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TJC

NEWS

LETTER



OUR BULLFROG MEETS HIS MATCH

Issue #22.

Compiled from the Dean's Office, Thomas Jefferson College, GVSC. 10 October 1976.

TJC'S NEW PROCESS CURRICULUM

When TJC's new process curriculum was adopted last spring, many issues were raised as to how our internal structure should be mutated so that process provided not only the core of our educational experience but also the basis for our institutional life. Recently, I rashly promised Mary TePastte that I would try to present an overview of our curriculum, plus a description of my administrative position within it, as well as a fuller explanation of the importance of Magic Wednesdays.

Overall, the keys to the curriculum are the various process modes -- Identifying, Problem-Solving, Creating, Valuing, and Implementing. Each mode emphasizes different activities and skills in gathering and processing information in both academic and experiential terms. Furthermore, each mode (or any combination of them) may be applied to any subject matter. Consequently, seminars listed in the curriculum do at least two things: [1] each course addresses a particular content area, but [2] specifies a single mode as the primary way of approaching that material. Thus, by focusing on "ways or modes" in which we learn, we are shifting the importance in an educational experience from the traditional stress on content to active processes for learning.

In addition, TJC is developing integrated learning experiences. In order to accomplish this goal, the broad curriculum is broken down into a series of curricula: Human Resources and Systems; The Pear Orchard Project; Transpersonal Psychology; Words and Movement; and Women, World, and Wonder. For students who choose to select a major portion of their coursework in one of these curricula, there is the opportunity to join a collective composed of faculty and students deeply involved in that curricula. The collectives will use the Creating mode in planning the

learning activities, environments, and subject matter to be covered the following quarter.

Over the summer, it was decided that I would serve in a part-time administrative position as the coordinator of the curriculum. Basically, I will try to insure that process continues to be the central model for our curriculum and extends to our institutional activities such as recruiting, admissions, advising, internal governance, etc. Thus, I will be monitoring and integrating various student and faculty committees and collectives to obtain an overview of what TJC is doing, and also designing institutional research for furthering our commitment to process education.

This fall, a major feature of the curriculum is Magic Wednesdays. Since we are exploring the nature of process, we decided that process would be the fundamental theme for Magic Wednesdays. On the first Magic Wednesday, there will be an introduction to TJC's processes and image by "seeing" many aspects of the Windmill through poetry, film, and discussion. The next five weeks will be spent examining each of the process modes themselves, through speakers, films, discussions, demonstrations, etc. Individual sessions will be led by a member of the Process Evaluation Committee who is researching and evaluating one given mode across TJC. So, for example, Merrill Rodin presents "Identifying," Dave Gostnell presents "Problem-Solving," Ed Throckmorton and Barbara Klein present "Creating" (until Don Klein returns), Linda Smith presents "Valuing," and Jere Van Syoc presents "Implementing." In the last five weeks of the term, each curricula will show not only what their own special interests and plans are, but also how these relate to the various process modes.

-- Edie Harrison

SIN (STUDENTS IN NEED)

SIN is going strong. Our program for giving emergency loans to students has been very effective. We need your help, however -- in the way of contributions or services -- to keep the fund going. Related to this idea is the fact that SIN is sponsoring a Halloween Party and Auction on Thursday, October 28, from 7:00 PM to 11:00 PM in the Campus Center Coffee House. Admission is free! So, how are we going to make money, you ask? The AUCTION is the thing! We need your help to make this auction a success. If you can help us in getting auction items, setting things up, supplying entertainment, etc., please try to contact one of the committee chairpersons listed below: Publicity: *Donna Rose Evans*; Entertainment: *Sue Bell*; Auction Donations: *Linda Rothschild*; Refreshments: *Anne Carpenter*. Call them at the TJC Student Resource Center, ext. 477, or at the TJC Office, ext. 357. This is a worthwhile project, a worthwhile organization. Please help in any way you can.

