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## **TJC Newsletter, Issue 30**

Grand Valley State College. Thomas Jefferson College

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# Newsletter

Compiled from the Dean's Office  
Thomas Jefferson College, Grand  
Valley State College, 8/31/78



Issue #30

## ADVISING

Pat Potter-Efron, Advising Coordinator

TJC needs an Advising Center. We need to establish a peer advising system. We need to invest more time, energy and dollars in Advising - that is, to invest more in the students here right now. The facts are clear: We are the only GV undergrad college without an Advising Center of some sort. Peer advising in addition to faculty advising has been found very helpful by other alternative schools. And good Advising is retention. That is not to say that a student should always be advised to stay at TJC, but that a student who is thoroughly apprised of all of her learning options is more likely to use them well and happily to complete the undergraduate phase of her education.

Advising has always been viewed as a central function at TJC - as it should be where so much emphasis is placed on negotiated contract learning, and highly individualized programs. In such a methodologically fluid system advising needs to be both supportive and confrontative. Both faculty member and student need to know their limits, speak clearly, hear well, and - perhaps most important - nourish the ambivalence of the valuing self. In addition to maintaining our commitment to close advisor/advisee contact, we will need to have even more information available to us than we have at present to advise well.

GVSC Planning Board Recommendations include the establishment of a procedure which would allow students to take majors, minors, specializations, concentrations, etc. outside their home college. This and the potential establishment of a GVSC cross-college honors program would require us all to know much more about GVSC as a whole. In addition, the Planning Board has recommended formal student evaluation of both the advisor and the advising system, and the consideration of advising efforts as a factor in faculty review and evaluation. A formal audit procedure to collect data on the advising system has been recommended as well.

I see my role as Advising Coordinator as one in which I can insure smoother workings of the Advising system per se. I intend to provide supportive services for



students and faculty, advising new students until they find the right faculty advisor for them; and preparing guides to survival, GVSC resources and program planning. Kathy Bonilla, Barbara Glesner and Teresa McAllister are already contributing to orientation of new students. With them, I hope to work to establish a peer advising system, to make "each one teach one" more of a reality in our advising system for new students.

And then, there's that Advising Center we don't have. Faculty advising loads are increasing, and it may soon become essential to provide for some needs through such a center. Staffed, again, by peer advisors? I'm eager for ideas from the TJC community, particularly ways for us to implement more continuing contact with each other. I'd welcome the involvement of grads in program planning workshops, for example. Let me hear from all of you how you feel we can benefit TJC through work and change in the Advising system.

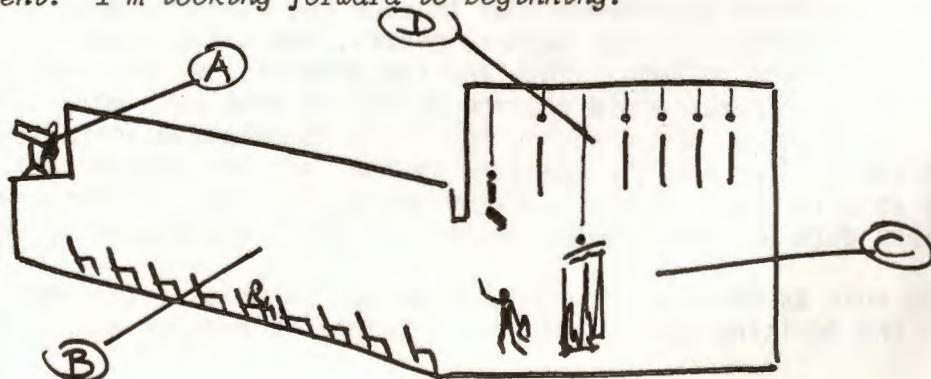
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#### NEW - ADJUNCT FACULTY

You'll be delighted to meet some of our adjunct faculty - mostly new. They have agreed readily to write their own introductions. Immediately following their introductory sketches is a description of the course or courses they will be teaching. I have listed them alphabetically, starting with Max Bush and ending with Vivian Wolovitz.

#### Max Bush

*My first experience with college was in 1968, when, after a long series of meetings, we (there were 80 of us) all walked outside and destroyed a car as a statement. After four years of that, I graduated with a B.A. in Psychology, Theatre (I am not able to distinguish between those) and English, with a teaching certificate. For 3 years I taught high school Psychology/Theatre in Marshall, Michigan, where I directed a number of productions, including two improvisationally developed pieces and a children's play that I wrote in which we destroyed a car as a statement. I then retired from teaching to write plays and play basketball. I've been produced by Stage 3 ("Circles" and "Ships"), by Hope College ("Ring the Ancient Bell", and "The Magic Veil", two children's works) and am currently playwright-by-marriage to "The Perfect Circle Theatre Project" in Holland, Michigan. (Penelope Victor, my wife, also a TJC graduate, but not there the day we destroyed the car, is the Artistic Director). I have just finished an adult script and a modest book of not very modest poetry which I take very seriously. Presently I am interested in the therapeutic-artistic-religious (ritual) triangle of relationships in theatre, i.e. "theatre" of Krishnamurti (freedom, etc), Moreno (Psychodrama, etc.) and Gratowski (acter training, etc.). Theatre can be exciting, important stuff, especially at a center like TJC, where we religiously and therapeutically destroyed a car as a statement. I'm looking forward to beginning.*





