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Bullfrog Pond, Vol. V, No. 9

Grand Valley State College. Thomas Jefferson College

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BULLFROG POND



Vol. V No. 9
March 1972
THE LEAP DAY ISSUE

GROUP STUDY POSSIBILITIES IN TJC FOR THE SPRING TERM, 1972.

The following Exams and Seminars will be offered in the Spring term. As you can see from the list, the offerings are numbered and coded, and the credit is indicated, but there are no times given. The numbers that follow the listing refer to the number of times per week and hours per day that the group will be scheduled to meet. Changes will be indicated on the two schedules posted on the suite windows.

Time schedules will be out soon (???)

NOTE: This is only a listing of what will be offered, and is not a time schedule.

EXAMS

<u>No.</u>	<u>Title</u>	<u>Cr.</u>	<u>Code</u>	<u>No. of Days</u>	<u>Hrs. Per Day</u>	<u>Faculty</u>
1	MODERN ASTRONOMY	5	0101	1	1	Andersen
25	DRAMATIC MODE	5	0125	1	1	Kaufman
32	HIST OF THE ENG LANG	5	0132	1	1	Klein
62	WM CARLOS WILLIAMS	5	0162	Cancelled		Vas Dias
64	W. B. YEATS	5	0164	1	1	Vas Dias
301t	PSYCH OF HUM DEVEL	5	0133	1	1	Gilmore
65	CHIN FOR REL	5	0165	1	1	Heuer

SEMINARS

<u>No.</u>	<u>Title</u>	<u>Cr.</u>	<u>Code</u>	<u>No. of Days</u>	<u>Hrs. Per Day</u>	<u>Faculty</u>
1	ASTRONOMY	5	0201	2	2	Andersen
2	CONSUMERISM	5	0202	1	2	Andersen
3	SCIENCE AND RELIGION	5	0203	2	2	Andersen

1

SEMINARS CONTINUED

<u>No.</u>	<u>Title</u>	<u>Cr.</u>	<u>Code</u>	<u>No. of Days</u>	<u>Hrs. Per Day</u>	<u>Faculty</u>
4	PINTER	5	0204	2	2	Birtwistle
5	BALL:SOFT, VOLLEY&BSKT	1	0205	4	1	Birtwistle & Efron
6	GILGAMESH	1-8	0206	4	2	STG 3 Birtwistle
7	ACTING WORKSHOP	3	0207	2	2	Birtwistle
9	EXPERIMENTAL PHOTOG	5	0209	1	2	Birtwistle & Robertson
10	COMMUNITY	15	0210	5	3	Diller & Efron
11	ELEMENTS OF BRAIN RES	5	0211	2	2	Diller & Robertson
12	NEW WHITE CONSCIOUSNESS	5	0212	2	2	Diller & Rosencrans
13	SCIENCE OF THE MIND	5	0213	1	2	Diller & Norgaard
14	WEAPONRY OF LAUGHTER	5	0214	2	2	Ron & Pat Efron
15	PSYCH INVESTIGATIONS	5	0215	2	2	Gilmore
16	ANARCHISM	5	0216	2	2	Heuer & Klein
17	COLD WAR	5	0217	2	2	Heuer
18	HUMAN CONSCIOUSNESS	10	0218	2	3	Heuer, Klein, Gilmore, Rodin, Shechtman, Peterson, Wilson
19	D H LAWRENCE	5	0219	2	2	Klein
20	GREEK POETRY	3	0220	1	2	Kaufman
21	JAMES JOYCE	7	0221	2	2	Kaufman
22	POCKET BILLIARDS	1	0222	1	2	Kaufman & Iron

SEMINARS CONTINUED

<u>No.</u>	<u>Title</u>	<u>Cr.</u>	<u>Code</u>	<u>No.</u> <u>of</u> <u>Days</u>	<u>Hrs.</u> <u>Per</u> <u>Day</u>	<u>Faculty</u>
23	DANCE TECHNIQUE	7	0223	5	7 hrs/wk	Loizeaux
24	CHOREOGRAPHY	7	0224	5	7 hrs/wk	Loizeaux
25	CONCEPTS OF HIST	5	0225	2	2	Rodin
26	INTRO TO PLATO	5	0226	2	2	Rodin
27	TEN FILM CLASSICS	5	0227	2	2	Rodin
28	MATERIALS OF MUSIC	5	0228	3	2	Shechtman
29	TEACHINGS OF DON JUAN	3	0229	1	2-1st5wks	Shechtman
30	TENNIS	1	0230	1	Arr	Shechtman
31	WHITEY--BLACKIE	3	0231	1	2	Shechtman
32	BOOK PROD & EDITING	5	0232	1	2	Vas Dias
33	TRIBAL & TRAD POETRY	5	0233	2	2	Vas Dias
34	SPRING SEMINAR	15	0234	5	2	Wilson
35	WORLD GAME	5	0235	1	3	Peterson & Robertson
					3-4	
36	KIERKEGAARD	2	0236	3	2(2-wks)	Peterson
					5-6	
37	NIETSCHE	2	0237	3	2(2-wks)	Peterson
					7-8	
38	CAMUS	2	0238	3	2(2-wks)	Peterson
					9-10	
39	SARTRE	2	0239	3	2(2-wks)	Peterson
40	HUMAN TIME	5	0240	2	2	Bode
41	INTRO TO CERAMICS	5	0241	2	3	Hart
42	SCULPT: CERAMICS	5	0242	2	3	Butsch
43	CONT. BLACK HIST	5	0243	1	2	Brown
44	FIRST AID	1	0244	1	2	Johnson
45	ORGANIC GARDENING	5	0245	2	2	McTavish
46	PRINC OF PSYCH	7	0246	3	1	Peterson
47	SYST CHANCE OPERATION	5	0247	1	2	Klein & Vas Dias
48	WOMEN IN LITERATURE	5	0248	2	2	Kohn with Efron

The following are proposed seminars which will probably be turned into Group Special Studies. A copy of each Group Special Study will be posted on the bulletin board in the Commons. There will be more, hopefully. As there are new GSS proposals, they will be noted in the Gazette, and copies will be posted. GSS proposals, when properly filled out and duly signed, should be returned to Lee Kaufman for coding and inclusion in the schedule. In order to join a GSS, every person, including those who have suggested it, must have a Permission to Join form signed and turned in to Lee Kaufman before registration.

