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The Epimethean Man Memorial Bull Frog Pond, Vol. IV, No. 2

Grand Valley State College. Thomas Jefferson College

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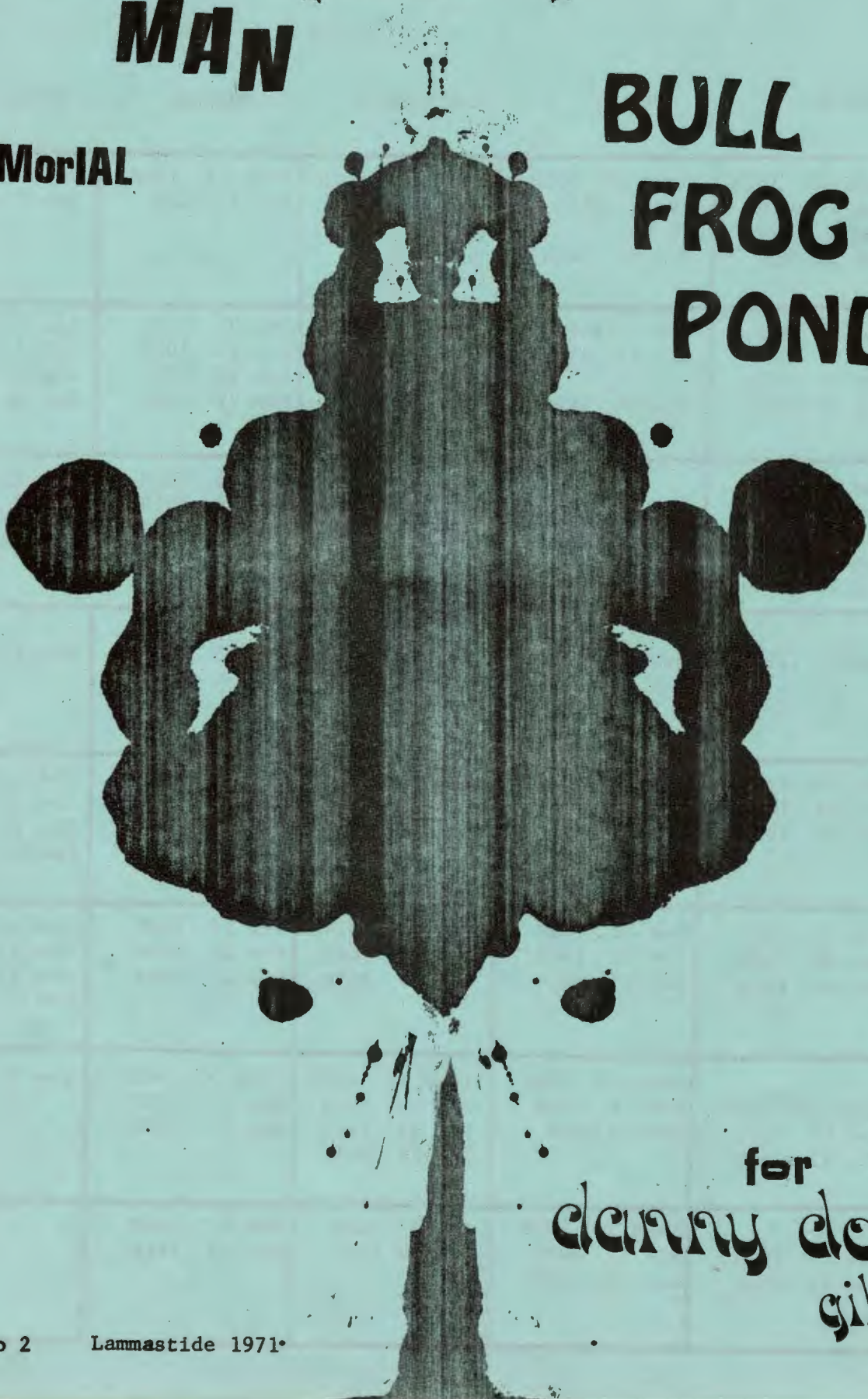
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the **EPIMETHEAN**
MAN

MEMORIAL

**BULL
FROG
POND**



for
**denny douglas
gilmore**

tjc fall schedule

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

9:00-10:00	Exam 29 101H Sem 5 161H Sem 6 142H Sem 38 WCR	Exam 18 101H Sem 5 161H Sem 36 142H	Exam 47 101H Sem 5 161H Sem 6 142H Sem 38 WCR	Exam 18 101H Sem 5 161H	Exam 1 101H Sem 5 161H
10:00-11:00	Sem 4 161H Sem 8 142H Sem 9 141H Sem 14 101H	Sem 9 141H Sem 13 101H Sem 36 142H	Sem 8 142H Sem 9 141H Sem 14 101H Sem 21 WCR	Sem 9 141H Sem 13 101H Sem 16 161H Sem 29 142H	Sem 1,2,3 ECR Sem 8 142H Sem 9 141H Sem 34 WCR
11:00-12:00	Sem 4 161H Sem 7 121FA Sem 8 142H Sem 14 101H Sem 26 141H	Sem 26 141H Sem 36 142H Sem 33 121FA	Sem 7 121FA Sem 8 142H Sem 14 101H Sem 21 WCR Sem 26 141H	Sem 16 161H Sem 26 141H Sem 29 142H Sem 33 121FA	Sem 1,2,3 ECR Sem 8 142H Sem 34 WCR Sem 26 HEH
12:00-1:00	Sem 7 121FA	Sem 33 121FA	Sem 7 121FA	Sem 33 121FA	Sem 1,2,3 ECR
1:00-2:00	Sem 10 161H Sem 28 142H Sem 40 101H	Sem 12 101H Sem 15 142H Sem 25 WCR	Sem 20 161H Sem 28 142H Sem 37 141H	Sem 11 161H Sem 22 141H Sem 24 101H	Sem 1,2,3 ECR Sem 27 161H Sem 28 142H Sem 41 141H
2:00-3:00	Sem 10 161H Sem 28 142H Sem 40 101H	Sem 12 101H Sem 15 142H Sem 25 WCR	Sem 20 161H Sem 28 142H Sem 37 141H	Sem 11 161H Sem 22 141H Sem 24 101H	Sem 1,2,3 ECR Sem 27 161H Sem 28 142H Sem 41 141H
3:00-4:00	Exam 28 101H Sem 17 141H Sem 32 161H	Exam 43 101H Sem 18 141H Sem 23 161H	Exam 49 101H Sem 17 141H Sem 35 161H Sem 39 142H	Exam 53 141H Sem 12 101H Sem 19 161H	Sem 35 161H FACULTY AND OTHER MEETINGS
4:00-5:00	Sem 17 141H Sem 32 161H	Exam 56 101H Sem 18 141H Sem 23 161H	Sem 17 141H Sem 39 142H	Sem 12 101H Sem 19 161H	

FALL CLASSES

<u>NUMBER</u>	<u>TITLE</u>	<u>FACULTY</u>
Examination 1	MODERN ASTRONOMY	Andersen
Examination 18	LINGUISTICS	Klein
Examination 28	HISTORY OF FAR E. REL.	Haggard
Examination 29	LYRIC MODE	Kaufman
Examination 43	PHILOSOPHY OF RELIGION	Haggard
Examination 47	INDIVIDUAL LIBERTY AND THE COMMON GOOD	Heuer
Examination 49	INTRO TO RELIG.	Haggard
Examination 53	OLD TEST LIT	Haggard
Examination 56	PHEN OF RELIG	Haggard
Seminar 1	SIM SOC	Efron
Seminar 2	INTERNATION SIM	Heuer
Seminar 3	ED SYS AND URB COIN	Klein
Seminar 4	SOC OF EVERYDAY LIFE	Efron
Seminar 5	YOGA	Diller
Seminar 6	FOLK DANCING	Schuchman
Seminar 7	DANCE TECH.	Loizeaux
Seminar 8	ACTING WORKSHOP	Birtwistle
Seminar 9	COLL STUD IN AMER TODAY	Diller & Haggard
Seminar 10	POETRY WORKSHOP	Vas Dias
Seminar 11	MATH AND PHYS WORLD	Andersen
Seminar 12	CHIN PEOPLES REPUB	Heuer
Seminar 13	PSYCHOLOGY OF WISDOM	Gilmore
Seminar 14	LEVI - STRAUSS AND CHOMSKY	Heuer & Klein