## ACTING AND IMPROVISATION I

1852 0252 05 \$11 0 TF 1:00-3:30 102LHH Bush, Max

This is a general course exploring a variety of approaches to the acting experience. We will do basic, student-centered work in voice and physical movement and work to open up sensory capacities through awareness techniques. We will workshop in Psychodrama, Transactional Analysis and Improvisation to increase self awareness and awareness of others in relationship, both on and off stage. We will use these perspectives as a base on how to approach a script, how to approach a character, and how to approach an audience. We will also be audience, viewing a number of productions in the Grand Rapids area. A possible final product is the production of a short play or an improvisationally developed piece for a limited, college audience. No previous experience in acting or theatre in general, is necessary.

## PLAYWRITING FOR ADULTS AND CHILDREN

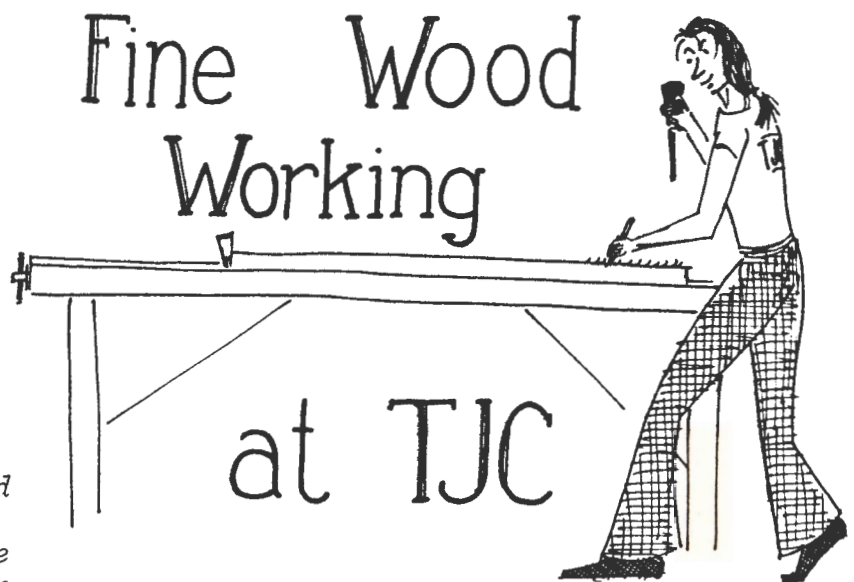
1853 0253 05 0 0 TF 8:00-10:30 141LHH Bush, Max

Principally, this is an individualized workshop in creative writing for the theatre and would extend through another term where the work would be produced in "The New Plays Project," if the interest is sustained. We will begin with setting, relationship, dialogue, and rhythm to recognize strengths and weakness and, more importantly, interests of each writer, and proceed into form, statement, style, etc. were possible. Time will be devoted to finding one's experience in dramatic and mythological terms. A final product will be a substantial draft, approximating a work-in-progress. Playwriting for adults as well as for children will be explored, depending on the interests of the individual.

### John Edwards

*Many young people today are expressing the desire to learn to use their hands resulting in the popularity of classes in ceramics, metals, sculpture and drawing. On the other hand, there has been no local liberal arts program in the study of woodworking. Students have not been offered the opportunity to work with this material of great beauty and versatility.*

*Grand Rapids affords unparalleled opportunities for the student interested in woodworking. There is a great wealth of knowledge in the furniture industry; the craftsmen they employ, local independent master-craftsmen and designers. The fine collections of the Grand Rapids Public Museum and the Baker Furniture Museum are also rich resources to be drawn from in the study of this art form.*





The classes I am offering at Jefferson this Fall are designed to introduce students to these resources; encourage the transmission of the skills of the master craftsmen, and preserve the invaluable heritage of working with wood. INTRODUCTION TO FINE WOODWORKING will provide training in the use of power and hand tools. It will include slides, guest lecturers, museum and industrial field trips. The historical, botanical and ecological aspects of wood will be examined as well. Studio time will include projects and experimentation.

In a cooperative venture, Thomas Jefferson College and the Grand Rapids Public Museum have agreed to the initiation of a Furniture Restoration and Research Program. Classes at the Museum will consist of instruction and experience in restoration, identification, cataloguing and historical research. This is an exciting opportunity to work on and learn from an outstanding collection of furniture.

I am looking forward to sharing all this with you this fall.

