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**ELLEN  
OWEN**

**gave**

**birth**

**to a**

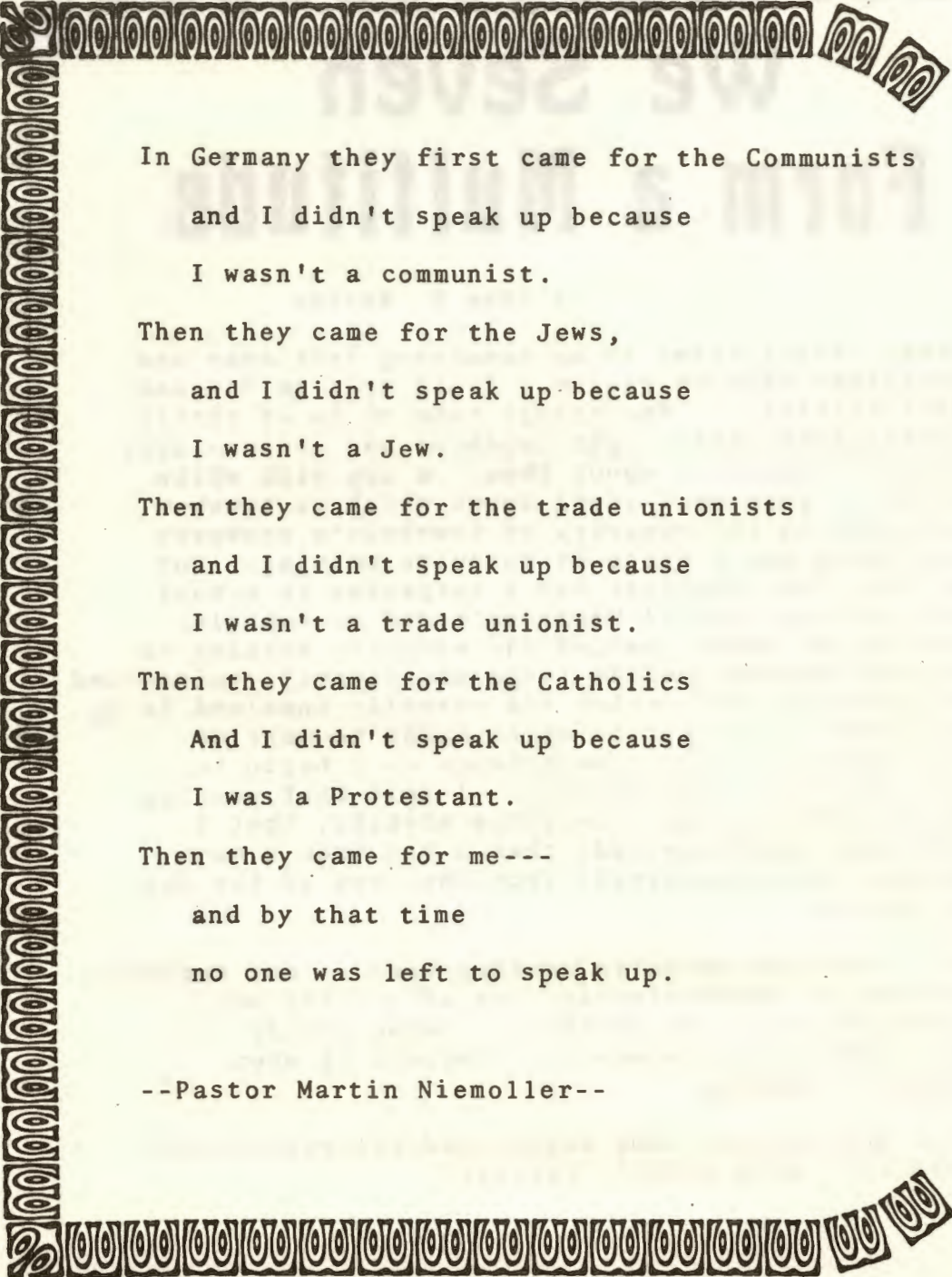
**Baby Girl**

**MARY  
JEANETTE**



**H  
A  
D  
P  
A  
P  
Y**





In Germany they first came for the Communists  
and I didn't speak up because  
I wasn't a communist.

Then they came for the Jews,  
and I didn't speak up because  
I wasn't a Jew.

Then they came for the trade unionists  
and I didn't speak up because  
I wasn't a trade unionist.

Then they came for the Catholics  
And I didn't speak up because  
I was a Protestant.

Then they came for me---  
and by that time  
no one was left to speak up.