<u>Title</u>	<u>No. of Days</u>	<u>Hrs. Per Day</u>
COMPOSITION (MUSICAL TYPE)	Arr	Arr
THE POETRY OF GARY SNYDER	1	2
ZAZEN	1	2

The two recently made policies on degrees (the change in B.Ph. requirements and the ending of the B.S. degree) together mean that, apart from those students who choose for some reason to stay with a B.S. degree and those students who have already chosen to stay with a B.A. degree, all students in TJC will receive the B.Ph. degree when they graduate. With the increased latitude in the B.Ph. degree it should be possible for any student to build a degree program that will be particularly satisfactory to him. Although there will be no major listed on the transcript, (there are none given on the diploma anyway) it will be possible for people who wish to pursue areas of learning significant for them to do so, and for students who wish to go into teaching to fulfill their major requirements within the B.Ph. degree.

NOTE: Students enrolled in TJC in the Winter term, 1972, who for any reason wish to graduate with a B.S. degree must notify me before the end of the winter term.

Lee Kaufman

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* * * * *

Hi:

Thank for your note -- I'm too damn busy to be human at this moment. Please know that I continue to be interested in you and the things you are struggling with. I hope for you a more human experience than the Anglican Book of Common Prayer seems to state it: "May you have a happy issue out of all your afflictions." --Very pious - yes? Take care. Peace.

Bud

Mr. J. V. Cunningham's self-selected epitaph: (not a bad one-at that)

I shall go on to my own epitaph.

EPIGRAMS: A JOURNAL, XI

When I shall be without regret
And shall mortality forget,
When I shall die who lived for this,
I shall not miss the things I miss.
And you who notice where I lie
Ask not my name. It is not I.

This is for all who are "hung-up" on "another life"!

And now I shall read a little expository theological poem, entitled "The True Religion."

The New Religion is the True,
A transformation overdue,
A thorough Freudly Reformation,
Based like the Old on a translation.
Their fear is our anxiety;
Our complex, their humility.
The Virtuous are now repressed;
The penitent are now depressed.
Even the elect are simply manic,
And chastity is pansy-panic.

MORE J. V. Cunningham:

This is for any student of religion -- especially those with whom I've enjoyed a course...most especially those who have also read Philip E. Slater's, Microcosm in one of my courses.

In brief, the Convert is a Case.
He puts away all else to face
Reality with the paralysis
Of a seven year depth analysis.
He does not see, but he is heard.
He is transferred, and untransferred.
He has aggressions, and no malice,
And phallic symbols, and no phallus.

It is time now to read a poem, addressed "To the Reader," on the theme that time heals all things.

Time will assuage.
Time verses bury
Margin and page
In commentary,

For gloss demands
A gloss annexed
Till busy hands
Blot out the text,

And all's coherent.
Search in this gloss
No text inherent:
The text was loss.

The gain is gloss.

(This one's for Clock, Davis, Heuer, Kaufman & Klein -- and other buffs of 'historical method' and 'literary criticism'. MORE J. V. Cunningham!)

FACULTY PERSONNEL COMMITTEE - February 23, 1972

1. All hiring and interview decisions were tabled for one week.
2. The formula for computing salary will count all full time professional experience and up to four years of full time graduate work as experience; the longevity scale is modified to read 3x(1-14 years), 2x(15-19 years), x(20 and above).

CURRICULUM COMMITTEE - February 17, 1972

SEMINARS FOR SPRING 1972 were approved.

CURRICULUM COMMITTEE - FEBRUARY 24, 1972

1. The committee approved an additional seminar for Spring 1972, THE FLOATING SEMINAR, as proposed by Brad Fay and Jeff Brown.
2. The committee approved the new method of curriculum generation.

CURRICULUM GENERATION - A board in the commons will be arranged in columns under the headings of 1) Individual faculty members 2) Student Lead 3) Anyone for tennis? and 4) We need a leader. Each faculty member can post one seminar under his own name. All proposed seminars and special studies and group special studies will be posted by the proposer under the appropriate faculty or columns 2, 3, or 4. At a specified date the individual faculty member will choose the items from her column to make up a full load, although he may take on further special studies after that date as overload. The faculty columns will list faculty interests, talents, skills, expertises, aversions, peculiarities, perversions, etc.

3. The committee recommends for adoption the experimental curriculum for 1972-1973 as proposed by Cam/Jo Wilson

CURRICULUM EXPERIMENT PROPOSED FOR THE ACADEMIC YEAR 72-73

The Curriculum Committee unanimously recommends adoption of this curriculum plan as an experiment for the year 72-73.

- 1). Each student registers for his credits(max. 17 except in case where a CAS or WJC course is taken in addition to the TJC load) with his permanent Tutor. These are "undesignated credits," that is, they are not tied to any particular course or study.
- 2). Seminars and group special studies are offered as generated by the "Johnston College Plan"(see Curriculum Gener.for details). This is very similar to the way a curriculum is set-up now. A chief difference is that credits will not be attached to the offerings. Credits are taken care of separately above.
- 3). At the end(9th week) of the quarter, a student confers with his tutor.
 - a. He may opt to keep all of his credits in one block, undesignated, with S/I depending on his presentation of a written self-evaluation statement for the quarter.
 - b. He may opt to designate some or all of his credits the way he wants to - to the particular activities he ended up doing. These to be noted as ~~se~~parate credit-equivalent and statement entries on his TJC transcript.
 - 1) The S/I of designated credits to be determined by the faculty member involved in the activity in question. NOTE: How does a student's study group's S/I get determined?

- 2) Kleiny says we'll need variable-credit grade cards. I know it fits here, but I can't recall the reason. Oh yes. It's in case the student gets "I" for some of those 17 crs.