#### INTRODUCTION TO FINE WOODWORKING

1808    0208    05    \$20    \$15    MR    1:00-3:30    PleBrn    Edwards

An introduction to the history, techniques and principles of quality woodworking, Lecture, Studio, Fieldtrips and Guest Speakers will provide students with a firm base in the use of hand and power tools, design and layout of projects, joinery, cabinetmaking, identification of woods and contemporary uses of wood. Philosophic and scientific concepts of wood will be examined.

#### FURNITURE: RESTORATION AND RESEARCH

1864    0264    05    \$10    0    TBA    TBA    Grand Rapids  
Museum    Edwards

This course affords the rare opportunity of participatin in resotration and research of the Grand Rapids Public Museum furniture collection. Instructions on the job will be divided between; RESTORATION (of carving andinlay, structural regluing, veneer), and, RESEARCH (identification, cataloguing); as well as developing the Grand Rapids Furniture Manufacturers File. BY PERMISSION ONLY.



Holly Hartwig

"Hello, Hello"

I'm excited to be a part of Thomas Jefferson and share in providing quality education while building and supporting the strengths of the students. Through the cross-college Women's Studies Department I will be part time staff, teaching one course per semester.

*My background includes:*

Speech Therapist for 2 years in the Public Schools where I worked with students who had speech and language delays and/or problems.

Special Education teacher - P.O.H.I. (Physically and Otherwise Health Impaired) for Wyoming Preschool Handicapped Program and for Kenosha Preschool Handicapped Program - 1971-1978. Together with a professional team and a child's parents, we developed and implemented a program to improve the functioning of developmentally



delayed and impaired preschool children in motor, speech, cognitive, social and emotional areas of development.

While working with and learning from special education children, I became increasingly interested in equal opportunities and options, and sex role stereotyping as I saw it exist in education. I sought out information and materials, people and programs dealing with non sexist approaches, curriculum, and material. With my experience in the classroom and education, and my understanding of women's needs and roles, I plan that together we can share, learn, experience and grow!

An important part of my life surrounds me as I write this - sitting near our garden (with of course, many weeds), listening to the birds, seeing the dust from the dirt roads and feeling the space and independence of life in the country.

My husband and I continue to restore, redo, and repair - does it ever end? - our old farm house in the country; grow much of our food, and can and freeze food for the long winter. Along with all the work, we make sure we intersperse time for our interests in tennis, trampolining, cross-country skiing, volleyball, and music - piano, flute, guitar!

Watch for the Women's Page in each issue of this newsletter!

See you soon, Holly Hartwig

#### SEXISM AND SEX ROLE STEREOTYPING IN EDUCATION

1854 0254 05 0 0 MW 10:30-1:00 142LHH Hartwig, H.

We will look at our own awarenesses and attitudes. In this course we will look at how and when sexual stereotypes begin and continue, the schools role in sex role stereotyping and parents influence in the home. We will research materials, books, and resources and create sex fair materials for change. What inhibits or liberates children and students? Activities will include awareness activities; role playing and reviewing films. Students will be expected to actively participate as well as develop a non sexist project or non sexist materials.

.....  
Dick Paschke

Dick has been at Grand Valley State Colleges since 1971 teaching mainly at William James College. He has taught at all the colleges except College IV. Dick says his main interest is in neuro-psychology. He is an experimentalist and clinical psychologist which fits in well with the Jefferson "style". He is licensed to practise counselling in the State of Michigan and Dick says he is a generalist; he has covered practically every area in psychology.

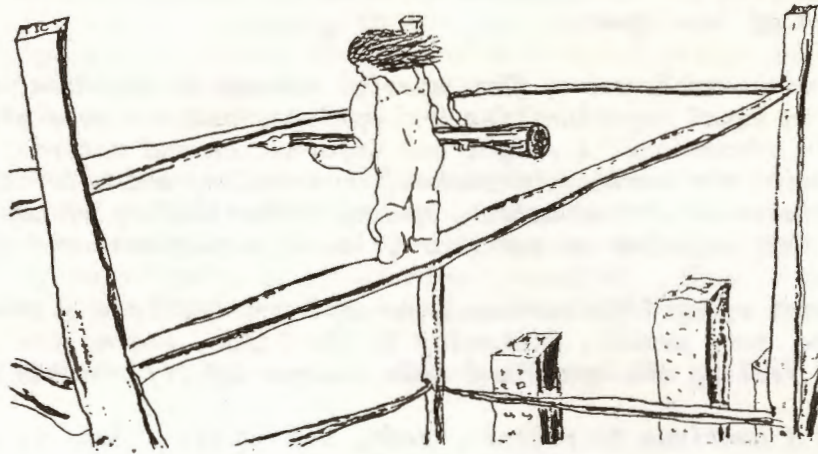
#### TOPICS IN PSYCHOLOGY: PROSEMINAR

PS04 TBA vary 0 0 T 1:00-3:30 141LHH Paschke

Each student will select a particular topic area of interest in psychology and independently pursue it through reading, research, or observation. The class will meet weekly to share progress reports and to discuss issues of general interest. A final product is required.

