Poetry Resource Center and possibilities of different projects that the PRC could or should be doing. There will not be much money to offer people for readings or teaching workshops, as they're trying to hold the cost down to an absolute minimum. Volunteers should write to the Poetry Resource Center (126 Lake Huron Hall, Grand Valley State Colleges, Allendale MI 49401) and let them know what they can do.

#### FACULTY NOTES

*Dan Andersen* addressed the Furniture City High Twelve Club luncheon group at their regular meeting on Monday, June 7th. His talk dealt with cosmological theory and was titled "Our Emerging Picture of the Universe."

*Carol Berge*, Visiting Artist-in-Residence at TJC during 1975/1976, recently served as a judge for the Fiction and Poetry Contest of the English Department at Michigan State University. Ms. Berge also served on a panel of writers at Wayne State University in May. Carol is also responsible for starting a Scholarship Fund at

TJC for writers. On April 27th she held a benefit reading to raise money for the fund, at which she read from her own novels and poetry. On June 2nd she and her class held a second benefit reading. All money from both readings is being used to provide scholarships for students at TJC interested in specializing in writing.

*Robert Vas Dias*, former Poet-in-Residence at TJC, and Director of the National Poetry Festival at GVSC in 1971 and 1973, has been recently appointed as Director of the National Poetry Centre in London, England. His new book, *Making Faces*, has also been published in England.

*Robert Shechtman*, Composer-in-Residence and teacher, has recently had two write-ups, one in *The Grand Rapids Press* and the other in the *Detroit Free Press*. Bobby is gaining in not only local but also national recognition of his compositions -- both classical and jazz. Recently the Grand Rapids Symphony Orchestra commissioned Bob to write a piece for them, and he has also been commissioned by several out-of-state groups. Keep an eye on him; you'll be hearing his music more and more in the future.

#### PERSEPHONE

Persephone's Pear Gatherers are on the move! TJC students *Trish McPhail*, *Liz Reese*, *Margery Saunders*, *Dibs*, *Jan Crow* and *Mary Pat Spaulding* are going from Michigan to California and back to recruit new students for TJC. They are travelling with and in a multi-media program of dance, poetry, music, rituals, and film held together with a theme of women in celebration; and will be sharing their talents with women's centers and universities throughout the western and northwestern United States.

So, if you happen to be wandering through Oregon in late summer, hear the magic name of Persephone filtering through the tourist chatter, and someone mumbles on in wonder about "these TJC women," you'll know, or at least have an idea, of what they're talking about. TJC is in expansion -- forward, inward, and always on.

-- Trish McPhail

#### TJC COMMONS

Hoped and worked for a room we could all call our own, a center for TJC that is representative of who we are. A space to share/play/relax/dance/mime/meet/enjoy...

Arthur and his students contributed the Art Gallery, David Gostnell the mobile, Barb and Dan some elbow grease, and mysteriously an old funky piano showed up. Most of all, the Plant Department brought the furniture from the barn across M-45, gave good advice, and remained consistently helpful throughout.

Well, the room is definitely an improvement over the scattered tables and chairs which were the previous occupants; but much more can be done. Eleven hooks are waiting to hang anything, walls are waiting to be painted, imagination to be used, a room to be set free. You see, the TJC Commons is representative of the folks who use it, whether we respect or neglect it.

-- Steve Blessman

### TJC CHORUS

The TJC Chorus, under the direction of *Gary Chimenti* (who also created it) appeared in its first public performance on Friday, June 4, 1976. The group -- made up of students from the TJC community -- has been in existence only one term. They performed music from several centuries and styles, including a Bach bourree, a Joni Mitchell medley, two Shaker songs, a song by Jose Feliciano, and a traditional Irish tune. In addition, several of the members of the Chorus performed solo works -- ranging from South Indian Carnatic music to country-western to jazz to classical. Although Gary Chimenti is graduating this spring, he will be returning in the Fall Term to continue teaching the group. Hopefully, the TJC Chorus will become an institution at TJC.