SUBSIDIARY POINTS

- 4). The maximum load allowable in any quarter is 22 credits, 17 of which are TJC Undesignated (at least until quarter's end) and 5 of which are in CAS or WJC.
 - 5). When a student takes 17 or including a CAS or WJC course, the remaining 12 credits are TJC Undesignated.
 - 6). "Undesignated" is a very unfortunate term.
 - 7). CAS & WJC students can sign up for TJC work via a 5 or "TJC 499" category.
 - 8). TDG has a good point: What about book orders? Is the library an alternative?
-

Dear Mary:

I had finally remembered to send my airplane ticket receipt just before I received your nice letter today.

It was certainly a stimulating two days that I spent at TJC. It took me several days to settle down again once I arrived back in Boston. The spirit of welcome which I received there remains with me yet.

I do hope to see you all next year and hope that you will give everyone my fond regards.

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Sincerely,

Gloria Murphy Aranoff

MARCH 1, 1972

This week Stage 3 presents its third show of the year and the second to be produced by our own company.

K R A P P ' S L A S T T A P E and other plays by Samuel Beckett will be presented Thursday through Saturday, March 9-11 at 8:30 p.m. Like the author's better known WAITING FOR GODOT, these plays express Beckett's brilliant poetic insight into the realities of contemporary life.

KRAPP'S LAST TAPE is a play for actor and tape recorder; every year Krapp records impressions of his last twelve months. Now an old man, Krapp listens to his past and mocks it.

In other short plays on the bill, PLAY represents the after-death conversations of a man, his wife and his mistress, ACT WITHOUT WORDS is a mime for two performers on themes of hope and futility, COME AND GO - a perfectly ordered, three-minute dramaticale, sums up, in a way, all of Beckett's dramatic writing.

Several members of the AFTER THE RAIN cast appear again, including Roy Sorenson in the demanding role of the old Krapp, Judy Alms and John Rosochacki. New to the company -- both from Thomas Jefferson College and from the Grand Rapids Community -- are Lee Kaufman and Pat Roy in PLAY and David Mars, Ellen Bush, Marianne Barker and Sue Hunter in the shorter plays. Directing KRAPP and PLAY is Dennis Kennedy, member of the English Department faculty at Grand Valley's College of Arts and Sciences. Stage 3's director, Michael Birtwistle, is in charge of the others. TJC students Joe Marfia and Heather Ramsey are lighting and stage managers. As usual, our ticket price is \$2.00 (Students are \$1.00) and reservations can be made by calling 454-5705 weekdays between 1:30 and 4:30. We look forward to your continued support.

Minutes R. C. Meeting, February 7, 1972

ANNOUNCEMENTS:

The Plant Department must be informed if a room is to be used to avoid conflicts.

The Town Meeting Office is an information center. Student problems can be brought to the Center. Many questions can be immediately answered.

IF YOU DON'T KNOW SOMETHING, ASK IN THE TOWN MEETING OFFICE (OR YOUR TUTOR). SOMEBODY HAS PROBABLY HAD THE SAME PROBLEM BEFORE OR AT LEAST CAN FIGURE OUT WHAT TO DO.

A Clean-Up Movement will be headed by Elaine and Roxie to clean up TJC. Participants are welcome.

The R. C. committed itself to get 50 paid marshals to work at the May Blues Festival.

ADJOURNMENT.

Minutes R. C. Meeting, February 14, 1972

ANNOUNCEMENTS:

One or two people are needed to live at the Co-op and manage it. Members must work cooperatively to keep co-op open.

SAFBC welcomes suggestions on methods of handling money fairly; in terms of each colleges diverse needs.

Parents who are interested in setting up a Child Care Center on campus (at TJC) until GVSC Center is built let Debby Berend know or leave your message in the TJC Town Meeting Office.

Suggestions are welcome for speakers to come to TJC Spring term. Let Betty and Maggie know.

ADJOURNMENT.

* * * * *

Minutes R. C. Meeting, February 21, 1972

ANNOUNCEMENTS:

The Academic Affairs Committee has rewritten the Special Studies proposal form. The basic difference is that the TRANSCRIPT DESCRIPTION AND TITLE WILL BE COMPLETED AT THE END OF THE TERM. Also in the new four-page NCR form one copy will go to the TJC files, one copy will go to the Supervisor, one copy will go to the Tutor and the last page will be detached and kept by the student. (This is so the student will have a written reminder of what he's doing.) D. Schuchman

The All-College TJC sponsored Party will be held in the GT room on March 4 at 8:30. J. Corry. Oat Willie Memorial Blues Band will be playing.

The R. C. has ordered 100 T-shirt with Thomas Jefferson Trucking on the back, which will be received by the end of March.

NEW BUSINESS:

The R. C. Will have a rotating facilitator selected at the end of each meeting for the next meeting.

R. C. elections at the beginning of Spring term (empty positions on committees should be elected also).

All decisions must be considered and voted on by both the Faculty Meeting and the R. C. (This was changed at the February 28th meeting to read: All policy

decisions must be considered and voted on by both the Faculty Meeting and the R. C.

ADJOURNMENT.

* * * * *

Dear Mary:

. . . I have hodgekins disease - cancer of the lymphatic systems - I've had two operations already on my neck and hip - tomorrow I go into the hospital for two weeks - they're going to slit me up the middle - take my spleen and some liver and look around. Pretty major and I am scared. I've been in bed or the hospital since Christmas and sure would like to get out - it's serious - but they say my chances are fairly good - I'll know more later - will you please give my love to everyone and say I am thinking of them - will you also tell Bud Haggard of my illness & tell him I will write as soon as I can. I hope you are happy and well - I also hope that I will be able to visit Michigan again soon.