Seminar 15	RELEVANT THEATRE	Birtwistle
Seminar 16	DIONYSUS & ORPHEUS	Klein & Rodin
Seminar 17	THE WASTELAND SOCIETY	Efron & Kaufman
Seminar 18	TECHNOLOGY AND SOCIETY	Andersen
Seminar 19	FICTION WORKSHOP	Vas Dias
Seminar 20	POETRY/ECOLOGY	Vas Dias
Seminar 21	FOOD/NUTRITION	Efron
Seminar 22	ON BEING MORE HUMAN	Bode
Seminar 23	PSYCHOLOGY OF ADVERTISING	Rodin
Seminar 24	MIND AND KNOWLEDGE	Rodin
Seminar 25	ALDOUS HUXLEY	Kaufman
Seminar 26	INSTANT THEOLOGIES	Haggard
Seminar 27	BORGES, BARTH, AND CAGE	Klein
Seminar 28	MATERIALS OF MUSIC	Schechtman
Seminar 29	FROM ART TO THEATRE	Birtwistle
Seminar 30	FALL SEMINAR	Wilson
Seminar 31	MUSIC COMPOSITION	Schechtman
Seminar 32	PSYCHOLOGY OF HUMAN SEXUALITY	Jane & Robert Woody
Seminar 33	DANCE PRODUCTION	Loizeaux
Seminar 34	VELIKOVSKY AND THE SOLAR SYSTEM	Andersen
Seminar 35	SPEED READING	Morris
Seminar 36	OUSPENSKY/GURDJIEFF	Schechtman
Seminar 37	PSYCHOLOGY OF SOCIAL PROBLEMS	Diller
Seminar 38	CONTEMPORARY BLACK LITERATURE	Kaufman
Seminar 39	FILM MAKING	Loizeaux
Seminar 40	THOUGHT OF THOMAS JEFFERSON	Heuer
Seminar 41	GESTALT PSYCH.	Kretschmer
Seminar 42	BLACK HISTORY (Probable)	

WHAT DID YOU THINK ABOUT THE POETRY FESTIVAL ROBERT VAS DIAS?

How do you describe a successful poetry festival? If one is a poet, then in the end it must be a matter of what happened to you relative to your work; I mean, it was exciting in the social sense, nine days of poet-talk! -- into the late hours, etc., wow. But since poetry isn't a passive act, a matter of sitting & listening to others carry on, then the measure of what occurred during these past nine days is to be found in the heads of all who "attended"-- & hopefully, in the poetry that has & will result.

The only other ways are indirect or impressionistic, i.e., those accosting you with "you gotta have this thing again next year:" or seeing Bly under the trees with a 15/20-poet group tossing him concerns and him fielding the replies; or Creeley & a student on the Commons terrace, a lean finger on poetry-sheaves, the quick & darting eye picking up the kernels from the page; or an anti-academic procession of poets led by Wakoski and Oppenheimer over the bridge to the place (Seidman terraces) where they talk of "The Male and Female Voice in Poetry;" or Berrigan advising all aspirers not to submit poems anywhere, but start their own mag & ask Ginsberg to contribute something--he most likely will-- & mimeo the whole job & send it to every poet they know or have ever heard of; & then to recoup expenses, sell all the correspondence from the poets (i.e., Marianne Moore, who will say, "thank you & please don't send me anything more") to the manuscript dealers; & finally, the instant poems & poemessages:

BODHISATTVA BOD

Phillip Whalen

has

Buddha belly.

TO NATIONAL POETRY FST

Poetry, Readings

Readings, Poetry Readings

Poetry
Readings

Readings, Poetry

Ass Sore

Leaving.

Good-Bye

Mosolino

The ecstatic, the practical, the profound, the transitory--for nine days, 26 poets, & 85 participants. This will go across the country & into the sacred groves.

5

Hard to "assess" this kind of creation, made at once by an assemblage & by each one alone. Weatherly calls it a "creature," of many arms, branches, expressing the sense of something tangible that was made; i.e., as the poem itself is an object, or as sculpture is.

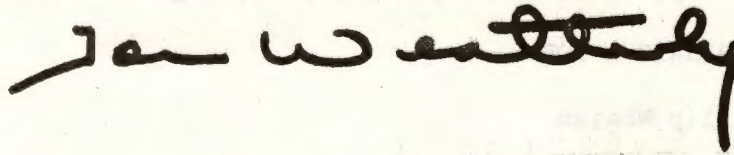
The skeleton for this creature was provided by the Thomas Jefferson College students and staff, as well as by the participants & poets: skeleton not only in the sense of something to hang the program on, but the contextual framework of concern, interest, enthusiasm & involvement that helped give shape to this occurrence, i.e., without which it wd have been a lifeless thing.

Poetry is not necessarily, in this country seldom is, a public act. But people must act for the poem. This act means the poem is needed. I heard over & over these nine days: I need this poem. I need this man. I need her perceptions.

Thus the poets were sought out on every part of the campus. There were only nine days & one had to act fast: the need was great.

The second part of this description is being written. It will be collected in a publication of poetry & prose by the poets & participants at the Festival, together with edited transcripts of tapes made at the special sessions. It will represent a further refinement of this description: the effects over a longer time-span & after more reflection. An assessment of its significance to American poetry may then be easier to make.

MAUMAU AMERICAN CANTO #15



for diane rochelle baum & gregory
corso & all at th fest

th living are th silent minority.

children of th middle clique
when they meet in poem
festivals as an aside
walk through th valley of deaf
parents false grape
what in th sandhill. relatives
are to visit not to live wif.

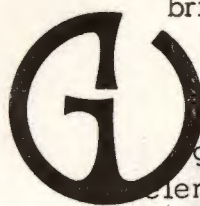
th corso pound creeley oppenheimer jones
is cold duck when its through it you're going
toward reburying their poems you dug up
off the shit now
enrichd by th knowledge
sense that all "decades"
something measured. named. recalld.

well any missal will have that
to back up th sign of th cross

MEMORANDUM

COPIES TO:

HOW ABOUT A NEW PROGRAM ELEMENT? No permanently involved faculty-- bring them only as you need them. Base the "seminar" on WORLD PERSPECTIVES and let it last . . . one year, two years, a life Read Ruth Nanda Ashen's introduction on the next few pages and if you're interested, we'll have the bookstore stock the following titles. Then it's up to you: try it first as a group special study and then you can formalize it into a regular program



GRAND VALLEY
STATE COLLEGE

- | | | | | | | | | | |
|---------------------------------|--------------------------------|---|---|---|---|---|---|---|------------------|
| III SCOPE OF TOTAL ARCHITECTURE | Walter Gropius | : | : | : | : | : | : | : | : |
| IV RECOVERY OF FAITH | Sarvepalli Radhakrishnan | | | | | | | | |
| | V WORLD INDIVISIBLE | | | | | | | | Konrad Adenauer |
| | VI SOCIETY AND KNOWLEDGE | | | | | | | | V. Gordon Childe |
| | VII THE TRANSFORMATIONS OF MAN | | | | | | | | Lewis Mumford |
| | VIII MAN AND MATERIALISM | | | | | | | | Fred Hoyle |
| | Jacques Maritain | | | | | | | | |
| | Lancelot Law Whyte | | | | | | | | |

- I APPROACHES TO GOD
- II ACCENT ON FORM

TO:	FROM:	DATE:
All TJC Students	The Bull in the Pond	July 1971
SUBJECT:		FILE NO:
WORLD PERSPECTIVES		

World Perspectives, planned and edited by **Ruth Nanda Anshen**, is a program to bring to the public seminal books in a variety of fields by the most distinguished of contemporary thinkers and world leaders. The purpose is to reveal basic new trends in modern civilizations, to interpret the creative forces at work today, in the East as well as in the West, and to point to the new consciousness which can contribute to a deeper understanding of the interrelation of man and the universe, the individual and society, and of the values shared by all people. **World Perspectives** represents and presents the world community of ideas. This Series emphasizes the principle of unity in mankind and of permanence within change.