--Pastor Martin Niemoller--



# We Seven Form a Multitude

by John S. Warren

There always seems to be something left over and unclaimed when we finish a field trip in "Autumn Rock Festival." The things seem to be of little consequence until I get repeated and increasingly frantic inquiries about them: a cap with white paint, a stainless steel spoon which is somehow involved in the security of somebody's roommate. One thing was a piece of mosquito netting. For a joke, John Loveless and I suspended it across the opening to Bill Harrison's and my cubicle. Sitting in there, behind the mosquito netting (a defense against medium-range mosquitoes), surrounded by piles of rocks which are normally involved in my security -- a position which ought to make me feel private, cozy, comfortable -- I began to feel more and more nervous. I felt that putting up the netting was a terrible mistake; that I had done something bad; that I had made a move toward isolating myself from the rest of the Unit II faculty.

So I took the mosquito netting down -- not suddenly, viciously, ceremoniously, but as quietly and surreptitiously as possible. Maybe nobody will notice my mistake if I correct it when nobody's looking.

Then Bob Romkema came around and offered us REAL OFFICES! WITH DOORS! Privacy!

We turned him down.

"It's neat to be able to yell across the partition at Gene," says Barbara Gibson. It's neat to be kneeling on the floor, sorting fossils, and to have Barbara notice what I'm doing, stop what she's doing, and come over to watch with interest.

"See that? It's a fossil plant. You can see the stem, there, with the leaves still attached." And she seemed fascinated. Could that have happened if I had my very own door?

## IF I HAD MY VERY OWN DOOR ?

Bill Harrison sits there and straightens me out on the course of human evolution. I sit there and straighten him out on the mechanism of evolution. Could that have happened if I had my very own door?

I'm nursing a mild case of the flu, and trying to write a geology guidebook. Barbara Gibson starts playing the recorder, soothingly, and the writing goes better and the flu symptoms escape notice. Could that have happened if I had my very own door?

Gene Cash sees me poring over maps of Ohio and Kentucky, and finds out that I'm planning a field trip down there. He offers me the use of his farm. Could that have happened if I had my very own door?

The seven of us seem to have formed a unit. It may be partly that we moved toward each other because of the shared adversity of the physical setting we were given. But certainly it couldn't be that -- if it had been, we would have jumped ►



at the proffered improvement of the physical setting. Instead, we saw the "improvement" as a worsening of the situation. Nor is it, through superhuman effort of will, that we were able to cope with the physical setting. We didn't overcome the adversity; we found it not to be adverse.

The physical setting helped us, not hindered us, in our development as a unit. OK, so it helped, and perhaps was crucial, but what are we? We soon discovered that we are obsessed with what we are doing -- feminism, open education, philosophy, archeology, photography, group dynamics, art, geology. So what's the big deal? Why be at TJC? Can't we be obsessed with these things at any old traditional college? Well, maybe so, but we

### ➤ **At TJC, she simply does it.** ➤

couldn't be obsessed in our own way. If Barbara wanted to teach feminist things, she would have to make a proposal, form a committee, wait for the committee to act, fight for her program against hidebound (male) administrators, before she could make her course offerings. Let's say that would take a couple of years if all went well. At TJC, she simply does it.

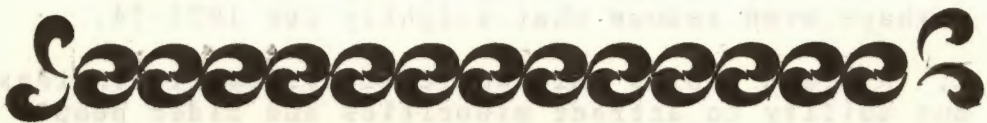
At Cincinnati, I spent seven years coming to the conclusion that the very best way to teach geology is to take people out and let them see geology. When confronted with a big outcrop, it takes a real effort to be bored. At Cincinnati, they're now offering an introductory geology course without a lab (geology without rocks! geology as an abstract concept!). I want to take introductory students out in the field. At TJC, I simply do it. Besides, I like ice skating.

OK, so we're all going in our own direction.

Shouldn't that pull us apart? That's where the doors come in. Gloria is trying to explain the difference between archaeology and geology -- without doors, I can overhear and join in. Gloria has a book by Paolo Friere that I'd like to read -- without doors, I can see it on her shelf.

Our diversity brings us together, makes us richer, makes us examine the myths of our disciplines. I have to PROVE evolution, and find that I can't quite do it. I can't lie about the rock I'm holding in my hand. I have to deal with creationists and catastrophists. I DON'T have to justify my love for geology.

That's my view of Unit II. Did you perhaps notice that I've talked only about the faculty? That's because I see the faculties of the two units as being two groups, but I see the students of the two units as being one group.