### GRADUATION PARTY

On Friday, June 11th, TJC held its fifth annual Graduation Party at Johnson Park. It was an evening of music, refreshments, dancing, performances, and games. Included among the performers were: The United Stage Ensemble; *Andrea Verier's* Dance Group, Kilgore Trout (a jazz group); A Fringe Benefit (a barbershop quartet); Grand Hotel (a blues and jazz group); *Jim Gunderson* (jazz piano); a Jazz Piano Trio; and International Folk Dancing, led by *Mitch Kahn*. In addition, several special guests were on hand: former TJC student-government leader *John McNaughton* who spoke on student power; *John Struthers*, former student and now a DJ at WCUZ radio, who emceed the entire affair; and *Lee Kaufman*, former Assistant Dean, who was invited especially to read the list of graduates. The evening was an unqualified success!

### MORE FACULTY NOTES

*Cameron Wilson*, who has been on leave-of-absence during the Winter and Spring Terms 1976, will be returning to TJC in the Fall Term.

*Shane Mage*, who has taught philosophy, economics, Marxism, and astrology at TJC for the last three years, will be leaving at the end of the Spring Term.

*Jerry Diller*, teacher of psychology at TJC, will also be leaving us at the end of this term.

We want to wish both of them much success in their new ventures. Also, we'd like to hear from them when they get settled and can let us know what they're doing...

*Bob Shechtman* will be on leave-of-absence during the Fall Term. Several part-time people will be teaching music classes in his place. Bob is taking the term off in order to do some composing and studying. He will be returning in the Winter Term, and hopes to be fully renewed to take up his teaching duties again.

*Andrea Verier's* TJC Dance Group performed at the Grand Rapids Festival '76 on June 5th. The group appeared on stage for the event, and also staged the "Hello Dance," an open dance event in which every observer was encouraged to participate. The event was a rousing success.

At the same festival, *Bob Moyer's* United Stage Ensemble -- a group of improvisational actors -- also performed. In addition to their performances, the group set up a booth for the purpose of informing the community about their group and program.

## MARY'S CORNER

It seems incredible to me that I've been here at TJC for about eight years, and still have the same sense of excitement, of anticipation and enthusiasm. Yes, I think TJC breeds and attracts a special kind of student. At least most of those I've come in contact with seem more alive, more intense, more curious, more adventurous and creative than one can encounter elsewhere. Also, and what I think is especially important, they CARE MORE about people and what is happening around us. We're constantly in a state of flux at TJC with all kinds of energy and thought concentrated on making TJC better in all ways. This past year has brought about many changes, and next year bids fair to be the most significant and exciting year we've ever had. I do wish all of you the summer vacation you wish for -- whether it be just relaxing, working, or going to school. In any event, I'll be looking forward to your return in the fall, and missing you in the meantime.

*Mark Seeley* was interviewed on April 23rd on WGR concerning his own writings as well as the Poetry Resource Center, which he runs. Mark has been doing a great job in generating interest in writers, and poets in particular. He does a beautiful editing job on *The Yellow Magazine* and seeing that it is effectively distributed. He seems to be the focus around which all events that pertain to writers are directed. His publication of the Michigan Poetry Calendar -- which lists poetry readings, conferences, and other news of interest to writers -- is published and distributed monthly. Mark would like you to send him any news about writers or readings you have. An article about the Poetry Resource Center also appeared in the Coda of the Directory of Poets and Writers.

*Andrew Gold* was offered a \$2,000.00 scholarship in Theatre Directing at Brandeis University in Waltham, Massachusetts; and he was also accepted in the California Arts Institute at Valencia. Andy will probably be attending Brandeis.

*Rossanne Bucci* and *Katie Baxter* performed at Festival '76 on the Children's Stage. The presentation was called "The Birthday Party" and it involved a clown celebration of 1776 as seen through the eyes of 1976.