I really thank you in advance for the tax information - I will be at:

Alta Bates Hospital
Webster at Regent
Berkeley, California 94705

for 2 weeks --

Love and Thank You -

Catherine Gatov

Ed. Note: After the next 2 weeks, Cathy's address will be:

432 38th Street
Oakland, California 94601

* * * * *

Environmental Studies

Antioch Outdoor Education Center
Arnold Arboretum, Jamaica Plain, Mass.
Camp Reinberg Assn., Palatine, Ill.
Clear Lake Camp, Dowling, Mich.
Cleveland Heights School Camp, Novelty, Ohio
Cleveland Regional Planning Commission
Conservation Studies Center, Brown Mills, N.J.
Ecology Center, Berkeley
Justus Gray Associates, Cambridge, Mass.
Frank L. Hope Associates, San Francisco
Hudson River Valley Commission, Tarrytown, N.Y.
Institute of Marine Science, Univ. of Georgia, Sapelo Island
Institute of Marine Science, University of Miami
Long Beach (Calif.) Public Schools
Lorain County Planning Commission, Elyria, Ohio
Miami Valley Planning Commission, Dayton
Migrant Field Workers, Washington, D.C.
National Audubon Society, Dayton
New York City Dept. of Parks
Otter Lake Conservation School, Greenfield, N.H.
Planned Parenthood, Oakland
Santa Barbara County (Calif.) Schools
School of Science and Conservation, Springville, Calif.
Scripts Institution of Oceanography, La Jolla, Calif.
State University of New York, Ashokan Field Campus
Stone, Matticini & Patterson, San Francisco
Trailside Museum, Antioch College Glen Helen
United Fruit Workers of Calif.: Delano, Calif.; Chicago
U.S. Forest Service, Lake Tahoe (Calif.) Planning Office
U.S. Geological Service, Geophysics Branch, Menlo Park, Calif.
University of Washington, Dept. of Oceanography, Seattle
Urban Nature Inst. for Youth, San Francisco

Government - Federal

Bureau of Labor Statistics: New York; Philadelphia
Senator Clifford P. Case, Washington, D.C.
Commission on Civil Rights, Washington, D.C.
Department of Labor, Washington, D.C.
Economic Development Admin. Year in Washington, D.C.
Federal Communications Commission, Washington, D.C.
Federal Water Quality Administration, Portland, Ore.
Library of Congress, Washington, D.C.
Maritime Administration, Washington, D.C.
National Institutes of Health Heart Inst., Bethesda, Md.
N.I.H. Neurological Diseases and Blindness, Bethesda, Md.
National Park Service, Washington, D.C.
Office of Economic Opportunity, Berkeley, Calif.
Office of Education Legislation Office, Washington, D.C.
Office of Education Urban Teacher Corps, Washington, D.C.
P.H.S. Heart Disease Control Program, Instrumentation, San Francisco
P.H.S. Hospital, Psychology Dept., San Francisco
Social and Rehabilitation Service, Washington, D.C.
Senator Joseph D. Tydings, Washington, D.C.
Wright-Patterson Air Force Base, Ohio

Theatre

American Conservatory Theater, San Francisco
Antioch Area Theatre
Arena Stage, Washington, D.C.
Lake Erie College Community Theater, Painesville, Ohio
Long Wharf Theatre, New Haven
New York Shakespeare Festival
Nicolò Martinello, New York
Marrin Shakespeare Festival, San Rafael, Calif.
Western College for Women, Theatre Dept., Oxford, Ohio

Education

Albina Youth Opportunity School, Portland
Ashland (Mass.) High School
Berkeley Unified School District
Berkwood School, Berkeley
Brooklyn Academy of Music
Catholic Charities Learning Center, Brooklyn
Columbia Greenhouse Nursery School, New York
Co-op. School and Rehabilitation Center, Minnetonka, Minn.
Detroit Friends School
Everett School, New York
Foster School, New Haven, Conn.
Friends Select School, Philadelphia
Highland Park Free School, Roxbury, Mass.
Homestead School, Mill Valley, Calif.
Martin Luther King, Jr., School, San Francisco
Lake County School District, Special Education, Gurnee, Ill.
The Learning Place, San Francisco
Lick-Wilmerding School, San Francisco
Little School of Seattle
Los Angeles Community School
Mamaroneck (N.Y.) High School
Matthews School, Fort Washington, Pa.
Metropolitan Learning Center, Portland
Midtown School, Los Angeles
Modern Playschool, Los Angeles
New Jersey Board of Education, Trenton
New Lincoln School, New York
The New School, Berkeley
The New York School for Nursery Years
Old Mill School, Mill Valley, Calif.
Peninsula School, Menlo Park, Calif.
Philadelphia Public Schools
Pine Ridge School, Williston, Vt.
Pine School, Martinez and Walnut Creek, Calif.
Rochester (N.Y.) Children's Nursery
Roeper City and Country School, Bloomfield Hills, Mich.
Rough Rock Demonstration School, Chinle, Ariz.
San Mateo County Bd. of Education, Redwood City, Calif.
Spring Valley School, Tacoma, Wash.
Timberhill, Cazadero, Calif.
The Urban School of San Francisco
Walden Center School, Berkeley
Walden School, New York

CONT

State Historical Society of Colorado, Denver
National Commission for an Effective Congress, New York
National Assn. for Foreign Student Affairs, Washington, D.C.
National Assn. of Black Students, Washington, D.C.
Ralph Nader's Auto Safety Team, Berkeley
Educational Testing Service, Berkeley
Association for World Travel Exchange, Inc., New York
American Welding Society, New York
American Psychological Assn., Washington, D.C.

Professional Agencies

Mass. Inst. of Technology Commission on Educ. Reform
Mathematica Inc., Seattle
Uregional Primate Research Center, Beaverton
Planning Commission on Criminal Administration, Hartford
Raytheon Marine Research Laboratory, Buchanan, N.Y.
Smithsonian Astrophysical Observatory, Cambridge, Mass.
Teaching Research, Monmouth, Ore.
University of Michigan Dept. of Labor and Industrial Relations
U. of Michigan Inst. of Labor and Industrial Relations
Wenchester-Putnam Education Center, White Plains, N.Y.
Maryland Psychiatric Center, Biochemical Unit, Catonsville
Maryland Psychiatric Institute, Baltimore
Massachusetts Inst. of Technology
Mass. Inst. of Technology Commission on Educ. Reform
Harvard Laboratories, Los Angeles
Indianapolis Experimental Education Systems
Institute for the Future, Middletown, Conn.
Institute of International Medicine, Baltimore
Johnstone Training and Research Center, Bordentown, N.J.
Kaiser Foundation Health Services Dept., Portland, Ore.
Kettering Research Laboratory, Yellow Springs
Laboratory of Nuclear Studies, Cornell University, Ithaca, N.Y.
Leary Labs, Boston
Maryland Psychiatric Center, Biochemical Unit, Catonsville
Maryland Psychiatric Institute, Baltimore
Massachusetts Inst. of Technology
Mass. Inst. of Technology Commission on Educ. Reform
Mathematica Inc., Seattle
Uregional Primate Research Center, Beaverton
Planning Commission on Criminal Administration, Hartford
Raytheon Marine Research Laboratory, Buchanan, N.Y.
Smithsonian Astrophysical Observatory, Cambridge, Mass.
Teaching Research, Monmouth, Ore.
University of Michigan Dept. of Labor and Industrial Relations
U. of Michigan Inst. of Labor and Industrial Relations
Wenchester-Putnam Education Center, White Plains, N.Y.



