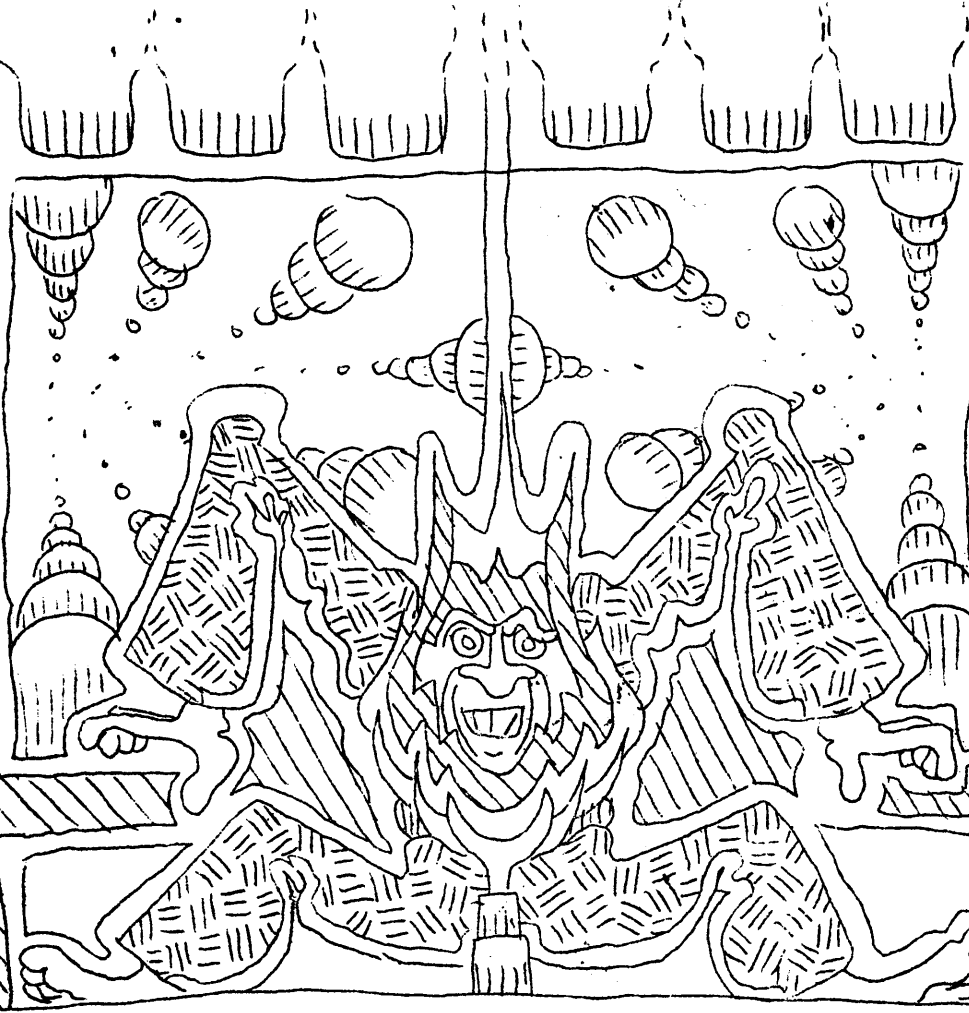


Project 10  
 MILDRED  
 PIERPONT  
 born:  
 Died: Nov. 29,  
 1972, long illness  
 causes: apathy  
 disillusionment  
 selfishness,  
 and A Broken  
 Heart. Amen