Possible areas of investigation include: sensation and perception, emotions, motivation, learning, theories of personality, physiological psychology, quantitative methods, clinical psychology, learning disabilities, etc.





John Ruhlman

*I grew up on the East Coast where I passed my first 21 years in the New York Metropolitan area: Long Island, Manhattan, New Brunswick, New Jersey. From Rutgers University where I received a B.A. with a major in English and American literature, my wife and I then journeyed to the West Coast for the "sixties"; graduate school at the University of California at Berkeley, a variety of odd jobs, two children, and a Ph.D. dissertation on the Nineteenth century poet-painter-thinker, William Blake. Then, when I was 29, we moved to Detroit, our third child, and Wayne State University where I have been teaching literature and writing for their English Department. I now look forward to joining the faculty at Thomas Jefferson College where I will be teaching what I most love and respect: literature, creative writing, and drawing.*

*I have had a number of jobs outside of the academic world which have been very important in shaping my existence: seaman, elevator mechanic, warehouseman, dish washer, and janitor. But the single most important influence on my life has been the inspirational work of William Blake who pointed my way towards literature, the arts, and the joyous risks of the creative imagination; and, for the past 9 years I have been about the making of music (I play the flute), drawing, and writing. My wife, Amy, is also a very fine potter, so we are usually about the business of making things in our household.*

*A picture sometimes is worth the proverbial 1000 words, and the image that best encapsulates my existence is that of a person walking the steel beams of a skyscraper where the initial risk of venturing across the open beam gives way to the joyful acceptance of the building's rhythmical sway, then, following a temporary rest in a place of relative security, a venturing out across those naked steel girders.*

CREATIVE WRITING I

1855 0255 05 0 0 TW 3:30-6:00 141LHH Ruhlman, J.

This class is designed to introduce and to encourage the writing and the revision of original poems, short stories and satire. No previous experience with creative writing is assumed as a prerequisite for this class; only a willingness to experiment, to work, and to play with the imagination will be asked of the student. I believe that a "beginner's" mind can be understood as a vital condition for the creative process since freshness, spontaneity and authenticity often germinate in an open, unconditioned person.

My primary concern is the expansion of each student's imagination through individual conferences and group discussion, and I also expect to provide students with examples of the three kinds of writing that we will be attempting in this class drawn from contemporary and traditional masters of these forms. Imaginative writing, I believe, necessarily extends the writer's consciousness into the stretches of one's private experience as well as into the external world. I myself write and draw daily, and I am delighted to be able to participate in an environment where the creative process flourishes.

#### ANIMALS IN LITERATURE

1856	0256	05	0	0	M	8:00-10:30	134LSH	Ruhlman, J.
					R	8:00-10:30	114LSH	

I would like to examine a selection of stories gathered from a wide variety of writers where animals play an important part in the story's action. Frequently, by way of animal characters, a writer may discover the freedom to comment on unconventional, comic, or taboo dimensions of human experience, and the focus in this course will center on the discussion of specifically how and what animal characters allow a particular writer to "say". Since animal characters and stories frequently spring from the comic spirit, a secondary dimension of this course will be concerned with comedy, humor, and satire. The works that I have proposed for this class have been culled from various times, places and cultures in order to give breadth to our discussion. For example.

1. Alice in Wonderland, Lewis Carroll
2. The Metamorphosis & collected animal stories, Franz Kafka
3. Flush, Virginia Woolf
4. Watership Down, R. Adams
5. Platero and I, Juan Ramon Jimenez
6. Stranger's Station, Damon Knight
7. The Return of Tarzan, Edgar Rice Burroughs
8. Gulliver's Travels, Jonathan Swift

#### POETRY SEMINAR

1857	0257	05	0	0	MF	3:30-6:00	122LHH	Ruhlman, J.
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This course is designed for students with experience in writing poetry, and I would like to divide the time between personal conferences and seminar meetings of the entire class. Like the poet, William Blake, I believe that "Poetry Fetter'd, Fetters the Human Race," and that the living process of poetic composition is a path for the liberation of personal consciousness. However, poetry is also a public act and an ancient tradition spanning virtually all human cultures. Accordingly, I believe that the greater one's knowledge of what has been accomplished by other poets encourages and promotes the personal development of the individual poet, and I will bring to the class examples drawn from a wide variety of poets, both traditional and contemporary, native as well as past. I have studied poetry in an academic setting for the past fifteen years, and I am also and primarily a poet and illustrator of poems. I suspect that the optimum condition for poetry occurs when the poet, having read and absorbed a wide range of poetry, is then able to wipe the mind and spirit of these influences to allow the ever new poetry to be born.