-- Mary TePastte

EDUCATION:

WHERE THE MONEY IS, WHERE THE JOBS ARE
Reprinted from the GRTC "Communique," August 1976

It is true that a college education enhances income? You bet it is, even though the gap has narrowed somewhat in recent years between the income of an average college student and those in skilled crafts.

A few examples point out the monetary benefits of a college education most strikingly. For example, the average annual salary of a medical assistant who works in a veterinarian's office and who has a high school education is \$8,300. Yet the

veterinarian himself usually earns a minimum of \$25,000 annually, and may earn much more, depending upon his location and his specialty. An airplane mechanic with a high school education tops out his earnings at around \$6.55 per hour, or a gross of \$13,624 annually. The co-pilot whose plane he has repaired, on the other hand, earns upwards of \$40,000 annually.

These contrasts in earning power between college and high-school educated people within the same professions remains fairly constant in virtually all areas. Clearly, a college education is not only important in broadening a person's understanding and appreciation of the world around him, but it is equally important in helping to earn a higher income throughout life.

Given the fact that a college degree can help in the money department, which are the best careers to pursue in the coming years?

In a recently published summary of its Occupational Outlook Handbook, the United States Labor Department singled out the medical profession (including such skills as optometric assistant, medical assistant, and dental lab technician) as well as accounting and engineering as being the most promising career categories in the coming decade. Engineering was also cited as an excellent field for college graduates during the coming year.

In its attempt to peer into the future, the Labor Department also seemed to be at odds with the current labor market by forecasting very good futures for skilled laborers such as carpenters and electricians, in spite of the current slowness in these two fields.

The report also contains a listing of the toughest job markets and the most encouraging job markets, as shown in the listings below:

- | | | |
|--------------------------|--------------------------|--------------------------------|
| <i>Excellent:</i> | Geophysicist | |
| | Dentist | |
| | Optometric Assistant | |
| | Bank Clerk | |
| <i>Very Good:</i> | Accountant | PhD Psychologist |
| | Engineer | Dental Lab Technician |
| | Physician | Medical Assistant |
| | Pharmacist | Occupational Therapy Assistant |
| | Licensed Practical Nurse | Physical Therapy Assistant |
| | | Skilled Shorthand Reporters |
| <i>Keen Competition:</i> | Urban Fireman | Airplane Mechanics/Pilots |
| | Mathematicians | Astronomers |
| | Anthropologists | Protestant Ministers |
| | Lawyers | Public Relations Person |
| | Historian | Political Scientist |
| | High School Teacher | College Teacher |
| | Portrait Artist | Commercial Photographer |
| | Radio Announcer | TV Announcer |
| | Airline Personnel | |

Moral: A college education is certainly no guarantee of a rosy financial future, but it certainly is a far safer bet than a high school diploma. The real trick is in choosing the right career...

ALUMNI NEWS

Through the vine we hear that *Steve Montgomery* has been accepted as a graduate student in Ceramics at Tyler School of Art, a subsidiary of Temple University, in Philadelphia. We are expecting some fantastic ashtrays from you Steve!

Another vine note: TJC graduate *Stacey Brant* is working as an apprentice with a production potter in Oregon and is making money at it! She may be back here in January to tell us about it in person.

Jill Cliffer, an almost graduate, is dancing her toes off in New York for her final eighteen credits. She is going to start graduate school at New York University this fall.

Maureen Hogan (I remember Maureen) has written to say that she has been accepted in the Child Psychology Program in the Psychology Department at St. John's University in Queens, New York. Maureen will have a Ph.D. when she finishes -- which is not chopped liver, gang.

Cathy Mitchell says to say she is NOT in charge of Climbing Tree School; she is simply a teacher/staff person, and wants a printed correction. Okay, Cathy?

Robin Petterson sent us an article cut from the local newspaper with a picture of herself and a whole resume of her accomplishments, announcing her new position on the staff of the University of Wisconsin Center. Robin "will work with women's varsity athletics, academic counselling, in Student Services, and student government."