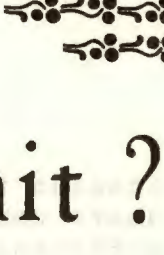

The sea darkens

The voices of the wild ducks

Are faintly white







# why a Grand Rapids Unit ?

Several of us, including Gloria Aranoff, Michael Birtwistle, Gene Cash, Gil Davis, Barbara Gibson, Merrill Rodin and John Warren, are interested in starting a multi-disciplinary unit of TJC in Grand Rapids. While we do not see this project as a "total" solution to TJC's problems, we think it offers at least four clearly positive advantages.

1. Whether we like it or not, we seem to be faced with the necessity of growing larger. A Grand Rapids unit offers a way to grow without feeling the oppressive increase in size that would result from lumping six new faculty and a hundred new students together in Lake Huron Hall with the present population. A Grand Rapids unit with five to seven faculty and about 150 students would allow TJC-Allendale to remain at its present size and perhaps even reduce that slightly for 1973-74.

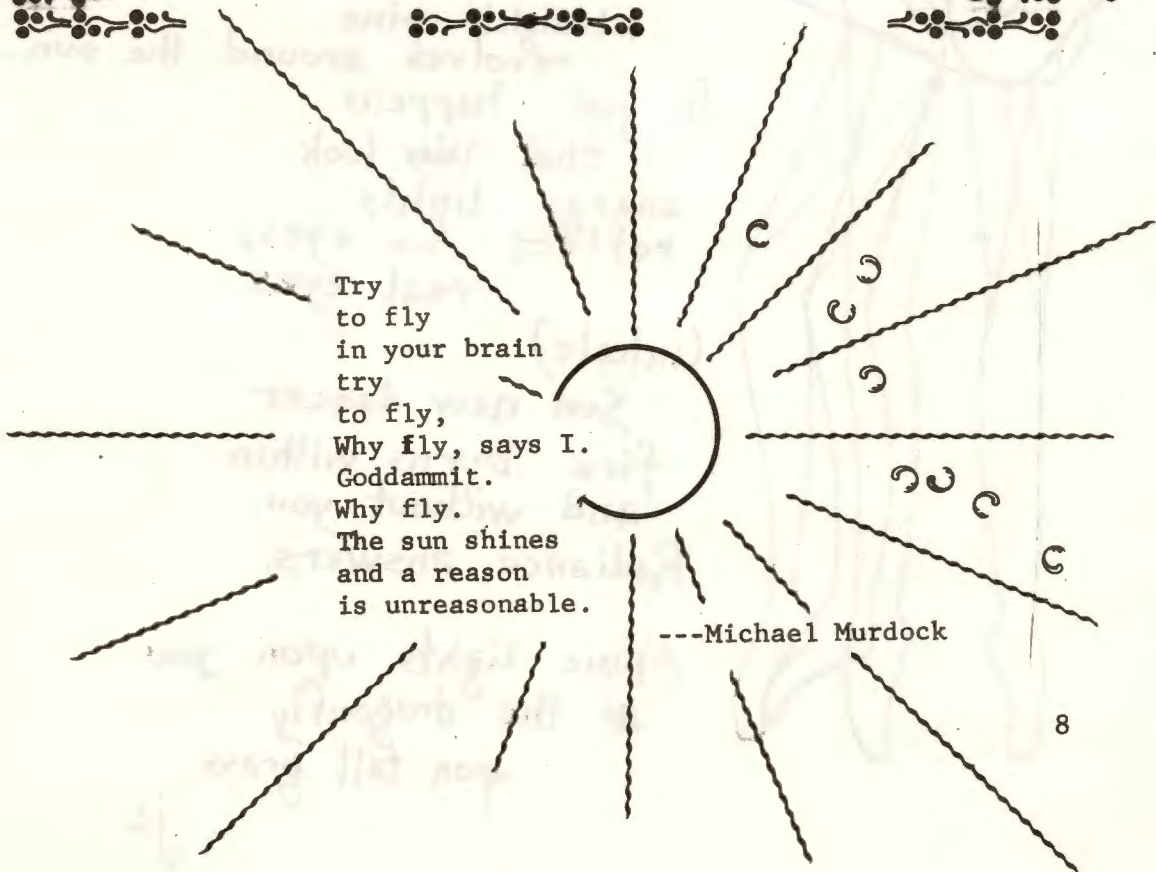
2. A Grand Rapids unit would significantly increase our ability to attract minorities and older people into the student population. This is a need I think we all recognize, but one that we have been unable to do much about.