Among the present and future contributors are:

- | | |
|----------------------|--------------------------|
| Konrad Adenauer | Lawrence S. Kubie |
| Ruth Nanda Anshen | Adolph Lowe |
| Raymond Aron | Georg Lukács |
| Sir Eric Ashby | Robert M. MacIver |
| W. H. Auden | Marshall McLuhan |
| Jacques Barzun | Jacques Maritain |
| Kenneth E. Boulding | Milton Mayeroff |
| Denis Brogan | Margaret Mead |
| Jerome Bruner | Wilfrid Mellers |
| Dom Hélder Câmara | Herbert J. Muller |
| Joyce Cary | Lewis Mumford |
| V. Gordon Childe | Gardner Murphy |
| Brock Chisholm | Gunnar Myrdal |
| Lord Kenneth Clark | Allan Nevins |
| Richard Courant | Swami Nikhilananda |
| Martin C. D'Arcy | Harley Parker |
| Christopher Dawson | Mario Pei |
| José M. R. Delgado | Adolf Portmann |
| Denis de Rougemont | I. I. Rabi |
| René Dubos | Sarvepalli Radhakrishnan |
| Mircea Eliade | Roger Revelle |
| Erich Fromm | Eugene Rostow |
| Walter Gropius | Adam Schaff |
| Moses Hadas | Ignazio Silone |
| Werner Heisenberg | Edmund W. Sinnott |
| Fred Hoyle | D. T. Suzuki |
| H. Stuart Hughes | Paul Tillich |
| Ivan Illich | Harold C. Urey |
| Howard Mumford Jones | Alfred North Whitehead |
| Hans Kohn | Lancelot Law Whyte |

- IX THE ART OF LOVING Erich Fromm
- X DYNAMICS OF FAITH Paul Tillich
- XI MATTER, MIND AND MAN Edm. W. Sinnott
- XII MYSTICISM: CHRISTIAN AND BUDDHIST Daisetz Teitaro Suzuki
- XIII MAN'S WESTERN QUEST Denis de Rougemont
- XIV AMERICAN HUMANISM Howard Mumford Jones
- XV THE MEETING OF LOVE AND KNOWLEDGE Martin C. D'Arcy, S.J.
- XVI RICH LANDS AND POOR Gunnar Myrdal
- XVII HINDUISM: ITS MEANING FOR THE LIBERATION OF THE SPIRIT Swami Nikhilananda
- XVIII CAN PEOPLE LEARN TO LEARN? Brock Chisholm
- XIX PHYSICS AND PHILOSOPHY Werner Heisenberg
- XX ART AND REALITY Joyce Cary
- XXI SIGMUND FREUD'S MISSION Erich Fromm
- XXII MIRAGE OF HEALTH René Dubos
- XXIII ISSUES OF FREEDOM Herbert J. Muller
- XXIV HUMANISM Moses Hadas
- XXV LIFE: ITS DIMENSIONS AND ITS BOUNDS Robert M. MacIver
- XXVI CHALLENGE OF PSYCHICAL RESEARCH Gardner Murphy
- XXVII ALFRED NORTH WHITEHEAD: HIS REFLECTIONS ON MAN AND NATURE Ruth Nanda Anshen
- XXVIII THE AGE OF NATIONALISM Hans Kohn
- XXIX VOICES OF MAN Mario Pei
- XXX NEW PATHS IN BIOLOGY Adolf Portmann
- XXXI MYTH AND REALITY Mircea Eliade
- XXXII HISTORY AS ART AND AS SCIENCE H. Stuart Hughes
- XXXIII REALISM IN OUR TIME Georg Lukács
- XXXIV THE MEANING OF THE TWENTIETH CENTURY Kenneth E. Boulding
- XXXV ON ECONOMIC KNOWLEDGE Adolph Lowe
- XXXVI CALIBAN REBORN Wilfred Mellers
- XXXVII THROUGH THE VANISHING POINT Marshall McLuhan and Harley Parker
- XXXVIII THE REVOLUTION OF HOPE Erich Fromm
- XXXIX EMERGENCY EXIT Ignazio Silone
- XL MARXISM AND THE EXISTENTIALISTS Raymond Aron
- XLI PHYSICAL CONTROL OF THE MIND José M. R. Delgado, M.D.
- XLII PHYSICS AND BEYOND Werner Heisenberg
- XLIII ON CARING Milton Mayeroff
- XLIV DESCHOOLING SOCIETY Ivan Illich

WORLD PERSPECTIVES

What This Series Means

It is the thesis of *World Perspectives* that man is in the process of developing a new consciousness which, in spite of his apparent spiritual and moral captivity, can eventually lift the human race above and beyond the fear, ignorance, and isolation which beset it today. It is to this nascent consciousness, to this concept of man born out of a universe perceived through a fresh vision of reality, that *World Perspectives* is dedicated.

My Introduction to this Series is not of course to be construed as a prefatory essay for each individual book. These few pages simply attempt to set forth the general aim and purpose of the Series as a whole. They try to point to the principle of permanence within change and to define the essential nature of man, as presented by those scholars who have been invited to participate in this intellectual and spiritual movement.

Man has entered a new era of evolutionary history, one in which rapid change is a dominant consequence. He is contending with a fundamental change, since he has intervened in the evolutionary process. He must now better appreciate this fact and then develop the wisdom to direct the process toward his fulfillment rather than toward his destruction. As he learns to apply his understanding of the physical world for practical purposes, he is, in reality, extending his innate capacity and augmenting his ability and his need to communicate as well as his ability to think and to create. And as a result, he is substituting a goal-directed evolutionary process in his struggle against environmental hardship for the slow, but effective, biological evolution which produced modern man through mutation and natural selection. By intelligent intervention in the evolutionary process man has greatly accelerated and greatly expanded the range of

his possibilities. But he has not changed the basic fact that it remains a trial and error process, with the danger of taking paths that lead to sterility of mind and heart, moral apathy and intellectual inertia; and even producing social dinosaurs unfit to live in an evolving world.

Only those spiritual and intellectual leaders of our epoch who have a paternity in this extension of man's horizons are invited to participate in this Series: those who are aware of the truth that beyond the divisiveness among men there exists a primordial unitive power since we are all bound together by a common humanity more fundamental than any unity of dogma; those who recognize that the centrifugal force which has scattered and atomized mankind must be replaced by an integrating structure and process capable of bestowing meaning and purpose on existence; those who realize that science itself, when not inhibited by the limitations of its own methodology, when chastened and humbled, commits man to an indeterminate range of yet undreamed consequences that may flow from it.