Museums

Brooklyn Museum: Art School; Gallery Shop
Children's Museum, Boston
Field Museum of Natural History, Chicago
Hansen Planetarium, Salt Lake City
Museum of Comparative Zoology, Harvard University, Boston
Museum of Modern Art, New York
Museum of Science and Industry, Chicago
New York State Museum and Science Service, Albany
Pacific Science Center, Seattle
Peabody Museum, Harvard University, Boston
Textile Museum, Washington, D.C.

Libraries

Boston Public Library
Dartmouth College Library, Hanover, N.H.
New York Public Library
Olive Kettering Library, Antioch College

Manufacturing

Burdny Corp.: Norwalk, Conn.; Toledo
Converse Rubber Co., Malden, Mass.
Crown Zellerbach, Portland, Ore.
Polaroid Corp., Cambridge, Mass.
Raytheon Corp.: New London, Conn.; Peckskill, N.Y.
Southern Dyestuffs Co., Charlotte, N.C.
United Plastics, San Francisco
Yellow Springs Instrument Co

Television, Film, Radio

American Film Producers, Inc., Hollywood, Calif.
Encyclopedia Britannica Films, Hollywood, Calif.
KOED-TV, San Francisco
KUCA-TV, St. Paul, Minn.
Mutual Broadcasting Co., New York
WBAL, New York
Westinghouse Broadcasting Co., Boston
WETA-FM, Washington, D.C.
WYSO-FM, Antioch College

Social and Political Agencies

Boston Model Cities
Center for Change, Yellow Springs
Christian Action Ministry, Chicago
Community Organizations United for Progress, Oakland
Democratic National Committee, Washington, D.C.
Institute of Living, Hartford
King County Democratic Headquarters, Seattle
National Planning Assn., Washington, D.C.
Public Opinion Center, Dayton
Urban Corps: Dayton: New York
Vera Institute of Justice, New York

Architecture, Civil Engineering

Neal Mitchell Associates, Cambridge, Mass.
O'Connor & Stewart, San Francisco
Emery Roth & Sons, New York
Simpson & Curtis, Philadelphia
Warner, Toan & Lundie, New York
Design and Production, Inc., Alexandria, Va.
Images by Kamen, Cold Spring Harbor, N.Y.
Photographic, Inc., Forest Grove, Ore.
American Photocopy Equipment Co., Evansville, Ind.
Appalachian Mountain Club, Gorham, N.H.
Bartlett Tree Experts, Cambridge, Mass.
Camp, Dresser and McKee, Boston
Capello Brothers, Newton, Mass.
Computer Co., Kalamazoo, Mich.
First National Stores, Portland, Conn.
Mansasot Beach Club, Englewood, Fla.
Mt. Auburn Cemetery, Cambridge, Mass.
Newtown Cemetery, Cambridge, Mass.
Newtown (Mass.) Cemetery
Prescraft Papers, Benzonia, Mich.
Recreation Equipment, Inc., Seattle
Western Nurseries, Hopkinton, Mass.

Dear Jeffersonians:

It is time for all good students to get into a good field study. After you read this little bit of information from the Westover file of important trivia you have no reason to complain about lack of field study opportunities. The following list is a list which I am in the process of completing concerning extramural job opportunities. To receive more information about these and more jobs write directly to the firm listed. (A street address can be obtained through the Grand Rapids Public Library Telephone Directory section)

The following is a guide to information to be included in your letter of inquiry:

David Westover

1. What Thomas Jefferson College is.
2. Why you are interested in a job in that particular field.
3. Any applicable experience.
4. Dates that you would be able to work.
5. Any information that you feel would help in getting the job.

If you have any other questions or more jobs let me know.

Universities, Colleges

Am. College of Obstetrics and Gynecology, Brookline, Mass.

Antioch College

Beloit College, Wis.

Central State University, Wilberforce, Ohio

Cornell University, Ithaca, N.Y.

Cuyahoga Community College, Cleveland

Georgetown University, Washington, D.C.

Loretto Heights College, Denver

Louisiana State University, Zoology Dept., Baton Rouge

Many Farms, Navajo Community College, Arizona

The Ohio State University, Dept. of Toxicology, Columbus

Skidmore College: Drama Dept.; PEP Program

Southern Illinois University, Edwardsville

State University of New York, Stony Brook

University of California: Berkeley; Los Angeles

University of Chicago

University of Delaware, Dept. of Education, Newark

University of Maryland, Baltimore

University of Washington, Experimental Educ. Center, Seattle

University of Wisconsin, Madison

George Washington University, Washington, D.C.

Yale University, New Haven

Washington Psychiatric Clinic, Baltimore

Ventura County (Calif.) Community Mental Health Center

Tufts Mental Health Center, Boston

Spring Lake Ranch, Cuttingsville, Vt.

San Francisco Community Rehabilitation Center

St. George's Homes, Berkeley

Rosewood (Md.) State Hospital

Miramonte Mental Health Service, Palo Alto, Calif.

Massachusetts Mental Health Center, Boston

Institute for Children, Owings Mills, Md.

High Meadows, Hamden, Conn.

Fountain House, New York

Firecrest School for Retarded, Seattle

Fernald School, Waltham, Mass.

Fairfield Hills Hospital, Newton, Conn.