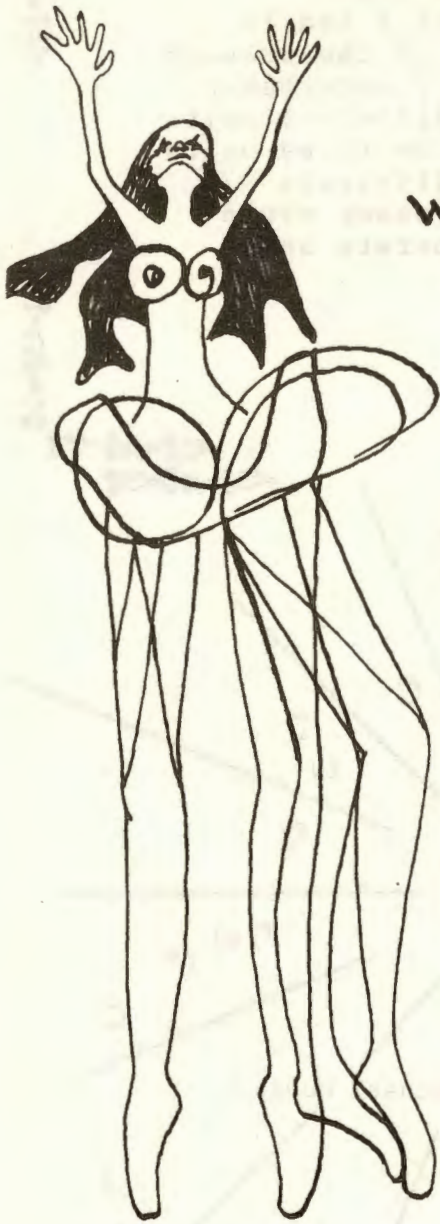
3. A Grand Rapids unit would be more convenient for many present students and faculty, particularly in terms of housing and transportation.

4. A Grand Rapids unit would strengthen the entire unit structure of TJC. By virtue of its location, it would be immediately perceived as a separate

unit. Because its faculty would be drawn about evenly from the existing units I and II, it would necessitate a realignment of the present units, a step which, if thoughtfully undertaken, could result in more identifiably different units I and II. And because there would be three units of different sizes, it would be difficult for one to dominate. Therefore autonomy would be increased and the concept of seperate units could become a reality.

--Michael Birtwistle--





Love you dancer  
Music falls like  
toppling towering  
stumbling blocks  
(exhale)

Weather, you change  
depends on whether you like  
the changing stars scene.  
(exhale)

Down town earth,  
straight spine  
revolves around the sun.  
It just happens  
that way look  
energy lights  
reflect on eyes,  
real eyes.  
(inhale)

Sun new dancer  
fire burns within  
and without you  
Radiance answers.

Music lights upon you  
as the dragonfly  
upon tall grass.

jc



# ❖ A FOSSIL ❖

## Before One's Time

What is this sickness creeping up through the years to eventually show off itself as a fossil? A fossil dug up by tomorrow's children and placed on a shelf. How the obsessions of life rebel! At least I am still sick, aware of this subtle disease appearing to slowly soothe one with some placebo after so many years. Yes, so compliant that one could sleep under the sun, dare to sleep under the sun, instead of concealing one's fossilized trinkets sold in the marketplace under the cover of night. Let the night embrace one's tired eyes and properly prepare one with dream rites for tomorrow's arduous voyage. The cure must be prompted by one's dream, then may one burn as the sun, alive, awake, sensitivities on guard. Thought I could fool myself into putting aside-repressing-this constant obsession to think now, not later, while sensitivities worked themselves into a turmoil. How long do I go on waiting? May this cocoon be too well knit? Everything touched turns out worn, aged, dusty; all questions appear answered or empty. As though everything has been settled. Sure there are questions, but when do I give myself to them? They are ever placed out of reach by listening to yesterday's fossil exhibit sanctioned by the wear and tear and necessities of time. A critical essay, Why I am Going Mad, hopefully would not need to be written. But one is the sensitive antenna of one's generation. I thought I had been living in some cloistered tower, a vantage height above the frolicking innocence of my generation gathered at play, though unmindful of the creeping disease with various symptoms guised here as life sucking tenacles - chained monotones, or there as fossils replacing those crumbled on the shelf. Now I have discovered my own disease and have come into the street. I refuse a shelf with my name. My dream needs the fullness of day, therefore it will always be seen. Till madness is ecstasy, far, far, from death.