Virtually all of our disciplines have relied on conceptions which are now incompatible with the Cartesian axiom, and with the static world view we once derived from it. For underlying the new ideas, including those of modern physics, is a unifying order, but it is not causality; it is purpose, and not the purpose of the universe and of man, but the purpose *in* the universe and *in* man. In other words, we seem to inhabit a world of dynamic process and structure. Therefore we need a calculus of potentiality rather than one of probability, a dialectic of polarity, one in which unity and diversity are redefined as simultaneous and necessary poles of the same essence.

Our situation is new. No civilization has previously had to face the challenge of scientific specialization, and our response must be new. Thus this Series is committed to ensure that the spiritual and moral needs of man as a human being and the scientific and intellectual resources at his command for *life* may be brought into a productive, meaningful and creative harmony.

In a certain sense we may say that man now has regained his former geocentric position in the universe. For a picture of the

Earth has been made available from distant space, from the lunar desert, and the sheer isolation of the Earth has become plain. This is as new and as powerful an idea in history as any that has ever been born in man's consciousness. We are all becoming seriously concerned with our natural environment. And this concern is not only the result of the warnings given by biologists, ecologists and conservationists. Rather it is the result of a deepening awareness that something new has happened, that the planet Earth is a unique and precious place. Indeed, it may not be a mere coincidence that this awareness should have been born at the exact moment when man took his first step into outer space.

This Series endeavors to point to a reality of which scientific theory has revealed only one aspect. It is the commitment to this reality that lends universal intent to a scientist's most original and solitary thought. By acknowledging this frankly we shall restore science to the great family of human aspirations by which men hope to fulfill themselves in the world community as thinking and sentient beings. For our problem is to discover a principle of differentiation and yet relationship lucid enough to justify and to purify scientific, philosophic and all other knowledge, both discursive and intuitive, by accepting their interdependence. This is the crisis in consciousness made articulate through the crisis in science. This is the new awakening.

Each volume presents the thought and belief of its author and points to the way in which religion, philosophy, art, science, economics, politics and history may constitute that form of human activity which takes the fullest and most precise account of variousness, possibility, complexity and difficulty. Thus *World Perspectives* endeavors to define that ecumenical power of the mind and heart which enables man through his mysterious greatness to re-create his life.

This Series is committed to a re-examination of all those sides of human endeavor which the specialist was taught to believe he could safely leave aside. It attempts to show the structural kinship between subject and object; the indwelling of the one in the other. It interprets present and past events impinging on human

life in our growing World Age and envisages what man may yet attain when summoned by an unbending inner necessity to the quest of what is most exalted in him. Its purpose is to offer new vistas in terms of world and human development while refusing to betray the intimate correlation between universality and individuality, dynamics and form, freedom and destiny. Each author deals with the increasing realization that spirit and nature are not separate and apart; that intuition and reason must regain their importance as the means of perceiving and fusing inner being with outer reality.

World Perspectives endeavors to show that the conception of wholeness, unity, organism is a higher and more concrete conception than that of matter and energy. Thus an enlarged meaning of life, of biology, not as it is revealed in the test tube of the laboratory but as it is experienced within the organism of life itself, is attempted in this Series. For the principle of life consists in the tension which connects spirit with the realm of matter, symbiotically joined. The element of life is dominant in the very texture of nature, thus rendering life, biology, a transempirical science. The laws of life have their origin beyond their mere physical manifestations and compel us to consider their spiritual source. In fact, the widening of the conceptual framework has not only served to restore order within the respective branches of knowledge, but has also disclosed analogies in man's position regarding the analysis and synthesis of experience in apparently separated domains of knowledge, suggesting the possibility of an ever more embracing objective description of the meaning of life.

Knowledge, it is shown in these books, no longer consists in a manipulation of man and nature as opposite forces, nor in the reduction of data to mere statistical order, but is a means of liberating mankind from the destructive power of fear, pointing the way toward the goal of the rehabilitation of the human will and the rebirth of faith and confidence in the human person. The works published also endeavor to reveal that the cry for patterns, systems and authorities is growing less insistent as the desire grows stronger in both East and West for the recovery of a

dignity, integrity and self-realization which are the inalienable rights of man who may now guide change by means of conscious purpose in the light of rational experience.

The volumes in this Series endeavor to demonstrate that only in a society in which awareness of the problems of science exists can its discoveries start great waves of change in human culture, and in such a manner that these discoveries may deepen and not erode the sense of universal human community. The differences in the disciplines, their epistemological exclusiveness, the variety of historical experiences, the differences of traditions, of cultures, of languages, of the arts, should be protected and preserved. But the interrelationship and unity of the whole should at the same time be accepted.

The authors of *World Perspectives* are of course aware that the ultimate answers to the hopes and fears which pervade modern society rest on the moral fibre of man, and on the wisdom and responsibility of those who promote the course of its development. But moral decisions cannot dispense with an insight into the interplay of the objective elements which offer and limit the choices made. Therefore an understanding of what the issues are, though not a sufficient condition, is a necessary prerequisite for directing action toward constructive solutions.

Other vital questions explored relate to problems of international understanding as well as to problems dealing with prejudice and the resultant tensions and antagonisms. The growing perception and responsibility of our World Age point to the new reality that the individual person and the collective person supplement and integrate each other; that the thrall of totalitarianism of both left and right has been shaken in the universal desire to recapture the authority of truth and human totality. Mankind can finally place its trust not in a proletarian authoritarianism, not in a secularized humanism, both of which have betrayed the spiritual property right of history, but in a sacramental brotherhood and in the unity of knowledge. This new consciousness has created a widening of human horizons beyond every parochialism, and a revolution in human thought comparable to the basic assumption, among the ancient Greeks, of

the sovereignty of reason; corresponding to the great effulgence of the moral conscience articulated by the Hebrew prophets; analogous to the fundamental assertions of Christianity; or to the beginning of the new scientific era, the era of the science of dynamics, the experimental foundations of which were laid by Galileo in the Renaissance.

An important effort of this Series is to re-examine the contradictory meanings and applications which are given today to such terms as democracy, freedom, justice, love, peace, brotherhood and God. The purpose of such inquiries is to clear the way for the foundation of a genuine *world* history not in terms of nation or race or culture but in terms of man in relation to God, to himself, his fellow man and the universe, that reach beyond immediate self-interest. For the meaning of the World Age consists in respecting man's hopes and dreams which lead to a deeper understanding of the basic values of all peoples.

World Perspectives is planned to gain insight into the meaning of man, who not only is determined by history but who also determines history. History is to be understood as concerned not only with the life of man on this planet but as including also such cosmic influences as interpenetrate our human world. This generation is discovering that history does not conform to the social optimism of modern civilization and that the organization of human communities and the establishment of freedom and peace are not only intellectual achievements but spiritual and moral achievements as well, demanding a cherishing of the wholeness of human personality, the "unmediated wholeness of feeling and thought," and constituting a never-ending challenge to man, emerging from the abyss of meaninglessness and suffering, to be renewed and replenished in the totality of his life.

Justice itself, which has been "in a state of pilgrimage and crucifixion" and now is being slowly liberated from the grip of social and political demonologies in the East as well as in the West, begins to question its own premises. The modern revolutionary movements which have challenged the sacred institutions of society for protecting social injustice in the name of social justice are here examined and re-evaluated.

In the light of this, we have no choice but to admit that the *unfreedom* against which freedom is measured must be retained with it, namely, that the aspect of truth out of which the night view appears to emerge, the darkness of our time, is as little abandonable as is man's subjective advance. Thus the two sources of man's consciousness are inseparable, not as dead but as living and complementary, an aspect of that "principle of complementarity" through which Niels Bohr has sought to unite the quantum and the wave, both of which constitute the very fabric of life's radiant energy.