Rita and Rich Thayer -- one of the married teams from TJC -- are living on a houseboat on the Wilamette River near Portland, Oregon (would that be great!?) Rita is "entering the Disabilities Development field and Rich is preparing to go to Grad School continuing his music studies."

Jack Waterstone found a tough job market after graduation and after some travail has decided to get another B.A. at Michigan State University in Computer Science. Not a terribly happy story, but certainly realistic. Realistic appraisal is what an education is all about, and good luck Jack.

Bob Woodruff tells us that he graduated Level I from the Emergency Medical Training Program. He explained that there were three levels.

I received a letter to me personally from *Norma Garvin* who says that she is married, living on a tree farm, doing something in or with politics, and caring for her pets -- which includes twelve hogs, some of which she occasionally serves up at a barbecue. Norma is in Georgia, which explains some things but not all.

Any alumni wishing to send us information on their whereabouts and/or actions are requested to send their mail to *Kay Meana*, our alumni correspondent, at 9620 Bend Drive, Jenison, Michigan. If you lose her address, just send your mail to TJC -- but mark it "Alumni" so that we can forward it on.

-- *Kay Meana*

FOLK DANCE

The Folk Dance Club will have its first meeting of the year on Friday, October 8, at 6:00 PM, and a second one on Sunday, October 10, at 3:00 PM. It will meet in

Combatants Room of the Fieldhouse. People wanting to watch or learn beginning Israeli Dance are invited to attend. Especially welcome are those willing to teach or co-teach the folk dances of any countries or regions.

Beginning classes in Israeli Dance, as well as time for open International Folk Dance, will be offered every Friday from 6:00 to 8:00 PM and every Sunday from 3:00 to 5:00 PM. Please come! Also, if you have any folk dance music on tapes or records, bring them to share. All are welcome, at any time.

For further information, contact Sonia at 895-7268.

-- Sonia Efron, Chairperson, Folk Dance Club

MACHO/MICHA

I have always thought that the term *macho* (the Spanish word for male chauvinism) implies so much more than just that. People say Macho and it conjures up images of male ego, dominance, disparagement bordering on contempt of women's endeavors to fill roles or do things the Macho considers his "undisputed and inalienable right."

There should be a matching word for the female who feels that no male should aspire to or step into roles or positions which they consider totally "feminine." Since the Spanish language has Macho, the female version should be similar and also in Spanish. After trying words like "*mi*cho," "*me*cho," etc., I talked with Professor Hugh Veltman of the CAS Spanish Department who liked the idea of a counter word for Macho. Hugh suggested that since I was coining a word, it should at least be correct Spanish; I agreed; and we came up with the word *micha*. So now, *Micha* is born, and you can do what you like with it! If you don't like it, forget it!

-- Mary TePastte

TJC MAILBAG

The following letter was addressed to *John Warren*, TJC professor, from *Maureen Michael*, who is currently on an internship in Ecology Education at Innisfree. The letter is part of her obligation to send in weekly reports on her internship; and we thought you might like to read some of the excerpts from it:

...It's hard to know what to report -- I guess the best thing is that I feel really good about being here; the decision was definitely the right one. There are ten staff members here: five women and five men, plus a cook or two...I am very excited and proud to be part of this group. The excitement comes from the certainty that I will learn much about many things -- most particularly outdoors/science/kids stuff. (Guess what! There's a patch of wild ginseng! Beautiful stuff!) I have begun star-gazing and believe it or not I'm learning some more about Great Lakes geology, not to mention folkdancing, volleyball, and campfire songs. I also sense that there will be a lot of personal growth. I do have some apprehensions and a sense that I'm not as good as the other people here, but they pass as soon as I get out there with the kids. I've been keeping a journal...here's what's happened so far.