*Janice Shapiro* writes: "I've spent the whole of spring term working full time for the City of Grand Rapids as a carpentress, painter, etc., with the Neighborhood Improvement Department -- repairing homes of low-income families. This summer *Jesse Duranceau* and I head for the mountains of Virginia to dance with the Eric Hawkins Dance Company during their summer workshop. Fall, hopefully, will mean Case Western Reserve in Cleveland for graduate school -- or I may travel and then end up somewhere else -- dancing as I am compelled."

*Ron and Sharon Bush* write that they arrived in Springvale, Maine, with only one car breakdown which made a big dent in their finances. "I am firing my first kiln now, and then will be off to Kinnebrunkport, Portland, and Boston, etc., with some of our pots." They have been very busy getting settled in their studio and apartment with help from some very nice people. Ron says that they met a retired man who owns a 202-year-old water-powered grist mill which he is in the process of restoring; and they've been spending all of the time they can squeeze out in helping him and accumulating a vast amount of knowledge from him in the process. This man also has a complete woodworking shop and saw mill and shingle mill. Ron and Sharon have two projects going with those, and all in all it looks like a mutually enriching and worthwhile experience.

Anyone who would like to read Ron's entire letter (and Ron specifically mentions his friends in the Pot Shop), please come in and see me.

Ron also sent a press release which he circulated widely to sixteen newspapers announcing the exhibition of pottery by Ron and Sharon from April 25 through May 31.

Ron is now an associate craftsperson at the Emery Pottery in Springvale.

Geraldine Wells has been admitted to the University of Michigan School of Library Science. we're extremely proud of you, Jerry. She writes in her own inimitable way: "If it were not for Thomas Jefferson this would not have been possible. Words cannot express my thanks. There are not enough words for that. But, that's all I can say now, thanks, thanks, and more thanks." Jerry signs herself, "Just a very well educated, always proud and dignified (sometimes) graduate of Thomas Jefferson College."

I'm signing off now and hope to see everybody at the TJC Graduation Party at Johnson Park today, June 11th. Do you remember *John Struthers* and *John McNaughton* (two of our most illustrious alumni)? John Struthers, who is a deejay for WCUZ radio, will be doing the announcing; and we've asked John McNaughton (and there's nobody better qualified) to talk on Student Power. This, plus a great barbership quartet, three different music groups, dance, singing, refreshments, should really send our graduates (over 100 of them) off in great style. Our heartiest congratulations and best wishes to all our graduates. Long may they WAVE!

MAGIC  
(SEVEN-DAY GEOLOGY FIELD TRIP TO THE UPPER PENINSULA)

The Spring Term Geology class went to the Upper Peninsula from June 1 to June 7, to study geology at first hand. We saw Tahquamenon Falls, the Pictured Rocks, collected minerals in the Marquette Iron District and Keweenaw Peninsula Copper District, and fossils around Escanaba. The trip was full of magic, and "magic" is what I responded when people asked, "How was the trip?" We struggled through an agonizing shakedown the first two days, emerging as a cohesive group who played every trick on ourselves to prolong the trip.

We began as a group of individuals relying heavily on the leader to tell us what we were seeing, until emerging from a ravine after a grueling morning to discover that we were geologists and could figure the rocks out for ourselves. We worked literally from sun-up to sundown.

The following poem began as a prose introduction to a detailed report on the trip; many of the references to events are "inside," but the flavor is what I want you to sense:

"Magic" is the word that describes the trip to the Upper Peninsula --

The little magic moments --

when Tom Bee ordered a whiskey sour;  
when Jim couldn't find anything to complain about anymore;  
when Adrienne discovered that there were TWO half-gallons of ice cream.

The great magic moments --

the view from Brockway Mountain;  
the sun rising over Lake Superior;  
saying that Chapel Rock had better be good, because we had to work so hard  
to find it, and then discovering that it was.

The magic of discovery --

Maureen finding every color of lady's slipper;  
Adrienne, who had heard of basal conglomerate but had not understood,  
understanding immediately when she saw one;

Doug Browe needing no explanation when I said we would be travelling in the direction of the dip;  
navigating in the woods;  
finding the answer at Natural Wall Ravine.