Allan TenEyck

*I am Al TenEyck, in my fifth decade of life and hoping for multos annos more.*

*My preparatory education was in the classics - Latin and Greek. Aquinas College gave me a B.A. in Elementary Education, University of Michigan an M.A. in Educational Administration and an Ed.D. in Psych. and Ed.*

*My teaching career began at age 19 in Melvindale, Michigan. I've been in only one profession - teaching - for twenty-two years. As a classroom teacher I've taught grades 3 - 12, undergraduate and graduate courses. Teaching is not only my profession but my avocation as well. I've been a teacher and a principal. Currently I am Director of Special Education here at Grand Valley and was just appointed Acting Director of Educational Studies and the Graduate School of Education.*

*My wife, Gloria, and I have four children - two boys - David 6, Paul 9, and two girls - Sharon 11 and Marie 13.*

*Hint: for me every class is an English class.*

PSYCHOLOGY OF THE EXCEPTIONAL CHILD

1849 0249 05 \$10 0 MR 3:30-6:00 161LHH TenEyck

A study of children with handicaps and psycho-educational problems that accompany handicapping conditions. Stress is given especially to mental retardation, emotional impairment, deafness, visual impairment, physical handicaps and learning disabilities. As a survey course, emphasis will be on intellectual understanding of handicapping conditions and possible methodologies for dealing with them.

Vivian Wolovitz

*As a painter I am involved in investigating specific ideas and the depiction of personal imagery that is hopefully mysterious, perhaps magical. My teaching evolves mostly of my personal experiences as an artist and is a process of evaluating, testing and broadening one's range and depth.*



## INTRODUCTION TO FIGURE DRAWING

1845    0245    05    0        \$10    MR       3:30-6:00    PleBrn    Wolovitz

Students will draw directly from life models for study of the human form. The figure will be used to explore elements of design, action, volume, and structure with emphasis on expressive potentialities. There will be particular attention to gesture as well as sustained poses. Various drawing materials will be used including charcoal, conte, pencil, pen and ink, and pastel.

## INTRODUCTION TO PAINTING: FIGURE, NATURE, AND STILL LIFE

18046    0246    05    \$20    0        MR       10:30-1:00    PleBrn    Wolovitz

Direct painting from the model, still life, and landscape. Emphasis will be on exploring methods of painting in oil while incorporating the subject into an expressive compositional whole. Free use of oil media; no set method or style will be taught but rather the ideas of developing the natural way of painting inherent to each individual. Individual and group critiques. Independent work encouraged in addition to classroom problems.

## ABSTRACT PAINTING: OIL, ACRYLIC, MIXED MEDIA COLLAGE

1847    0247    05    \$20    0        TF       1:00-3:30    PleBrn    Wolovitz

This course is open to all students who have had some background in figurative and/or abstract painting. Students will have the opportunity to pursue individual concerns, to inter-relate drawing and painting approaches, and to experiment with a wide variety of media relevant to those concerns. Emphasis will be on the emotional and intuitive act of painting that is based on knowledge and experience, and for developing personal and meaningful content through the use of abstract or imagined imagery. Independent work encouraged. Individual critiques essential. Slide lectures and discussions of contemporary abstract painting.

## NEW OFFICE STAFF

VICKI CARLSON

The TJC records office has finally succumbed to the surge of energy, organization and overall efficiency and know-how, our own "tornado", Vicki Carlson. Yes, TJC Records has met its match!

Vicki says: *"I have been a professional musician for eleven years."* (ed. note - and I hear she's darned good!) *"I have found people to be friendly, and working for TJC to be very interesting."*





# TJC

## MAILBAG

A report from the field.....Circle Pines had a wonderfully creative summer program, due in large part to the contributions of many people from the TJC community. Mara Colucci ran three weeks of dance workshops, Meripat Spaulding, John Miller and Mark Jones came down and built a wood-burning kiln for permanent use here, Tim Stickle ran not only the nature program but the waterfront as well, Joe Killian and J. Oscar Bittinger gave us a New Games Festival complete with parachute and six-foot earth ball, Robin Connell provided song-leading, Carey Goldenberg and Mark Jones (again) came and taught fancy frisbee throws to the kids; all in all, a fantastic time. I'm encouraged about the amount of energy these folks gave us this summer. Most of it was for free or a very low rate of pay. I'd like other creative members of the TJC community to consider Circle Pines as a place where they can mesh their creative abilities with a cooperative, non-coercive rural environment. Thanks, everybody. See you soon.

- Paul Nebenzahl

Thanks, Paul, and we at Jefferson are bursting with pride over the achievements, the talents, and generosity of these TJC students.

### MARY'S CORNER

Do you remember Mary Burke? Mary graduated from Jefferson in 1972 and I remember her



as a lovely, quick-witted, perceptive, and eager to learn individual. Much to my surprise and delight I saw Mary, when stopping briefly at Copper Harbor, while vacationing with my husband, Gerrit. We were roaming through Ft. Wilkins State Park at Copper Harbor, a veritable treasure trove of historical exhibits as well as exhibits that would delight a naturalist, geologist, etc., and had planned to stay for the 3 p.m. Nature Walk and wild flower identification presentation that was scheduled. At 3 p.m. we met at the designated area and suddenly I heard my name called out by Mary Burke and we greeted each other effusively. Mary explained she was the Park Naturalist/Interpreter and would do the presentation and Nature Walk. She was so good! Both Gerrit and I as well as the others participating were impressed with her knowledge of flora and fauna, natural history of Michigan and specifically that area. During the "nature walk" she pointed out wildflowers, trees, rocks and minerals especially of Michigan, and we munched on "thimbleberries and dilberries which are delicious and, only found in that area at this time. One berry she said was nicknamed "doll-eyes" and was poisonous. We enjoyed it thoroughly and regretted we couldn't stay for the slide show and talk she was giving on Michigan wildflowers that evening. Yes, our TJC people do get around'. - Mary says, "hello" to Nub Yankee and Earl Heuer.