Essex County Overbrook Hospital, Cedar Grove, N.J.

Eastern Pennsylvania Psychiatric Inst., Philadelphia

Dayton State Hospital

Conard House, San Francisco

Clear Water Ranch, Philo, Calif.

Camartillo (Calif.) State Hospital

Pearl Buck Center, Eugene, Ore.

Brattleboro (Vt.) Retreat

Boston State Hospital

Baker Place, San Francisco

Mental Health, Rehabilitation

Sex and Sensuality

by Pat Efron

Sex role liberation, as I said before, doesn't really exist here at TJC. We still expect every woman to be "feminine" and every man to be "masculine." Much of what we know and feel about ourselves we see in terms of "masculine" and "feminine." Us beautiful people got to be sexy, right?

Well of course we want to turn on and be turned on. My sexual identity is important in my everyday life. I carry it with me. I'm a woman, and always conscious of it. So how this identity factor has been derived is fundamental to my perceiving, feeling, behaving self.

Men and women are not identical in all respects but genitals. My body significantly influences my mind, and at minimum my hormonal productions and responses differ substantially from any man's. Other measurable differences have been found in new born males and females. And I have borne children.

These are all important distinctions. However, although such differences do influence our perceptions and behavior, I do not believe that they are of such a magnitude as naturally to generate the kinds of socially patterned behaviors we call "masculinity" & "femininity." Just why we have created such social-psychological constructs, why we have chosen to internalize them to regulate, regularize - and limit - our personalities, I am not sure.

I do know that men and women have each limited their capabilities through this process. Why is it that so few men really trust their intuition? Why is it that so many women need men to validate their ideas - or else they discard them as foolish or unrealistic.

But right now I want to go on to something else. Another result of such constructs is to limit (not increase) our appreciation of our own sexuality and that of the "opposite" sex. Bear with me for a moment before you cry "Vive la difference!" I'm not suggesting that men and women should be alike.

It seems to me that sensuality is not quite the same thing as sexuality. We have each seen a few women and maybe one or two men who strike us as being sensuous. Sensuousness relates to emotion, movement, a flow of gesture that seems natural, unstylized. Individuals who seem to be "in touch" with themselves. But how many of us can see this as true of ourselves?

Men first . . . you're not supposed to exhibit your emotions. In practice, certainly, you cannot avoid it. But letting one's feelings flow - that's different. High excitement, blueness, moods that alter as naturally as the weather are expected - even attractive - in a woman; but the man who isn't always sure where his head's at - let alone his whole self - well, he's untrustable, a bad emotional risk, a guy who can't be depended upon. And the sensuous man, whose body and gestures recreate and signify his emotions, is a rarity.

Sensuality of this kind is not, however, rare in young male children - what happens to the baby? He gets so grown-up you wouldn't recognize him. He becomes a man by exchanging (or burying) a portion of his sensuality in order to obtain a clearly defined (but sharply delimited) sexuality - a masculine image - to be believed in and preserved at great risk, to be communicated to others. Sex becomes another "ism".

And women. In a woman, it is commonly believed, the sexual equals the sensuous. But in my experience (and that of other women I've talked to) sexuality isn't a feeling of being in

touch with myself. It is a set of attitudes, ideas and programmed gestures with which I adorn myself as sleekly as possible. The stereotype of feminine sexiness had had such a strong influence on life in my times, that it has become the mirror before which I dress my mind and body, fitting each as carefully as possible to duplicate the lineaments the mirror reflects. Being so unsure that I "fit the image" to begin with, I have seldom the time to appreciate the sexuality (let alone personality) of men around me. I must keep checking up on my image in their eyes to make sure I am mirrored as I wish to be seen. Mirrors within mirrors within mirrors - I've lost touch with myself and can't find you either! This experience isn't uncommon among women - many turn to "motherhood" as a solution. . .

At any rate, us sexy people won't (can't) be knowable and beautiful until we can escape the funhouse of sex roles, until we can move beyond the security sex roles create to expressing emotions, learning new ways to think, finding our bodies and feeling them move again. A copy of "Sensuous Man" or "Sensuous Woman" won't do it, because it is our selves we need to have a better relationship with -- we've got to turn on to ourselves before we can turn on to each other with unprogrammed sensitivity.

And that's another reason why TJC is a good place to begin to deal with role liberation.

Oakland University is sponsoring a "Michigan Conference on Experimental Education" Friday through Sunday March 17 through 19. The schedule includes a wine and cheese party Friday night as an introductory session, two workshops and a pool party on Saturday and post-conference planning workshops on Sunday morning. Saturday morning workshops include discussion of curriculum, value of degrees, graduate school requirements, core-courses, minority groups, the nature and responsibility of experimental schools,

elitism, philosophy of learning, achieving self-motivation, purpose of learning, encounter and relations between student-student, student-faculty, faculty-administrator, evaluation of classes, students, professors, synthetic and natural classroom environments, residential programs etc. (!?) offered as suggestions. The afternoon workshops will be delegate-generated and the Sunday workshops will deal with the inter-college newsletter, college on wheels, the next conference, and problem-solving in curriculum/college structure and the future of experimental education. Registration costs \$1/ delegate. Free housing is available and Oakland will absorb food costs for the first ten delegates. Contact Frank Reid for Details.

Dear Dan:

Sorry to be so late in responding to your letter. Even though we both know that it did not require an answer, I have wanted to. TJC runs through my mind quite often. For some reasons which I can't quite understand I developed an affection for your little group and what you are all trying to do.

I really did want to be involved and regret very much that my money needs seem to have gotten in the way. The students I talked to were beautiful and the group that came to me in the afternoon to ask if I couldn't get on at WJC because they understood that TJC wouldn't be able to afford me really left me feeling good when they indicated that this might be a way that we would be able to make contact.

You have a fine faculty and I was treated most cordially. If I got any bad vibrations at all they came from me feeling that some of them were doing their own thing rather than the students' thing. I know that my date is poor but I got the impression that some of the students would like a little more direction but hesitate to ask for it in fear that that might not be too TJC. I have been a long time advocate of the open style of school but have found that I need to be extra sensitive to signs from students which say that they want some structure and direction.