The magic that demonstrated the magic --  
coming upon Bob Evon hitchhiking to Grand Rapids.

The most magic of all was the change that occurred:  
after two days, it looked like it was going to be a long week,  
but after one week, we wanted another week.

-- John Warren  
9 June 1976

### COUNSELLING

The letter below is from *Ty Wessell*, Acting Director of the Counselling and Student Development Center at GVSC, in response to *Joseph Paterick's* letter in Issue #14 of the TJC Newsletter. In his letter, Joseph talked about the lack of counselling he felt he had received while at TJC. Ty Wessell writes:

I appreciate and enjoy your TJC Newsletter. Being new to the GVSC campus, the Newsletter provides me with some sense of TJC, its philosophy, and its students. Thanks.

In response to Joseph Paterick's letter in Issue #14, the Counselling and Student Development Center does provide information for students concerning post-graduation educational and career options. We have a comprehensive collection of up-to-date graduate catalogues, several guides to graduate school, and five full-time counsellors interested in providing help to all GVSC students. We also offer a host of individual and group activities designed to promote wise and informed decisions.

At your convenience, I would enjoy visiting with you about our services and your students' needs.

We hope this information will help many of you who are trying to plan on post-graduate options. Also, if you are interested in having Mr. Wessell speak at TJC sometime, please let Mary know. If there's enough interest, we can surely set up a time for his visit.

### PLACEMENT FLASH

Job Title: Intern Teacher

Salary: \$6,000.00

Qualifications: 1. Elementary Certification  
2. Teaching Areas (only people with some kind of *experience or qualifications* in these areas need apply)  
a. Science: responsible for developing an elementary integrated science curriculum  
b. Creative Arts: Movement  
Dramatics

Industrial Arts  
Arts and Crafts  
Music

Deadline for Applications: July 1, 1976

Mail applications and resumes to: Debbi Ochala  
634 South Fourth Street  
Kalamazoo MI 49008

The Kazoo School is a private alternative elementary school with 40 to 45 children grouped vertically or family-style in an open classroom setting. It is based on the idea that because all human beings differ in style, rate, interest, and capacity for learning, they should learn in an environment that truly individualizes instruction. The Kazoo School, located in Kalamazoo, Michigan, will begin the school year 1976/1977 with three full-time teachers and a wide range of volunteers of parents and community resource people. Enrollment is open to all children regardless of race, sex, religious or ethnic background. For further information, or to arrange a visit, please call: 616/345-3239 or 616/349-4227. For applications, see Mary TePastte.

CALENDAR OF EVENTS

Sat 12 June	12:00 noon	GVSC Fieldhouse	<i>GVSC Graduation Ceremonies</i>
Tue 22 June	9:00- 4:00	TJC Commons	<i>TJC Internal Registration for Summer Term</i>
Wed 23 June	9:00- 4:00	GVSC Fieldhouse	<i>GVSC Registration and Tuition Payment for Summer Term</i>
Thu 24 June	9:00- 4:00	GVSC Fieldhouse	<i>GVSC Registration and Tuition Payment for Summer Term</i>
Fri 25 June- Fri 9 July		Hartwick College, Oneonta, New York	<i>Women's Writing Workshop</i>
Sat 26 June	2:00 PM	Grand Rapids Public Library	<i>Sharon Babcock and her Students in a Poetry Reading</i>
Sat 3 July	2:00 PM	Grand Rapids Public Library	<i>Jack Ashby and Randy Brown in a Poetry Reading</i>
July-August		Grand Rapids Parks	<i>United Stage Theatre-in-the-Parks Program; check the Grand Rapids Press for times and places.</i>
August		GVSC Campus	<i>Michigan Poetry Conference</i>
Fri 3 Sept		Cashier's Office	<i>Fall Term Tuition Payment Due for All Students Who Pre-Registered During the Spring Term</i>
Tue 21 Sept	9:00- 4:00	GVSC Fieldhouse	<i>Fall Term Registration and Tuition Payment</i>



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Grand Valley State Colleges  
Allendale MI 49401

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