9/21: We had a day group of first graders from T.C. I had a group of ten kids. In the morning I did a barnyard/beach hike, which went pretty

well. Kids of all ages really seem to get off on the animals. We have chickens, ducks, geese, two pigs, four goats, two sheep, who knows how many rabbits, and a horse -- all of which are relatively tame, having been raised with that purpose in mind. The beach was pretty windy, but we talked about seagulls, *Equisetum h.*, erosion, fossils, magnetite, and fish and ladybugs. After lunch, it was woods and field. I took along a couple of 8X hand-lens so they could look at stuff. We caught a grasshopper, compared goldenrod to asters, etc., etc. And the horsemint, sumac, deer-tracks, mole-holes, porcupine trees, striped maple...

9/22-9/25: We had a whole school ("Montessori" or "individualized learning" rather than "free" school) called Pathfinder from Traverse City... 2nd to 12th graders. The cabin groups were divided by age and I had 6th and 7th graders. I found I was very tense and had a hard time falling asleep with the kids, but other more seasoned staff members tell me it will pass. The day program went really well. All the activities were mixed age-wise, which was quite challenging. I did Sleeping Bear trips, Pyramid Point hikes, night hikes -- as well as one round of dishes with the kids. On the last day they brought out their kindergarteners, and I spent the whole day doing things with them...

There's just so much here; you'd probably be really surprised at how beautiful it is here...I'll be getting some slides and trying to pull together a comprehensive field study report when I get back...

MARY'S CORNER

Katy Baxter sent me a couple of quotations along with her return of the funds she borrowed from SIN. The first is "Where there's life there's mud," by B. Hanlan. The second she sent for the SIN Committee: "What matters today is not whether people believe or don't believe but whether they care or don't care." She believes that this quote, taken from Abbe Dominique Georges Pire, is an appropriate motto for SIN.

Bob Ceo, former TJC student, stopped in the other day to let me know that he is now working as a water treatment operator in Ypsilanti. He loves his job. Bob's address is now 609 Kennedy, Ypsilanti MI 48197.

Lynn Dunning is on her way to Phoenix, Arizona. She says that "a horse trainer is teaching me to train the horses, and a jockey friend is teaching me to exercise and ride them." She was working in Prescott, Arizona for the summer months, and now will be training at Turf Paradise in Phoenix. Also, she was an exchange student to the Prescott Center last winter and spring. "I worked with myths, dreams, took a rafting trip for the month of May through the last portion of the Grand Canyon on the Colorado River, and ran three different rivers up in northern California. I also tried rockclimbing on a two-day SCARY trip." She's having a very exciting time, but writes that she misses everyone at TJC.

Kurt Foell is starting a bookstore at 5657 Lake Michigan Drive in Allendale. The store will handle used books, periodicals, and hard-to-finds. It opened on October 1st. Plans are to sell books as reasonably as possible, and to provide a "fair shake" for all people interested in contributing or trading used books. So, all you students who are looking for a bookstore that will stock the kinds of materials you've been looking for, come out to Kurt's place and check it out. You can't miss the store if you're in Allendale; it's painted yellow, and two doors down from the Sunoco station.

Debbie Keil moved to Rochester, New York, to be near the Zen Center. She will be attending SUNY at Brockport in a program entitled "Arts for Children," in which she will study music, theatre, and dance -- with an emphasis on dance.