There is in mankind today a counterforce to the sterility and danger of a quantitative, anonymous mass culture; a new, if sometimes imperceptible, spiritual sense of convergence toward human and world unity on the basis of the sacredness of each human person and respect for the plurality of cultures. There is a growing awareness that equality may not be evaluated in mere numerical terms but is proportionate and analogical in its reality. For when equality is equated with interchangeability, the human person is negated and individual identity transmuted into a faceless mask.

We stand at the brink of an age of a world in which human life presses forward to actualize new forms. The false separation of man and nature, of time and space, of freedom and security, is acknowledged, and we are faced with a new vision of man in his organic unity and of history offering a richness and diversity of quality and majesty of scope hitherto unprecedented. In relating the accumulated wisdom of man's spirit to the new reality of the World Age, in articulating its thought and belief, *World Perspectives* seeks to encourage a renaissance of hope in society and of pride in man's decision as to what his destiny will be.

World Perspectives is committed to the recognition that all great changes are preceded by a vigorous intellectual re-evaluation and reorganization. Our authors are aware that the sin of *hubris* may be avoided by showing that the creative process itself is not a free activity if by free we mean arbitrary, or unrelated to cosmic law. For the creative process in the human mind, the developmental process in organic nature and the basic laws of the inorganic realm may be but varied expressions of a universal formative process. Thus *World Perspectives* hopes to show that although the present apocalyptic period is one of exceptional tensions, there is also at work an exceptional movement toward a compensating unity which refuses to violate the ultimate moral power at work in the universe, that very power upon which all

human effort must at last depend. In this way we may come to understand that there exists an inherent independence of spiritual and mental growth which, though conditioned by circumstances, is never determined by circumstances. In this way the great plethora of human knowledge may be correlated with an insight into the nature of human nature by being attuned to the wide and deep range of human thought and human experience.

Incoherence is the result of the present disintegrative processes in education. Thus the need for *World Perspectives* expresses itself in the recognition that natural and man-made ecological systems require as much study as isolated particles and elementary reactions. For there is a basic correlation of elements in nature as in man which cannot be separated, which compose each other and alter each other mutually. Thus we hope to widen appropriately our conceptual framework of reference. For our epistemological problem consists in our finding the proper balance between our lack of an all-embracing principle relevant to our way of evaluating life and in our power to express ourselves in a logically consistent manner.

Our Judaeo-Christian and Greco-Roman heritage, our Hellenic tradition, has compelled us to think in exclusive categories. But our *experience* challenges us to recognize a totality richer and far more complex than the average observer could have suspected—a totality which compels him to think in ways which the logic of dichotomies denies. We are summoned to revise fundamentally our ordinary ways of conceiving experience, and thus, by expanding our vision and by accepting those forms of thought which also include nonexclusive categories, the mind is then able to grasp what it was incapable of grasping or accepting before.

In spite of the infinite obligation of men and in spite of their finite power, in spite of the intransigence of nationalisms, and in spite of the homelessness of moral passions rendered ineffectual by the scientific outlook, beneath the apparent turmoil and upheaval of the present, and out of the transformations of this dynamic period with the unfolding of a world consciousness, the purpose of *World Perspectives* is to help quicken the "unshaken heart of well-rounded truth" and interpret the significant elements of the World Age now taking shape out of the core of that undimmed continuity of the creative process which restores man to mankind while deepening and enhancing his communion with the universe.

RUTH NANDA ANSHEN

REGISTRATION:.....

WILL BE MONDAY SEPTEMBER 27 1971

in LAKE HURON HALL

YOU MUST PAY THEN THE FEE CHART IS

Michigan residents

1-6 credits	\$ 76
7-11 credits	\$122
12-17 credits	\$152
over 17	\$ 10/credit

NonMichigan residents

1-6 credits	\$200
7-11 Credits	\$\$320
11-17 credits	\$\$\$400
OVER 17	\$20/credit

AND AND AND AND AND AND AND AND
\$3.00 student activity fee

People want to hold a midnight bread bake off some night--so if you want to participate, bring the flours, yeasties, wheat germ, tahini, and other ingredients for your favorite goods or goodies and put a note that you're going to on the registration form: Wheeeeeeeeeeeeeeee

Student Drug Action
Students at two state universities have involved themselves in programs to analyze "street drugs" for impurities or poisonous adulterants. University of Michigan pharmacy students at the Ann Arbor campus conducted a study that showed that only 30 per cent of sample drugs examined contained any amount of the drug they were alleged to contain. Fifty per cent of the samples contained the animal tranquilizer phencyclidine (PCP), used as a tranquilizer for large animals and as a general anesthetic for monkeys.

At the State University of New York at Stony Brook, student health services director Dr. David McWhirter said a testing program would have "great value" because it would show that 99 per cent of illegally sold drugs contain poisons. He said adulterants such as strychnine and atropine were often used to cut the hallucinogen LSD, as were common amphetamines. Continued intake could result in brain damage, vascular clotting, and weakening of the heart.

Both programs guarantee anonymity, and thus immunity from prosecution for anyone submitting drugs for tests.



Abortion Fund Opposed

In another student move, a fund providing loans of up to \$400 for travel expenses and legal abortions in New York has been established at the University of Maine. Made up of a 73 cent assessment from each student's \$12-a-year activities fee, the fund was begun last December, but did not become public knowledge until a month later.

The students have since been rebuked by Governor Kenneth M. Curtis, and the County Attorney has announced that the fund would be investigated. But the program will continue, say the students.

ADMISSIONS COMMITTEE REPORT

On July 7 the Admissions Committee decided to wrap up the admissions picture for the Fall term. In previous meetings the Committee had played the number game and decided (guessed?) on how many applicants to accept in order to attain the planned enrollment of 315 for fall. Such factors were considered as:

- (1) attrition from spring to fall
- (2) applicants accepted for summer school
- (3) "no shows" for summer
- (4) attrition from summer to fall
- (5) "no shows" for fall
- (6) number of re-entries anticipated

In view of all this, the Committee can only keep its collective fingers crossed as to how close we'll be to that 315 figure!

Final summer admissions picture:

Regular admit	--	29	
Re-enter	--	7	
Guest/Audit	--	3	
No shows	--	6	-- (subject to verification)

Final fall admissions picture:

Regular admit	--	109	
Re-enter	--	9	
Guest/Audit	--	1	
Waiting list	--	5	

A return postcard campaign to assess where we stand on those admitted for fall is under-way. Preliminary indications suggest a high percentage definitely plans to be with us, though a withdrawal is received from time to time.

your Seminar ?



If there are no differences in the group, there is little stimulation to change . . .

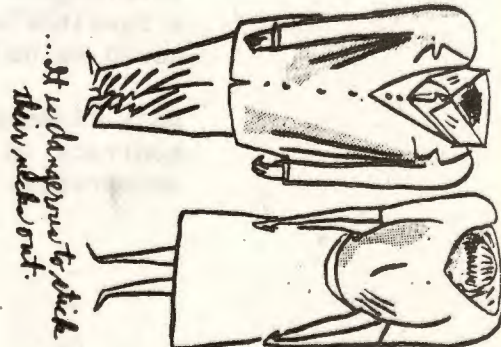


frequent pep talks



Some feel that differences must be kept out of sight.

pretty foggy about how to reach our goals.



Faculty Committee Minutes, 6-8-71

PRESENT: Earl Heuer (Chairman), Dan Andersen, Steve Brown (TM Rep. to Personnel Committee), Dan Clock, T. Dan Gilmore, Bud Haggard, Lee Kaufman, Don Klein, Mary Te Pastte, Cam Wilson and several TJC students

GUEST: President Lubbers

24:01: Minutes of the previous meeting #23.00

The minutes of the previous meeting were approved as written.