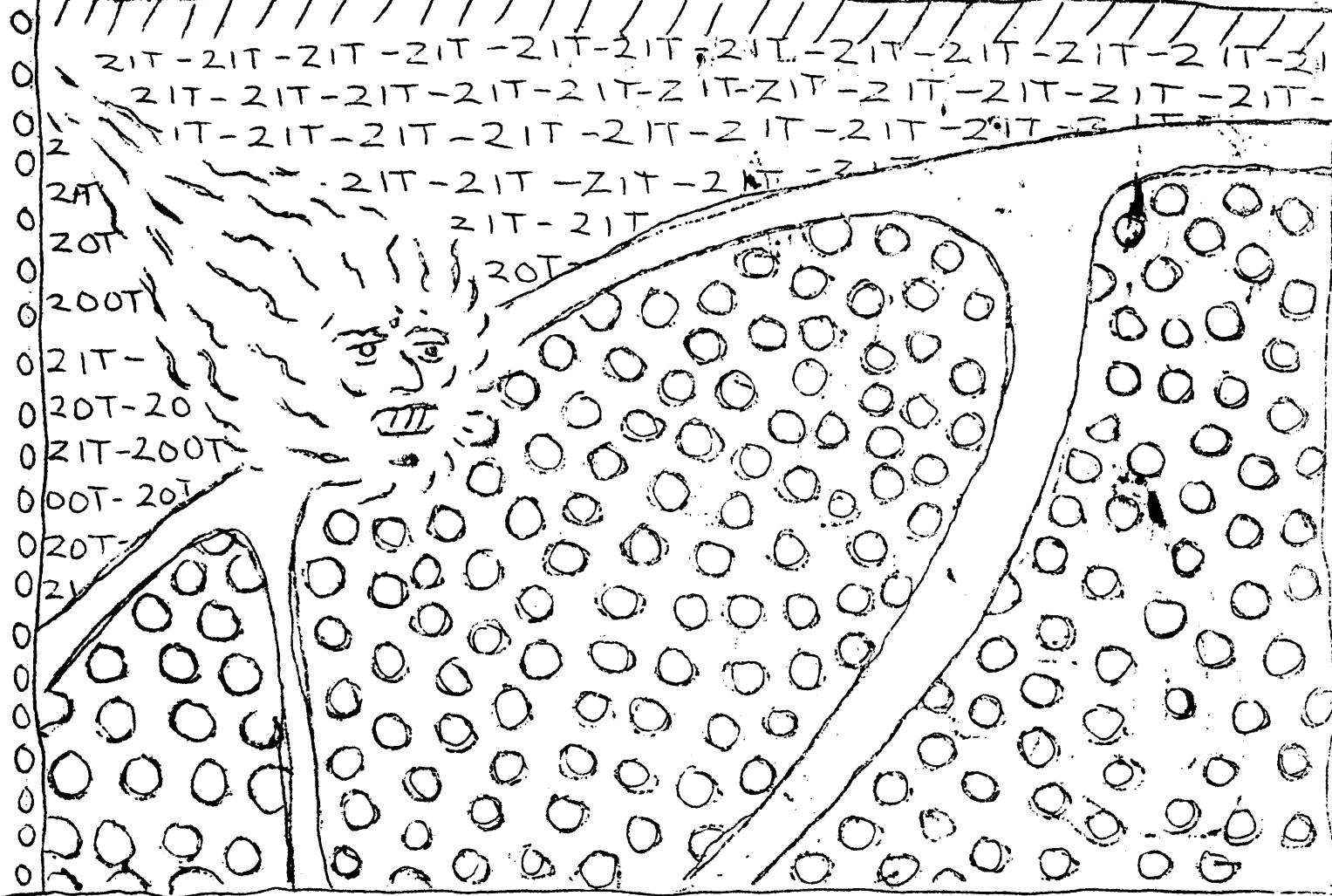
GENESIS

STEVE  
 1971

MY GOD,  
 MAN YOU  
 CALL THIS  
 LIVING...  
 WITH CROW-  
 BARS IN  
 THE CRACKS  
 OF MY SKULL  
 HEAVING...  
 FINGERS  
 STRANGLING  
 MY FACE  
 AND EYES  
 SPROUTING  
 NERVE END-  
 INGS NAKED  
 AND BARE  
 ... JUST THE  
 OTHER DAY



THE COOL  
 GREEN  
 SKIN OF  
 THE MIND  
 TOAD...  
 JUMPING  
 WITH VIS-  
 IONS OF  
 ELECTRIC  
 WARTS,  
 LIKE SMALL  
 ANIMALS  
 ON A LARGE  
 LANDSCAPE  
 ... OPEN  
 MOUTHED  
 AND VERY  
 WELL  
 CROAKED  
 INDEED



THEY CALL THIS GENESIS BUT DON'T BE-  
 LIEVE THEM... WHEN WAS THE LAST TIME...

YOU  
 CHANGED



ZIT  
 ZIT-ZIT  
 ZIT-ZIT  
 ZIT  
 ZIT-ZIT  
 ZIT-ZIT

ZIT  
 ZIT  
 ZIT  
 ZIT

# Things aren't so bad - especially when they're falling apart

by Dave  
Hoffman

Well, we've had quite a rough ride over the past few days, and we may have some rough weather ahead, too. So let me say why I think it isn't really that bad, what we're going through now, and that the theatre of it may carry within it the rhythm of growth and new development as a learning community.

Of course I recognize that I have become a target of part of this process, so that may simply lend an air of poignancy to what I write.

The frustrations of many individuals have coalesced, aiming at something called "the power structure," and

voice are now at long last speaking. Part of the voice which has been found is one of rage, and part is one of anguish. And in the most wounded moments of its expression there is the scent of cannibalism in the air, the re-enactment of the primal act of parricide. Liberty is seen as the moment of exhilaration when the father is dead, but in the anticipation of the moment there is already the gnawing tumor of guilt, and the fear that some new Father shall emerge, and the hope for such a Father. [For more along these lines, see Freud's Totem and Taboo.]

Maybe it has always been this way at the experimental colleges which have emerged in American education since the 1920s and the progressivism of John Dewey's influence.

At places like Antioch College it was Arthur Morgan; at Goddard College it was Tim Pitkin; at Chicago it was Robert Hutchins, and at Putney it was Morris Mitchell. All four men are still alive today, and they all were seen in earlier days as the "fathers" of their institutions. And in all such places there has been the sense of constant upheaval, of challenge and response, of bitter recrimination, and how could it be otherwise? The tight incestuous world of such places can breed the civil wars which carry the spilled blood of kinship and of family.