Thank you again for the cordial reception.

Redge Ranyard

Faculty Meeting Minutes, February 16, 1972, 141 Huron,
9:00 a.m.

- 11.01 MINUTES. We decided that we would no longer publish complete, formal, and forbidding minutes in the BFP--principally because of the space taken up by formalities such as lists of names, parliamentary procedures, etc. Instead, the minutes will be summarized for the BFP. Complete minutes will be available from Mary Te Pastte.
- 11.02 GRADUATION. J. Kaye Meana, Mary Burke, Richard Nott, Faye Backie, and Robert Bork were approved for B.Ph. degrees.
- 11.03 FACULTY WORKSHOP. Plans for a faculty workshop at the end of spring quarter were discussed. Some topics suggested were: Reconsideration of requirements; percentage of credits to be earned in TJC; length of time in residence for a TJC degree; how to cut down on the forms; how to improve tutor-tutee contact; "interdisciplinary"?; "B.Ph."?; better methods for review of students's program; may students teach classes; and others. Robert Vas Dias also developed the idea that the faculty itself is very familiar with the needs these topics represent, and should not expect an outside consultant to be of much help in pragmatic decisions.
- 11.04 TJC-CAS RELATIONS. Christine Loizeaux brought up a problem she and the theatre department had been having in sharing facilities among the CAS theatre department and her dance classes. After considerable discussion of the aspects of the situation, Earl Heuer agreed to meet with the Chairman of the Theatre Department to see if a better understanding could be reached.
- 11.05 ADJOURNED.

Submitted,
Earl Heuer, Chairman

Minutes Faculty Meeting, February 23, 1972

**

- 12.01 ANNOUNCEMENTS. TDG - TJC party to be hosted by faculty. Seidman House, bash with beer, to be followed by dance in G. T. Room.
- EH - CL - Segregation of SMOKERS from NONSMOKERS in seating arrangement at meeting.
- 12.02 OLD BUSINESS. TDG - Review of Educational Functional Inventory Tests. Discussion comparing TJC to National Norms, CAS, and Business Office - (closest to us all around).
- 12.03 NEW BUSINESS. Discussion of Ron Efron's Curriculum Committee proposal. Referred to Curriculum Committee for further discussion.

Discussion of Bob Woody's proposal. (Three courses to be offered through TJC.) Rejected because faculty saw this proposal developing into a "PROGRAM", which TJC does not want to engage in. Because Spring program has already been established, faculty felt that the Committee on Organization and Objectives would further study the proposal with concern that this program might overlap William James objectives.

Most respectfully submitted
Bob Shechtman
Chairman, Pro Tem
(Under duress, threats,
promises)

**9:30 a.m., Monday morning
February 28th, (bleary).

Christine Loizeaux' fall film-making seminar will present a "Student Film Festival" Tuesday, March 7 from 3-5 pm in 132-H. Everyone is invited free of charge to see these experimental films.

Dear T. Dan:

Here is the seminar outline I promised. Hopefully it isn't too ambitious for the available time, whatever that turns out to be.

I'm sorry that I don't seem able to write a critique of Beyond Freedom and Dignity, but perhaps these minimal comments might be helpful. It seems to me that, viewed philosophically, the key thesis of Skinner's book is his treatment of all inner states of an intellectual or emotional sort as "by products", simple epiphenomena devoid of any determining influence upon the externally-observable behavior of persons. As a psychology of behavior, this expresses itself as the principle that all animal behavior (including, quite properly, human behavior is completely explicable as a determinate function of externally-observable genetic structures and externally-observable "environmental contingencies of reinforcement."

My central reservation is simply that by insisting on the strong concept all, rather than most, Skinner converts what seems to me a fruitful and probably valid scientific hypothesis into a metaphysical dogma. This dogma, furthermore, strikes me as quite irrational, in the sense that not only does he offer no logical or evidential basis for it, but it also seems to contradict rather universal common-sense notions deriving from introspective experience (not to mention its incompatibility with what little I understand of modern theoretical physics.)

One of the greatest difficulties I feel in dealing sympathetically with Skinner's substantive arguments is that he casts all his thought in language tied to his metaphysical doctrine rather than to ordinary popular, scientific, and philosophical usages. It might be interesting in the context of your seminar to try to recast his ideas

in terms that are maximally valid but at the same time permit non-causal elements to be used in the explanation of behavior.

Anyway, I'm sure your seminar will be most exciting, and I hope to hear more about it.

Love and peace to all,

Shane

* * * * *

This is another seminar that Shane proposed for Fall (?) term. The view from here indicates it will be a very good season.

Seminar: Socrates and Plato

This seminar is conceived as a prelude to study of the Platonic philosophy. Its aim is to re-create the image of Socrates as person and thinker.

We will read aloud, and discuss, the following works: the Clouds of Aristophanes; the Apology of Socrates as recorded by Plato; and the Platonic dialogues Crito, Lysis, Charmides, Protagoras, Gorgias, and Symposium.

Main emphasis will be on "ethical" and "logical", rather than "metaphysical", teachings.

Collateral readings will include the Memorabilia of Xenophon, Socrates by A. E. Taylor, and Plato and Introduction by Paul Friedlaender.

FROM: Wil Walkoe (ext. 371) and Earl Heuer (ext. 285)
Co-chairmen, Grand Valley Peace Action Coalition

RE: END THE WAR

Below is a radio message we have produced and will be placing on local radio as soon as we have the money to pay for it. FORK OUT! (Incidentally, this page was not lithographed at college expense).

Media Project: GRAPAC Pilot Radio Message, No. 1.

It's the same sad story....our highest officials assure us that we are only bombing enemy military in Indochina. But, an American F-4 pilot says: "The war has now progressed to the point where you bomb civilian targets, and that's it." The refugees see it more personally. A young Laotian woman said this: "My mother-in-law was getting some clothing for the children. The jets bombed while she was in the house. She was burned alive." These quotations are real. Here's another reality: The American Air Force drops four million pounds of bombs on Indochina each day. Everyone has heard the Administration's side of the story. . . .after all, the President has plenty of TV time to tell it. We want a chance to tell the other side. You can help by supporting the placement of messages like this one. Send your contributions to Grand Rapids Area Peace Action Coalition, Box 128, Allendale, Michigan 49401. You deserve to hear both sides.