24.02 President Lubbers on tenure and alternative proposals

Pres. Lubbers stated that he had reservations about tenure, most significantly, that the tenure system could perpetuate mediocrity, stifle creativity and innovation, and limit subject matter areas to some extent. He suggested a plan, somewhat like one initiated by the Hampshire College, to give each faculty member a 3-year contract, renewable each year, thus each contract would normally be renewed two years before its termination. If for some reason the contract was not renewed any given year, the faculty member would have two years to seek out another position, correct his deficiency, or appeal the decision.

TDG - TJC faculty would like to find some way of not having tenure and yet have some security, he thought. At a previous TJC meeting it was mentioned that faculty members without tenure could be ousted by legislative or administrative pressures for reasons not dealing with professional competence. Tenure gave the administration protection against pressures to fire faculty for other than professional reasons.

DK - If we could get due process guaranteed we could get rid of tenure.

JLK - Legal procedures without tenure could guarantee a due process.

TDG - A system is needed to give faculty members protection without tenure.

Pres. Lubbers - Actually, it would be wonderful if the administration could come in under such a system. It's a lot easier to fire an administrator than a faculty member, and it would be great if administrators could benefit from the plan as well. He said we have a very intelligent and reasonable Board of Control which would approve a feasible and reasonable proposal. The Board of Control legally could be held to an agreed upon procedure of resolving grievances.

DK - Without tenure, a Department Chairman could refuse to renew a contract in order to make room for, say, colleagues from his previous university.

Faculty Committee Minutes (continued)

Pres. Lubbers - If you give the faculty reappointment power you run the risk of having poor faculty and if you give the Administration that power you're also in trouble. But if the administration can't ever move in, it also means trouble. A system of checks and balances should be devised for the ultimate good and interest. Student input should be taken into consideration for considering tenure for faculty.

DK - Getting rid of tenure might result in faculty getting unionized. This usually involves strikes which affect student and education more than administration.

Pres. Lubbers - As far as security is concerned it would be far better for all concerned if some type of internal structure could be evolved; perhaps having a good grievance committee with student representation, and the 3-year contract proposal. We should also build in a way for administrators to blast out mediocre self-perpetuating situations which ought to be changed.

DC - William James is talking about the 3-year contract (3-3-3) in lieu of tenure.

Pres. Lubbers - Don Klein's memo on SOME NASCENT PROPOSALS ON ALTERNATIVE TENURE had some interesting and good points. (See appendix)

- #1 - He couldn't see this.
- #2 - Sounded worthwhile and something probably could be worked out with regard to payment for legal counsel where a faculty member is challenging non-renewal of his contract.
- #3 - This was especially appealing and Pres. Lubbers would be interested in seeing it written up, with adequate data, for presentation to the Board of Control

Perhaps a combination of TIAA and retirement fund could be worked out to provide for this early retirement.

TDG - Shall we write something for the Board of Control on contracts, grievance procedures, etc?

DK - We should wait until the incoming TJC faculty have a chance to express their views and present a statement to the October meeting of the Board of Control.

DC- Suggested that this be done in conjunction with the Task Force of the All-College Senate.

DK - We should get some data on the retirement fund as well.

DC - Suggested that R. Van Steeland, J. Starkweather or W. Aurich be consulted for this data.

President Lubbers excused himself from the meeting since he had to attend another meeting.

Faculty Committee Minutes, 6-8-71

24.03 TJC 1971 Graduates

JLK - reported that the following TJC students will be graduating this year:

Norma Jean Garvin, B.Ph. (applied arts, art theory, philosophy, psychology)	183.5 crs.
Mark Goniwiecha, B.Ph. (language, literature, natural sciences, sociology, psychology, cultural history)	237
Gregory Jaynes, B.A. (psychology, spanish)	181
Jonatha Johnson, B.A. (psychology, french)	188
Francis Nawrocki, (group social studies, German)	180
Theresa Podgorski, (political Science, Behavioral science russian)	182
Margaret Sullivan, BS (group social studies, elementary distribution, elementary certification)	180
Thomas Young, BA (English, German)	183
James Vert, BA (English, Spanish)	180

It was moved and seconded that the above students be recommended for graduation.

Some discussion ensued on what constituted B.Phil. eligibility.

DA - stated that his understanding of the B.Phil is that its main characteristics are richness and diversity. Therefore, he has always told students (tutees and applicants) that the B.Phil degree in some sense encompasses the whole academic spectrum.

The general consensus was that this was a good interpretation. However, since it had never been officially defined and students will be graduating for several terms under the old definitions of eligibility, it was decided to approve all those listed for graduation, with waiver for Norma Jean Garvin and others who do not meet the present broad scope definition of the B.Phil.

The motion to approve above-named graduates was carried.

Amendment for waiver for Norma Jean Garvin on B.Phil. was also carried.

JLK - Some students are not quite processed yet, i.e., taking additional credits in the summer or making up incompletes or doing special studies to get the requisite hours for graduation. We will need to vote on these as they come up. He moved, and motion was seconded, that a quorum of teaching faculty during the summer be empowered to approve students for graduation. Motion carried.

24.04 Evaluation proposals for TJC

TDG - received a letter from Larry Litton of the National Opinion Research Center, Univ. of Chicago. They were attempting to get a government fund for an evaluation consortium. We have been invited to join and become a member of the consortium. So far it consists

Faculty Committee Minutes, 6-8-71

of 5 institutes (8 colleges). This will not involve expenditures other than time on the part of TJC. They will probably be here about a year, interviewing, testing, etc., and we are to determine what we wish to be evaluated on. TDG asked that the faculty indicate first as to whether they were interested in pursuing this further. The consensus was to pursue this further. Second, suggestions were requested as to what we would like to have evaluated and to generate specific things that need evaluation.

In reply to Jim Pongones's query as to why this was better than our own evaluation, TDG said it would be much more time consuming to do it within our own group and there was more validity and objectivity from an outside group.

DK - We could also utilize their evaluation techniques and in addition this would help towards accreditation.

TDG - Earl Heuer suggested having Ph.D candidates do an evaluation for their dissertation but nothing has been forthcoming as yet on this. Will pursue the National Opinion Research Center proposal further.

24.05 Discussion on nominating TJC faculty members to the All-College Senate

Bud Haggard mentioned this as well as nominating a representative to the Community Council. He suggested we wait until the new faculty are here so they can have a voice in this nomination.

DC - mentioned that Charlie Robinson who was running for Member-At-Large on the Community Council would be a good person there.

Jim Pongones suggested they should have a regular representative from the Plant Department on the Community Council.

NOTE: It was suggested after the meeting that a representative from the clerical, secretarial and technical staff should also be on the Community Council.

It was agreed to wait until Fall for nominations from TJC to the above.

DC - suggested that Earl or T. Dan take these matters up with Dave Huisman, Chairman of the Steering Committee of the All-College Senate.

24.06 Other business

JLK - The Academic Affairs Committee is no longer a committee since Cathy Gatov has left and only one student remains on it along with Bill Iron. Bill said he would be willing to still serve on this committee during the summer and Lee Kaufman said he would serve as well.

Faculty Committee Minutes, 6-8-71

DK - suggested that the Dean and/or Town Meeting Representative Committee appoint 2 faculty and 2 students to do the routine business of this committee. So ordered.

TDG appointed Lee Kaufman and Bill Iron to do this job.