**MORE**



Following is an excerpt from a letter to Arthur Cadieux by Kate Lefler.

"Well I'm here in San Francisco ... Mark divorced me in December and I've been more or less a gypsy since. Haven't done much painting except for a few pieces which are showing at a store in the downtown district - I've been mostly drawing since I've been on the road or out here. Along with lots of writing - journal entries which may work out to be some good pieces ... Saw Howard Kalish the other day... am presently temporarily at an underwriters and hating it. I spent a few weeks in the mountains recently working as a handywoman in a tent atop a hill... Joyce Jenkins is out here along with lots of other TJC people. I saw Andy Licht on my way out here in January... People out here are OK, tho they all seem to be on a cosmic trip - the finer people out here are from the midwest or East oddly enough....

---

Edith S. Harrison, TJC's Assistant Dean, married J. Lee Kaufman last month and she happily wants people to know she is now Edith S. Kaufman. Congratulations to both you and Lee, Edie.

Edie was telling me that she ran into former TJC student, Tom Woodruff at Suttons Bay while she and Lee were "honeymooning". Tom has a stained glass company where he does exquisite work and is now married and has a baby daughter. Also, they accidentally met Judy Minty (TJC graduate, teacher and poet) and visited with her and her husband, Ed, at Leland, Michigan. It was a most fortuitous meeting and they all enjoyed the talk and visit on Judy's sailboat tremendously.

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Lori Taylor Pitsch came to the college with Earl Heuer. I "conned" Lori into telling us what she's doing since she left TJC and what was happening in her life. Lori is going to Grand Rapids Junior College which she says is a "Step down in the scale of higher education." She is studying dental hygiene which is "like going to boot camp." Lori feels good about all this since she got the educational foundation she wanted at TJC so now she can pursue the study of dental hygiene, relaxed, without distractions. She plans to use this knowledge of dental hygiene in Asia or South America.

Also, Lori spent ten months traveling in Europe and Asia and says she really learned to get by on that proverbial "shoestring." She invites all those who are going to Europe to call her for tips on how to cut down expenses while traveling. You can reach Lori at 920 33rd SE Grand Rapids or call her at 241-5047.

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Ed Stres stopped by at the office and we had an interesting conversation about TJC, the changes, etc. Ed says that the NEWSLETTER has become important to him as a means of contact with the college and the people. I have Ed's address if you'd like it. Ed is working at the Berkeley Free Clinic in Berkeley, California.

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Bruce MacBeth stopped by and promised he would write something about his trip to the Soviet Union with a dance troupe. He showed me pictures and described them and spoke of the highpoints of his trip. His account will be something we can all look forward to in the next NEWSLETTER, I hope.



Sharon and Ron Bush proudly announce the birth of their daughter, Persephone, born on June 20, 1978. Sharon also says enthusiastically, "I graduate this term too! How's that for news?"

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#### ALUMNI

After one of the most beautiful Michigan summers I've seen for years, Mary T. called to say we were off and running for a new college year. When I pulled out the alumni file, I found several questionnaires from 1977 so better late than never and if you know of more recent news on these people please let us know.

\* \* \* \*

Virginia M. Restnick was last heard of in New Mexico trying to get her TJC credits straightened out. She was working in a K-Mart and wanted to get her teaching certification so she could teach in N.M. which she loves.

\* \* \* \*

Laura VanSlooten was working as a bookkeeper for a Christmas tree farm and was planning to get a job in Social work or mental health or go back for a Masters degree.

\* \* \* \*

Darrell Kline was working as a bartender and looking forward to teaching martial arts.

\* \* \* \*

Kim Fuhrman was store manager at the White Birch English and Western Shop and planning on an MBA at MSU.

\* \* \* \*

That finishes all the stuff from 77 - An even earlier item was the marriage of Betty Jane Tryon to a Mr. Sherrill Winform Carleton, Jr.. There is a request for Betty's current address and any news since her marriage.

\* \* \* \*

Ginny Hines sent this letter last June just after the last edition of the Newsletter for the summer.