- Ronald Lampi -

# UNIT - Y

## revisited



As I have observed the unit arrangement in action, listened to rumor and talk, and thought about the problem, I have become increasingly dissatisfied with what seems to me an essentially arbitrary "paper" organization laid on what is a dynamic, shifting situation.

Accordingly, I propose the following as talking points.

That TJC, in essence, group all TJC faculty and students together.

That the faculty be allowed, permitted, encouraged to form in groups of no less than three and probably not more than approximately 10. They would form around the focus of an idea, a mode, a sequence, a place, etc. (such groups might be the Grand Rapids Group, CDP, group field trips, etc.)

That students adhere to certain groups by being on the tutor lists of the participating faculty. Optional. Students would be allowed to remain on a list even though they would not be part of the group that that tutor is in.

Option 2. Students would indicate their support of the group and be in it, by placing themselves on the list of a tutor in a group.

I would support the second option as that would be an indication of the group's growth and/or support by students.



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That a group to be valid would submit a description, set of faculty, focus, name of group, leader, etc. to the whole faculty and that the process of accepting a group be one of assuming approval unless it is demonstrated that such a group would be against general policies of TJC.

That a group which needed particular arrangements which were not usual for all of TJC request such from the whole faculty.

That groups have their scheduled offerings, in any, listed seperately in the Time Schedule.

That operating groups be listed in that Time Schedule with their definition and faculty or be listed in a seperate publication.

That members in groups have continuous offices to increase geographical seperation between groups and provide an area for small group cohesiveness.

That no group be required to offer a four year program.

That there be the possibility of a left over group which could be called loosely General Studies, TJC group, or whatever.

That a time be established each year when groups could reassemble, break up, or opt to continue.

That each group set up some meeting arrangements in which they could handle whatever business they had.

That there be all TJC faculty meetings to consider the usual problems of the college (including hiring and other personnel decisions) at regular, but not weekly meetings.

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That the central administration do the administrative work.

That there be just one curriculum committee and one academic affairs committee, or their equivalents.

That a group which had demonstrated stability and student drawing power or some other criteria and had been in operation for a specified length of time could, if they wished, request and expect within reason to be granted certain autonomy, especially as related to certain budgetary items, input on faculty hiring, requirements, etc. that are related to the focus of their group. At that time the group would become known as a unit and have a chairman.

That there be regular meetings, no oftener than every two weeks, of group leaders, unit chairman, and the TJC administration.

That there be open cross-registration between the offerings of the various

The advantages I see are as follows:

It is continuously experimental.

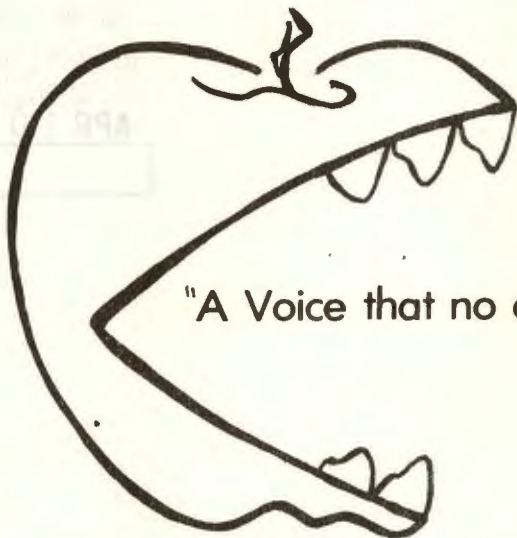
It is more student oriented, through the necessity of students choosing faculty as tutors.

And finally it prevents balkanizing effect of paper-bound, highly organized units.

J. Lee Kaufmann  
2/5/73

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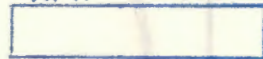


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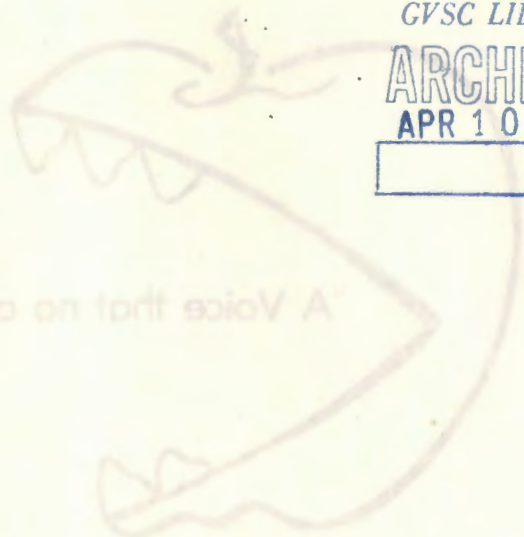
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