24.07 Announcements

- EH - 1. Summer term hours start Monday, June 14, 1971 and are from 8:00 to 4:30 p.m.
- 2. Book orders should be handed in YESTERDAY.
- 3. Coffee funds need replenishing.
- 4. Forwarding addresses for vacationing or study oriented faculty should be left with Mary Te Pastte or Cathy Honoré for forwarding checks, mail, etc.
- 5. Cam Wilson's Spring Seminar evaluation session was held yesterday and was well attended. There were some very good positive reactions to this and the session was taped. Notice will be given as to when this can be heard. Cam would like to have Jim Pongones as an assistant for the fall seminar.

DC - heard some negative reactions as well on the spring seminar and suggested these be followed up.

TDG - 1. David Schuchman will be working at Circle Pines this summer. The Manager, Mr. Johnson, has requested we put in an early reservation for the TJC Advance. The dates of Tuesday, September 21 through Saturday, September 25, were set for the Advance. This left the 20th open for things that needed to be taken care of at the TJC office. Sunday, September 26, will have to be utilized for advising and counselling by the faculty for registration. Faculty were asked to be here on Sunday, from 1 to 5 p.m.

2. Faculty were asked to turn in student's evaluations before leaving for the summer.

JLK - Timetable information is necessary for titles and course descriptions by the faculty.

DC - Student initiated evaluations tend to be a description of the study rather than an evaluation.

JLK - Faculty is rather sparse in evaluations and should indicate more than that they concur. Students should state how much they've learned and how they felt about what they learned and how it affected them.

DK - suggested that Art Hills be notified that the Faculty will not be available for meetings, etc., during the time of the Advance as well as notify Dave Huisman, Chairman of the Steering Committee of the All-College Senate.

Faculty Committee Minutes, 6-8-71

JLK - Grade cards will be distributed to the faculty tomorrow and he would appreciate having them returned by noon of the 14th. He asked that the faculty members have a list of Special Studies as well as Incompletes, for grades.

HEH - A reminder should be put in the Bullfrog that evaluations should be done as soon as the course is over (at last session).

24.08 Adjournment

Meeting adjourned at 4:45 p.m.

GOING FOR BROKE

Gonna build me an ark like noah's-
won't quit til all is done.
gonna chop down every tree in sight,
and unmask the hiding sun.

gonna find me a little island,
somewhere on the open sea;
gonna build me a house to live in,
And name it liberty.

I'll make me a sign of welcome,
for all who come my way;
and leave my door wide open,
for all who want to stay.

There'll be no need of weapons,
no separate neighborhoods.
There'll be no wars besetting,
the bonds of brotherhood.

gonna plant me a field of virtues,
yes, I'll plant them everywhere;
gonna cultivate love on fertile ground,
and sprinkle some justice there.

gonna sell my goods for nothing,
gonna sell them consciously.
Just need one name at Harvest,
and that is verity.

Truth-isbreath- life giving,
the clothing of reality,
gonna wear this suit till the day I die,
and wear it unashamedly.

Ike White

TJC MENU

Choose one (or more) each from columns A, B, C, & D; A & B are most important; but impossible to inventory:

A
YOU: your skills, talents, insights, interests, vocations, wants, needs, commitment to yourself, commitment to others, visions . . .

B
THE OTHER STUDENTS: their skills, talents, interests, insights, wants, needs, visions, commitments . . .

C
MODES OF LEARNING: Seminars, Examinations, Special Studies, Group Special Studies, Independent Projects, Senior Projects, Seasonal Seminars

D
FACULTY TYPES (their degree areas which categorize them in the wrong boxes--but else what can we do?):

ANDERSEN: Physics, Astronomy, Mathematics

BIRTWISTLE: Drama

DILLER: Social Psychology

EFRON: Sociology

GILMORE: Psychology

HAGGARD: Religionology, Semitic Languages

HEUER: Political Science, Sinology

KAUFMAN: Literature

KLEIN: Literature, Linguistics, Mythology

LOIZEAUX: Dance, Cinema, Graphics, Ceramics

RODIN: Philosophy

SCHECTMAN: Music

VAS DIAS: Poetry, Creative Writing

WILSON: Botany, Ecology

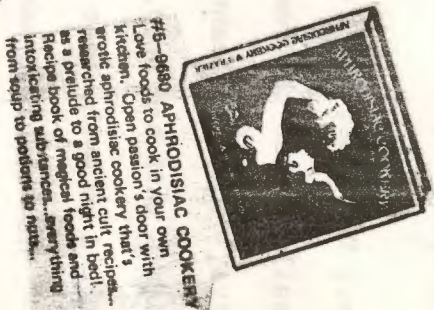
Dan, Michael, Jerry, Ron, Danny, Bud, Earl, Lee, Don, Christine, Merrill, Bob, Robert, Cam

CREATE YOUR OWN

ELEMENTS:
Air
Earth
Fire
Water



F
HUMOURS
Phlegmatic
Sanguine
Choleric
Melancholic



CREATE YOUR OWN

C
MODES OF LEARNING: Seminars, Examinations, Special Studies, Group Special Studies, Independent Projects, Senior Projects, Seasonal Seminars

B
THE OTHER STUDENTS: their skills, talents, interests, insights, wants, needs, visions, commitments . . .

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FACULTY TYPES (their degree areas which categorize them in the wrong boxes--but what else can we do?):

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ANDERSEN: Physics, Astronomy, Mathematics
BIRTWISTLE: Drama
DILLER: Social Psychology
EFRON: Sociology
GILMORE: Psychology
HAGGARD: Religionology, Semitic Languages
HEUER: Political Science, Sinology
KAUFMAN: Literature
KLEIN: Literature, Linguistics, Mythology
LOIZEAUX: Dance, Cinema, Graphics, Ceramics
RODIN: Philosophy
SCHECTMAN: Music
VAS DIAS: Poetry, Creative Writing
WILSON: Botany, Ecology
Dan, Michael, Jerry, Ron, Danny, Bud, Earl, Lee, Don, Christine, Merrill, Bob, Robert, Cam

Choose one (or more) each from columns A, B, C, and D; A & B are most important; but impossible to inventory:

NOTES ON THE TJC NATIONAL POETRY FESTIVAL

First, and most important, we wish to thank and applaud the efforts of our volunteer TJC student help. Without them the Poetry Festival would have really floundered. It's wonderful to have people around like Clare Ben Besten, Judy Alms, Harvey Koontz, Marcia McKinney, Angie Hoogterp, Jason and his flute, Bruce and Jan Carpenter, Norm Peterson, and others too numerous to mention, who did yeoman duty above and beyond ----. All in all we have a wonderful group with real community spirit at TJC and I'm glad to be among them.

Our Director, Robert Vas Dias, did a tremendous job, and was here, there, and everywhere, and really pulled the Poetry Festival together. So many comments were overheard, like, "This has meant so much and done so much for me," "What a wonderful experience this has been," "The contacts with all the poets were invaluable," "I learned so much, felt so much, and no doubt about it really got my money's worth," "Too bad more people didn't attend the Festival," "This should have been covered by the leading press and magazines all over the country, it was so sensational," "This changed my whole life."

ON THE LIGHTER SIDE:

I arrived early Monday morning and found a poet asleep on a couch. He had arrived late Sunday night and couldn't find a place except Seidman open. He was from Montana. Then, there was the opening festivities at the Boat Landing where we had a power failure. The landlord just found out about it minutes before the scheduled event and was so apologetic and so cooperative withal. He went to Grand Rapids to secure bags of ice which he put in a big tub to cool all our beverages. We had no toilet facilities, no water, no cooking facilities, no refrigeration. Still, the landlord rounded up two very old, very worn pieces of barbecue equipment, got some charcoal and with the help of some of the poets managed to get it going with a blow torch, and then proceeded to barbecue all the hamburgs and hot dogs. He did a terrific job and our "hats are definitely off to him." This party really convinced me that poets in addition to not being

affluent, have fantastically large appetites. Never saw so much food go so fast!