The Population Institute Intern Program is accepting applications for fall term. The Institute will pay necessary travel, research and lodging costs for each student selected. Additional compensation up to a maximum of \$300 will be awarded, depending on need. The research will deal with the major areas of population-related policies in the three branches of government. This is, in effect, a field study with pay. For more information, see T. Dan Gilmore.

Bull Sheet --

To the Resident Freaks:

I live quite a distance from TJC, therefore I only get into school about once a week. This bothers me to some extent, but not enough to come in anymore than I do.

I'm writing, because of the letter to the bullfrog on community. Ron Efron and Jerry Diller seem to want to have a course on community. To me this is like having a course on how to take a "shit". There's nothing to it - when you have to go you just go. Therefore, I will state a postulate -- when in need of community create one, but until then just let nature take its course.

People at TJC have for some unknown reason, this great desire to be a part of something. In the letter, Efron and Diller state that in some ways TJC has community and in other ways it doesn't. I find that an interesting and probing statement worthy of almost everyones cognitive abilities. Again I have to state a postulate--if TJC is weak in community it is because there is little need for it, when that need arrives so will community.

To have a course on community and to play sim-games is just "that"-having a course and playing games. You cannot gain an understanding (a true understanding) by using models. For models are representations of reality not reality. Just as the word water is a word and not the substance called water.

Another point I would like to bring out about this course on community is what will be contained in it? According to the letter, that depends on how the students will define community. Seemingly in my mind at least, the idea of defining something carries with it the implication of putting a limit or some kind of closure around the concept of community.

Since Carl Rogers is "in", I would like to use him for a moment. Rogers states that people are in the Process of Becoming and if people make up a community than it would seem to follow that a community is in the process of becoming. How is it possible to define community, when community is made up of people with ever changing ideas about themselves and their relations to other people and institutions. To define is to limit.

Finally in the last paragraph the words "building community does involve some sacrifice." This statement to me is totally absurd. Even within the context of the idea that a course on community is possible, the idea makes little sense. Already within this system of thought the reader is hit in the face with the old protestant work ethic of sacrifice. Anyway, I thought the students were going to define community. Now all at once we have a statement that seems to be saying "no matter how you define it, there will be sacrifices that will have to be accepted." I think that I can help by providing another postulate-- You have community, because you are thinking and worrying about losing it.

My final question is why have a course on something that passes in and out of existence on the whim of the people's needs. If the answer is "GET FUCKED", we want to have a course on community, it will be the only statement that I will accept.

John Dowling

IMPRESSIONS OF TJC

It hung there, in the mist, like a beautiful jewel, all steel, glass and stones nestling on a bed of well manicured green.

I felt a glow of excitement as I turned from the highway onto the winding driveway that would take me to Seidman Center, where I was to deliver a lecture, at the invitation of Mr. Dan Andersen, on African Art and history, before a group, whose names I did not catch.

I parked in the lot as Mr. Andersen had instructed me to and got a ticket from the campus pigs for being in a restricted area, I walked the short distance to Seidman Center, put my hand to the door and entered upon the strangest scene my eyes have ever had the misfortune to behold. A little short guy with a long black beard, heavy black eyebrows, and sparkling black eyes greeted me with a beautiful smile filled with perfect pearly white teeth, dressed in a pair of bib overalls, barefooted, and not another thing on except a red hillbilly scarf around his neck, (Shades of Tobacco Road or Grapes of Wrath), he bid me to be seated, I was in such a state of shock, my legs could not support me any longer.

I thought that I had stumbled onto a bunch of hippies who were just starting a pot party or coming off one. (Imagine my surprise to find out that these guys had Ph.D.'s, M.F.'s, and S.B.'s and every other combination of the alphabet behind their names.)

One bearded young man was standing on his head, bare feet in the air, another was sitting in a Zazen position, cross legged and barefooted, staring at the wall.

On a rise at the side of the room lay a sparse haired youth with nothing on except a pair of short, short, shorts and his chest length beard.

All of the others, except two clean shaven gentlemen in the center of the pit, were relaxing in some strange position and dressed in various outfits from the Goodwill or outer-space.

I had been told that the T.J.C. was a very, very modern college and lots of crazy things went on . . . but this. What a generation gap.

Finally, Mr. Andersen called me to the stand to present my speech, which was very well received.

I was then invited to lunch, the conversation was lively, so during a pause, I mentioned that there weren't many students on campus that day. The answer: "There are no students here today." Well, who are these gentlemen, I asked? "These are the Instructors of T.J.C. (I almost swallowed my teeth.) Peering around the room, I inquired as to the whereabouts of the President. "Oh, he is in India studying the sex habits of their sacred cows. Later, when I asked of his whereabouts, I was told that he had returned from a successful Indian trip and was now in the Dakotas studying Bear tracks. How boring to be president of a bunch of colleges. He travels more than Major Yorty.

Eventually, I was accepted into T.J.C. as a full time student, and I embarked upon a journey of butt framing and head cramming. I only hope that my romance with higher education will not cause me to become a professional student that will be still going to college and collecting my ole age pension. . like some I know. That would be like picking fruit in a barren orchard. . . what you see is what you get. I keep reminding myself that the horse that loses the race doesn't get the sugar.

I was, however, dissappointed. . . particularly in one class, I wished to attend called FIELD EXPERIENCE IN SEX EDUCATION. My interest diminished, however, when I found out the title was misleading. It did not mean going out into a field and climbing under a bush and playing around with sex for a class period or so. It means going to a Kindergarten class and telling the kids about the birds and bees who live in the field. How conglomerating.

I understand a few of the old professors wanted to join this class, also, to give the instructor the benefit of their experiences in helping him to run a successful program.

This T.J.C. is a real gas. It really burns. It's outta sight. Teach Lee Kaufman rocks steady on the case. Gotta get him a gas match to keep his puffs puffing.

Asundi
Jerry Wells



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