FACULTY NOTES

"We were told not to return to our rooms on the upper floors," said *Earl Heuer*, TJC Professor, in a recent interview for the GVSC News Release. Earl recently returned from an intensive three-week tour of China. "The last stop for six days in Peking was to be a highpoint of the trip. But after just one and a half days, the first earthquake shook the city at 3:30 AM, on July 28, followed by the first aftershock at 5:30 AM. At first there was little effect, but there was a great deal of effort to move everyone in the city out-of-doors. As the total effect of the continued aftershocks began to be realized, we were first bused and then flown out of the city to Shanghai." Earl was one of 24 teachers and students touring China in a Guardian Newspaper sponsored tour. The only one of the group to speak Chinese, Earl wanted to "verify by experience what was being read about China." He was particularly interested in Chinese agricultural development, and with the group visited farms and pumping stations, schools and universities, and museums. Earl, who had studied Chinese in Taiwan in the late 1960's, visited many cities in China, including Kuangchow, Changsha, Chongchow, Sian, Peking, and Shanghai. He particularly found the little-visited cities of Kwelin and Sian, near the ancient imperial capitals, of particular interest. Earl has developed a talk/slide program about his summer experiences in China, and is available to area groups as long as his schedule permits. The first presentation of his slide show was held on Thursday, October 7 in 132 Lake Huron Hall. If you are interested in his program, you can contact him at TJC.

A pottery class is more than a disorganized mass of people getting their hands dirty. Pottery classes are serious stepping stones for the individual to become a potter. "Being a potter is an alternative life-style, just as any business or professional career is. I show that pottery can be a way of making one's living," explains *Bill Strickland*, who teaches ceramics at TJC. Since coming to GVSC in 1974, Bill has organized the Grand Valley Pottery Club on campus as an outlet for students to sell their wares. "Using the Club, I hope to show students all phases of the business world, from retailing and bookkeeping, to marketing their products. The experience and public exposure will help the individual make a decision as to whether or not he/she wants to pursue a career as a potter." Bill believes that with more experience and immediate responsibility, the individual student will benefit from being in his classes. I design my classes in such a way that I try to give the willing student full responsibility. I give them as much basic technique as I can so that the student can follow his/her curiosity and experiment. I think that pottery classes teach a basic appreciation for utilitarian objects, such as everyday dishes. I believe that these objects, which are useful, can be beautiful. By involving students in the step-by-step procedures, one will obviously develop an aesthetic appreciation involved in the necessary care, patience, and craft of making pottery." The Ceramics Lab at GVSC is open 24 hours a day, seven days a week, to those who are taking courses with Bill.

FIELD STUDY OPPORTUNITIES

Ron Efron, TJC's Director of Field Studies, must feel a sense of pride and accomplishment in the variety, the high calibre, and the in-depth type of study and involvement which characterizes the field studies students are engaged in for the

Fall 1976 Term. The following, Ron says, are three of the field studies currently being done by students, and there are many more as good as, and as interesting as, these examples. It's a wide open field and if you are interested you should come and talk to Ron about it. His office is in 162 Lake Huron Hall, and his extension is 176.

Patricia McPhail is studying the role of women journalists in traditional media, as well as the ways in which women are portrayed in those media. Her supervisor is *Margo Jefferson*, Associate Editor of *Newsweek* magazine, who appears just about every week reviewing books by women in the book section of the magazine.

Andy Licht is in Albuquerque, New Mexico, continuing his efforts in the discipline of modern painting. He is focusing on landscape and the uses of light. His supervisor is *Johannes Lacher*, a professional artist in New Mexico.

Jim Mosenfelder is in his second quarter of a field study with the Citizens for Better Care, a group concerned with developing residents' councils in nursing homes in the Escanaba area. This quarter his objectives are to establish community support for the councils, to work towards greater autonomy for these councils and to augment the effectiveness of the councils in resolving residents' problems in the nursing homes.

COMPLETED FIELD STUDY PRESENTATIONS

Throughout the year, presentations are made by students who have returned to TJC after completing field studies throughout the country. The students are requested to present a slide show, a discussion, a recital, etc. of the work they accomplished while on the field study. The purpose is two-fold. One reason is to give the Director of the Field Studies some concrete evidence of the kind of work the student accomplished. The second reason is to allow other students to see the kinds of studies that can be done in the program. If you are interested in field studies and want to discover what the program is all about, you would be well advised to attend one of the presentations. There are two presentations coming up in the next month.