*It's difficult to believe that I left the womb two years ago to face Interstate 95 north to Washington every morning at 7am. It was such a rut, that I was beginning to know cars by the amount of dirt on their tail lights. Well, I still travel with the lemmings of Northern Virginia at times, but my destination is no longer to the concrete governmental palaces.*

*Last summer I applied to the Graduate School of George Washington University and was accepted. At this date I have finished one year of a two year program in Art Therapy. Just to keep in touch with the educational environment, I substituted in art during the day and went to school at nite. God, how time passes when you're working your ass off! I really enjoyed this past year, it was a good deal of work, but it was worth it all.*

*I'm now awaiting word on a contract to teach at George Mason Jr. Sr. High in Falls Church. (Former TJCer Dan Sutton graduated from there). I sure could use a little positive thinking if anyone would like to help.*

*I was in Grand Rapids last week; but left after 24 hrs. in town. I'll have to make another trip just to visit folks, someday.*



For those who remember my sister, Susie (Hines) O'Grady, she is not leading a revolution in South America. In fact, she is living on a farm in West Virginia with husband Frank, two dogs, one cat, one pig, four rabbits, and a dozen chickens. Far cry from the former urban worker. She seems to be enjoying it - even hauling water (the pump's broken) and living without electricity. The farm is at the end of a five mile dirt road up a holler called Riggins Run. If anyone would like to write her, or visit (Beware you have to work for bread and board) her address is:

Susie O'Grady  
Skymeadow farm  
R.R. 2 West Union  
West Virginia

- Ginny Hines

\* \* \* \*

Karle Murdock sends this news of herself -

"I have been focused for one and a half years now on learning the art of acting. After graduating I made a firm decision to become an actor or die trying, so Calynn went to live with her father, Michael. I see her on weekends. I have thoroughly explored to my complete satisfaction the existance of the "starving artist". My reward is a six week summer job performing two productions in a program called Theater in the Parks. Right now I'm very happy and feel accomplished, however, it's a hard road with no guarantees, in another year I'll know better."

\* \* \* \*

Peggy Sullivan is alive a growing in Chicago last heard from, but may have moved on to more schooling in another area by now. She could be in Fla., or Conn. or where ever the courses look the best.

\* \* \* \*

Coral "Turner" Murray is teaching at Wyoming Community Education. Coral teaches "Job Seeking Skills" and a High School completion English course.

\* \* \* \*

Gina Schuchman got into Univ. of Minn. Grad school in Social Work and will start this September.

\* \* \* \*

Lee E. Beckett sent in an impressive and professionally done brochure "Programs Presented by Leigh, Inc." Evidently she will work out a whole program for any organization planning a convention. (Mary, what the heck is it all about, do I have it right?)

\* \* \* \*

Mary Jean Robbins is in Washington - Spokane - and is planning on Grad school as soon as she finishes seeing all the sights on the west coast. Last I heard she was on her way to Disneyland.

\* \* \* \* \*

Mary, her new address is S 8 Napa #1, Spokane 99202

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Vern Pockocke sent the following letter to Dan Andersen that says things I'd almost forgotten about the TJC experience. It really brings it all rushing back.

It seems that I have meant to sit down and write you a letter at least once a month for the last two years. But writing a letter usually happens to be the fifth thing to do on a day when only four things get accomplished. After talking with some TJC students this week-end I felt that now was the time to move



letter writing up the list a bit. (Today it is second, after "planting flowers")

The students told me that matters are getting hot in Lake Huron Hall these days. I realize that turmoil has become second nature to all concerned with TJC but they said since around the time of T-Danny's departure things have not settled down to the usual general hysteria. It seems a few teachers' tenure have not been approved and several other members of the faculty are seriously seeking employment elsewhere. I know far too little to make any judgements. I would at this time like to express a few words of sorrow and hopefully encouragement.

Actually, I must be frank and admit that this current state of affairs does not surprise me. Anyone associated with TJC knows of its tumultuous history. Every year seemed to bring another grave threat to the school's existence. And every year would see changes. In a way I feel as Barbara Gibson once said, "Maybe it would be better to let the school die a natural death rather than to keep it living with artificial measures." But the demise of TJC would be regrettable, for as one student put it, "If there were no TJC, where would people like us go?" Indeed.

TJC has a major purpose that no other state institutions have, it encourages non-conformity (its primary reason for ceaseless unrest). One student's father recently told me, "Graduating from TJC accomplishes one thing, it proves you're a non-conformist. But what else have you gained?" And that's the first point I would like to make; hopefully it will all come out clearly as the thoughts are just a-buzzin' in my head like a hive of riled bees. It has taken me two years of living in the "real world" to realize this and I feel it is most important.

An educational experience at TJC encourages you to make your personal gains not within society but almost in spite of society. Rather than encouraging you to conform to society's rules and climb that ladder to success it encourages you to create your own ladder. Rather than urging you to suppress all of those quirks and eccentricities and bizarre notions we all have, TJC urges us to explore them and exploit them. Pursue those fantasies. Realize those dreams.

This is so important because it is the people on the "radical fringe", as Cam Wilson puts it, that are the real movers of society. While most people simply help make society go, TJC people make it grow. So often the personal gains of TJC people are general gains of society at large. Granted, not all of us "eccentrics" are headed in the "right" direction, but at least we are headed somewhere, rather than moping along with everyone else hoping things will change for the better.