Thirst too.. It certainly was awesome to witness the unquenchable thirst!

Had occasion to talk to a young man with long, beautifully brushed red hair which cascaded down past his shoulders, loved poetry, wrote poetry and drove a cab in New York City for bread to survive.

Then there was the poet who had a package (with needed car repair parts) sent here to GVSC "collect" and wasn't even sure if his name was on it. We solved that one and package and poet got together somehow.

Poets were camping out everywhere as inconspicuously as they could since they couldn't afford housing.

One of the scenes deeply imprinted in my memory is the sight of all the poets, on the bank at the Boat Landing, sitting, standing, all positions, all types of garb, hair and beards, assorted accents, talking, eating, laughing, drinking; reminiscent of the old Greenwich Village in New York.

There was lots more but this will suffice.

Mary T.

ANNOUNCEMENT: T. Dan Gilmore and Emily had a baby boy, Danny Douglas Gilmore (note cover page). Danny Douglas was born on Friday, July 9, 1971, weighed 7 lbs. Mother, father and baby all survived beautifully. Lucky Danny Douglas to be born to two such fantastic people.



dime bag had 3 kittens, cancers, white @ black heads sorta.
would you like one (two three)? Please.
Rapes

hub yankee

Take half figges and half reysons, and boile hem in wyñ, and take hem vp, and bray hem in a mortar, And drawe hem with pe same licour thorgh a streynour, so thik that hit be stonding; And theñ take resons of corance, Pynes, Clowes, Maces, sugur of Cipris, and cast pereto, and put hit in a faire potte; And theñ take a fewe Saundres, powder peper, Canett, and a lituff Saffroñ; And if hit be not stonding ynogh, take a lituff floure of Amidons, And drawe hit with wyñ thorgh a streynour, And cast there-to salt, and serue it forth stondyng.

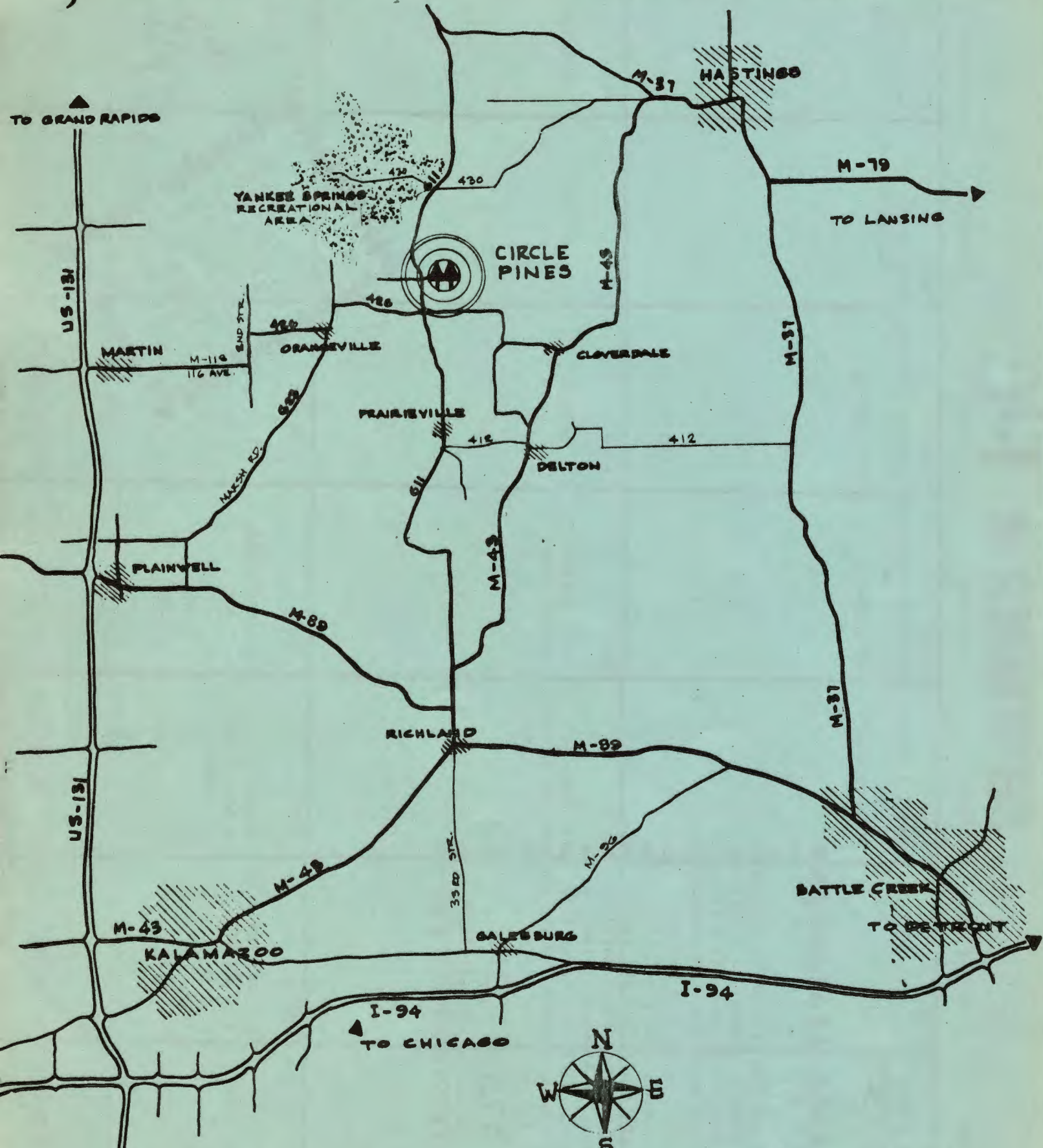


tjc

ADVANCE II

Sept 21 - 25 1971

24



HOW TO GET TO WHERE IT'S AT

SEPTEMBER at TJC

SATURDAY

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

<p>11th Faculty & RC Party at Gilmore</p> <p>HELPP! HELPP! HELPP!</p> <p>Judy would like to live in a cabin in the country (woods) to live this fall. Heat (woodstove OK) & water outhouse OK if there's no plumbing or a trailer away from crowded trailer parks! And possibility of transportation to TJC and back.</p>	<p>12th</p>	<p>13th Faculty Workshop RC Workshop</p>	<p>14th Faculty Workshop RC Workshop</p>	<p>15th Faculty Workshop RC Workshop</p>	<p>16th Faculty-RC Workshop</p>	<p>17th Faculty-RC Workshop</p>
<p>18th If you know of anything that might be along this line, or of unusual, different "away from it all" living quarters, bring the info to TJC office or write: Miss Judy Gottenberg 36 Rodick Street Bar Harbor, Maine 04609</p>	<p>19th</p>	<p>20th All College Faculty Orientation</p>	<p>21st 12PM: ADVANCE Circle Pines</p>	<p>22nd ADVANCE</p>	<p>23rd ADVANCE</p>	<p>24th ADVANCE</p>
<p>25th ADVANCE ends at 1 PM</p>	<p>26th Program Advising 1 -5 PM LHH</p>	<p>27th Registration 9 AM - 2 PM LHH</p>	<p>28th Classes Begin</p>	<p>29th</p>	<p>30th</p>	<p>1st</p>

ANYONE ELSE NEEDING OR KNOWING OF ANY HOUSING OR CONTACT TJC TOWN MEETING FOR FALL WE'LL TRY TO MATCH NEEDS & WHAT'S THERE

ask Roxie, bob, stin