The first is by *Howard Smith*. His presentation/slide show is entitled "Montana: The Bronze God of the West Fork," and will be shown on Wednesday, October 13, from 2:30 PM to 4:00 PM in Conference Room D of the Campus Center.

The second is by *Jo Anne Elbinger*, who will be available for a demonstration and discussion of "Acupressure" on Thursday, October 14, from 2:15 PM to 3:00 PM in Conference Room D of the Campus Center. Jo Anne has been on a two-term field study in California with *Kitty Denenfeld*, a practicing therapist of Jin Shin "Acupressure;" her presentation promises to be a good blend of medicine, biology, botany, etc.

PEER GROUP TEACHING

This Fall Term 1976, *Arthur Cadieux*, TJC Art teacher, has instituted a new kind of teaching program in the visual arts. The program, called "Peer Group Teaching," involves the idea of using students at the advanced level to teach other students at the beginning levels the rudimentary techniques and methods of the various visual arts. Jointly funded by the GVSC Contingency Fund and the Dyer-Ives Foundation, the program was instituted this term as an experiment in the use of peer group teaching at the college level. Currently there are five classes being taught

at TJC under this method. All of them are being taught by TJC students. This program will be followed and evaluated very closely during the coming year. The funds have been invested in the program to test the effectiveness of this "experiment" in higher education. Whether further funds will be invested will depend totally upon whether or not the project succeeds. For further information about the project, contact Arthur Cadieux in 124 Lake Huron Hall, ext. 174.

NOTE TO TJC SCOFFERS

The latest Zumberge Library report shows that TJC students -- who comprise less than ten percent of GVSC -- borrow 16.7% volumes per student from the library. By comparison, the other colleges show the following percentages per student:

College IV	14.9%
William James College	11.4%
College of Arts and Sciences	10.7%
Seidman Graduate College	15.0%

ENOUGH SAID!

Dennis would like to know if the one TJC student who is borrowing all those books would please return them!

PRAISE FOR TJC

There is an alternative. I no longer have to put up with a classroom experience that dulls my creative mind. Many opportunities for following your own educational needs have been developed here. New options. For the first time I am free to learn through my own self-motivation and independence.

With change there is inconsistency, disorganized ways. Being a transfer student from a traditional university, I was not prepared to cooperate with the process of creating an experimental environment and became disappointed with its shortcomings. However, I see that it is up to me, and up to you, to take an active part in developing this place to meet the needs of us young people. It is we who are investing in learning something. It is we who need to speak out when a faculty or class does not satisfy our minds. Change is not silent.

For the first time in the fifteen years I have spent in educational institutions, I see here at Thomas Jefferson College students' opinions being respected. Change is slow. Patience and persistence are needed to accept the un-together aspects of this school. We know too well the downfall of public education. If there is going to be alternative learning, we all have to confront head-on the obstacles involved in growth.

MORE MAIL

The following letter just arrived from *John Blackwell*, who has been travelling across the country for awhile:

Dear Friends:

I'm just sitting here up in ol' Prince Edward Island writing the letter I've been thinking about writing for the last couple days. I'm working on the tobacco harvest here, replenishing a travelling stake...

My travels took me through Pittsburgh, Boston, and up to Maine by mid-June. It's not exactly a TJC success story, but Jim Bellini and I washed dishes in Kennebunkport, Maine, for a month. We were working at a fancy resort hotel. Had many a good time there; the hotel was ten feet from the water. Jim split for Philadelphia via two weeks of Maine camping. And I worked another week and went north to Nova Scotia. It's great to be on the road again. Feeling remarkably unencumbered and tapping resources in myself that had grown flabby during my student days. My "magic thumb" then led me up to Newfoundland, where I spent a month in the most foreign place I've ever been in North America. Sleeping outside most of the time but occasionally staying in the youth hostels that the Canadian government provides for wandering souls like myself. Fine companionship when I was in the mood, and ample solitude all around me. The northernmost point I touched down upon was Red Bay, Labrador -- accessible only via 300 miles of gravel road or coastal ferry. Fine, fine, fine fishing, digging clams on the beaches, cooking them over a driftwood fire accompanied by lots of beer and wild singing. Fond, fond memories...thought you might be interested in one of the excursions I took in Newfoundland. Leaving the trans-Canada, I went north through Dildo (wonderful little fishing village), which is just across from Spread Eagle Bay, continuing through to Heart's Desire, Heart's Delight, and then at last Heart's Content. The road however continues on to Breakheart Point. And the people are just as colorful as the names of their towns: Harry's Nose, Come-by-Chance, and more than I can recall offhand.