At TJC I was constantly asked to question, question, question rather than accept, accept, accept. Classes did not answer questions so much as asked them. The class was not an end but a beginning. More than once I left a class a bit more befuddled than when I went in, but I left knowing where to begin searching out answers. I remember a John Warren botany class... I had arrived a few minutes late only to find the classroom empty; they had headed to the ravines. I trotted out after them. The first words I heard him say were these, "What kind of tree is this?" I suppose a few students knew but most of us simply shrugged our shoulders and looked at someone else.



"Well, how are you going to find out?" he asked.

"Look at the leaves." someone said.

"Fine, but what if it's winter and the leaves are buried in snow?"

"Look at the bark."

"Good" he said. "How else can you tell?"

"By the buds?" a student ventured.

"Very good. That is the best way to identify trees when their leaves are gone."

I'll never forget that day. It was my first class at TJC. That same day John said something I had never before heard a teacher say, although most should have: A student asked him a question pertaining to some aspect of botany and John frankly answered: "I don't know."

There were so many new and different things I experienced at TJC. Some things actually shocked me at first. But everyday was a growing experience. I became aware of so many different attitudes and ways of perceiving things.

I'd say "awareness" was the greatest gift I received at TJC. I became aware of the world around me. I became aware of spring flowers, the everchanging physical earth, dance and music, video, an entire world of people - most far less fortunate (materially) than myself, the changing seasons, mime, the feminist movement, contemporary literature, myself and the universe. I will be forever grateful to the people at TJC for that.

And another very important point...I'm sure when you say "TJC" this is not the first thing that pops into people's minds but it is a feeling I sensed at TJC that is still with me and hopefully I will never lose. People at TJC have high ethical standards. This certainly doesn't apply to everyone of course but I found that for the most part people there had a real moral sense that they applied to their daily lives.

So many seemed to care about the welfare of the world at large above their own material consumption. This is so contrary to what we Americans are encouraged by the media to do. To feed a growing GNP we are doused by ads pushing us to buy and waste. At TJC this whole philosophy is resisted. An underlying sense seems to permeate the TJC populace that discourages such over-consumption and waste.

I feel that the people at TJC are much more responsible than most. Through this sense of "non-conformity" they develop a real feeling of independence and subsequently the responsibility that goes with this independence. When you assume the control of your own life you do take on a major responsibility that most people shirk these days. There is such a prevalent belief that someone else (technology, the government) will take care of things that few people assume such responsibility. So we come upon another seemingly ambiguous postulate: "TJC encourages good citizenship!" But I fully believe this.



TJC people care about the environment not just in a aesthetic and political sense but in a very spiritual sense also. A crime against nature is a crime against ourselves. We feel it not only technically but emotionally. This often puts us at a disadvantage to intellectually argue a case, such as nuclear power, but we can never concede such an issue for the best interest of the economy.

A crime against a woman is a crime against women is a crime against humanity.

America's over-consumption is starving people.

There are too many aspects to get lost in. I simply feel that for the most part a mature person in the TJC family will be open, honest, generous. We think of others, all others. The best answer is not for us alone, but all of us. We learn to tolerate others' differences - with so many eccentrics in one place it's a way of life.

Too many things to say... Maybe my memory has been tainted by time and the bad experiences have faded in favor of the good but I feel most fortunate to have experienced TJC. My life grows richer every day because of it. If TJC ends it will be a great loss, not just for me, for everyone.

All my love,

Vern

If anyone would like to write me, or has any information about TJC alumni or about themselves, please do so. I handle the Alumni section of the Newsletter, so all your correspondence should be addressed to me. My address is: 9260 Bend Drive, Jenison, MI. I'd love to hear from any and all of you.

--Kaye Meana

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ALUMNI - Please watch for an announcement of DATE for TJC Alumni Meeting.



★ IT'S NOT TOO LATE TO REGISTER .....

Following are important dates for you -

September 19	9am-3pm & 5-8pm	F78	Delayed Registration - Fieldhouse
September 21			Term begins
September 21	9 am-5pm & 6-8pm		Late Registration and Drop/Add - Campus Center
September 22 -26	9 am-4pm		Late Registration and Drop/Add - Campus Center
September 27	9 am-4pm & 6-8pm		Late Registration and Drop/Add - Campus Center

ANNOUNCEMENTS:

Teresa McAllister is still TJC Student Resource Center Director.  
 Come to the Resource Center for information generally as well as a chance  
 to have a snack and visit with other students.  
 The Resource Center is located in room 169LHH and the Extension is 285.

We are trying to get the S.I.N. fund going again. See Teresa or Mary Te Pastte  
 about it.

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Hope you had as nice a summer as most of us at Thomas Jefferson did - whether  
 working, studying or playing. It will be so nice seeing more familiar faces  
 along with the new people who will be coming to Jefferson. See you soon!

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