Financial insecurity led me toward gainful employment, and it being harvest time, I finally settled again in Valleyfield, Prince Edward Island...The work is hard, the food and money are good. Life is good.

Vague plans: Montreal to learn to speak French, after fishing to make plane fare to Europe, then overland to India, Australia, South America. Why not?

Why not, indeed, John? Best of luck in your travels around the world. Hope you find all the things you're looking for. Also, thank you for the conscientious return of the funds you borrowed from SIN. We look forward to hearing from you more during your travels.

ART SHOWINGS

From Monday, October 4, through Friday, October 15, a one-man art show featuring the works of *Steven Mayes* from South Dakota State University. The showing is sponsored by TJC, and is in the Campus Center Art Gallery, open to the public free of charge.

"Works on Paper," a one-man art exhibition by *Larry Spaid* (Assistant Professor in painting, drawing, and design at the University Art Department, Tyler School of Art, Temple University) will be on display at the Campus Center Art Gallery from Monday, October 18, through Sunday, October 31. Sponsored by TJC, WJC, and CAS's Art Department, the exhibit is open to the public free of charge weekdays. Spaid

will serve as artist-in-residence at TJC from October 18 to 20, showing slides and presenting lectures on contemporary art. His previous career includes teaching and technical experience at John Herron School of Art, the University of Massachusetts, and Tyler School of Art at Temple University. Spaid's latest awards include the Purchase Award, 19th Drawing and Small Sculpture Show, Ball State University, 1973; Philadelphia Junior League Award for Mixed Media, Earth Art II Exhibition, Philadelphia, 1975; Purchase Award, Temple University Law School Building Dedication Exhibition, 1975; Second Prize, Drawing '76, Cheltenham Art Centre, Cheltenham, Pennsylvania, 1976; and Cheltenham Bank Prize, Grass Roots Exhibition, Cheltenham Art Center, 1976. Since 1967 Spaid has shown his works in group and one-man exhibitions throughout the nation, and in 1972 he presented an exhibition at the Gavina Gallery in Turin, Italy. His art is on display in permanent collections at the University of Massachusetts; the Indianapolis Museum of Art; Goshen College; Sheldon Swope Collection in the Sheldon Swope Gallery; Ball State University; Temple University Law School; and Lessing Rosenwald Print Collection in Jenkintown, Pennsylvania. He is a member of the College Art Association and the American Association of University Professors.

"Face of Knowledge," a unique photographic essay, which took over two and a half years to compile, will be on display in the TJC Art Gallery from Monday, September 27 through Friday, October 11. The exhibit depicts TJC student *Danny Kallick's* personal twenty-month overland journey to Nepal. The exhibit, open to the public free of charge, consists of twenty-three especially selected photos. Kallick, a Chicago native, is a student of Arthur Cadieux.

The art exhibit of *Darlene Basto*, TJC student, will be on display in the TJC Art Gallery from September 27 through October 11. The show consists of photos taken by Ms. Basto during the Fall 1975 Term for an independent study which she did on the fishing and mining people of the Copper Country of the Upper Peninsula. The majority of the photos are landscape and seascape -- meant to give background to the written work Darlene was simultaneously working on.

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