I was at Franconia College from 1965 to 1968, during its early days, and we had a "community meeting" there too. And we had a small faculty (25) with a student body of never over 300. Some similarities with P-10. We were to be a college founded on principles of individual expression and growth and on the face-to-face encounters of "community." The two ideals were at constant war with one another, and while we were absorbed in our domestic squabbles, enemies of the College in the outside New Hampshire world were in league to destroy us (through mortgages, fire insurance, police surveillance and arrest, and newspaper and political conspiracy).

And so, while locked in our own mortal embrace of blood and semen, we were hit from behind and from all sides, and then members of the community turned even more ferociously upon each other, and there was a great death in the community and a stench of blood, of enough significance to be recorded in Times and Newsweek. Big deal.

I guess I am writing history now, but then I used to be a historian.

So let me speak of another man's history. Martin Duber, a City University of New York historian

Martin Duberman, a City University of New York historian. His new book, BLACK MOUNTAIN: AN EXPLORATION IN COMMUNITY (Dutton).

Black Mountain was a kind of college in North Carolina, founded in 1933 by a group dissident students and faculty which became a legend and then closed

Its father figure was a professor named John Andrew Rice, the commanding figure of the first five years, who sought to install not an educational philosophy as much as a spirit of improvisation. The place was not just any experimental school; it had a mystique about it. As Duberman writes -- "The one idea most commonly agreed upon was that 'living' and 'learning' should be intertwined; education should proceed everywhere, not only in classroom settings.... A favorite slogan at Black Mountain was that "as much real education took place over the coffee cups as in the classrooms."

And by the last years of Black Mountain, in fact, classrooms had been virtually abandoned, and distinctions between students and staff obliterated -- with many of the significant people who were there being members of neither group.. Who was there? People like Buckminster Fuller, Paul Goodman, John Cage, Merce Cunningham, the poets Robert Duncan and Charles Olson, the painters Franz Kline and Robert Rauschenberg, Allen Ginsberg.

Because the community was small and intimate, it could avoid unwieldy bureaucratic procedures. Black Mountain loathed systems and rules, the tyranny of virtuous routine. Keep structures to a minimum, Rice argued, leave room for the unplanned and the spontaneous, ~~Rice argued~~ and each student will discover his or her own powers of self-regulation. The ample paradoxes of such an aim symbolized the school's continual debate where to locate the creative imbalance between chaos and order. Perhaps it was indeed the authority Rice assumed, his classicist's training and belief in the need for "a central critical intelligence at every college," which permitted others their wilder imaginative rambles.

Though the college always teetered on the brink of financial disaster, and was never accredited because its library and science facilities were poor (it was primarily a school of the arts), a rare spirit reigned.

The community experienced many of the pleasurable intimacies--and ordeals and tensions--of family life: love, joyous and "peaceful continuities," shifting rivalries, nasty power struggles and jostlings for emotional space... sound familiar? One person called it a "lethal little community."

As a socialist I am somewhat amused by the description Duberman gives to Black Mountain's style: "The overwhelming, often self-conscious emphasis at Black Mountain was interior; it centered on individual reality: Am I growing? Am I fulfilling my potential?" The elitism and individualism of the Artist. And yet always, too, the pressures for "community." And the agony over the conflicts between the two.

The specter one pursues like Moby Dick is that word COMMUNITY. The taste for community is like the taste for blood--ineradicable. Rice recognized early the threat that community posed to the idea of a college: "...in any

community which you set up, the idea is that people shall live in and continue to live in that community, and the aim of that community is the achievement of happiness. Whereas the job of a college is to provide a place into which people may come and get the kind of development which will enable them to leave it."

Perhaps it is true that as a college becomes a "community," people come and fall in love with it, undergo a blistering, ego-dismembering initiation, and then do not want to go away. Rice himself had to be almost forcibly removed. The place as place begins to take precedence over people as people. Surely we can all see that this has in some measure happened in Project Ten.

In Duberman's words, Black Mountain proved "unable to assimilate significant differences," and usually "retreated to a presumed need for 'consensus'--a need which... usually ends not in 'community' but only in 'bad provincialism.'"

As Judson Jerome, an Antioch professor now living on a commune (he's written a book on experimental and living-learning places, and is a friend), has put it, "above all, for one who sets out from society to find community, there is a relentless urge to demolish artificial structures in the hope that organic ones will flower in their place. Most of us begin that quest, as did the people at Black Mountain, already badly weakened by, and dependent upon, the structures we are rebelling against.... As Black Mountain became more honest about and put more intensely into practice its real goals and its differences from surrounding society, it fell apart...dwindling to a battered band of fewer than a dozen freaks, fiercely individualistic and indifferent to the beautiful landscape, the surrounding citizenry, and one another. Community, indeed."

But let us remember...for all of our outrageous failings, we are precious, we are creative, we can even be courageous and selfless--as they were at Black Mountain also. The quest for community is not only noble, it is necessary. As one Black Mountaineer has put it, "The beloved community. The decent society. Goddam it--sooner or later human beings are going to live in a decent society!"

I am sure that no book is more relevant to Project 10 than this record of our predecessors, this testimony to the incredible pain and foolishness and sacrifice this search can entail, and its necessity --even pursued with all the magnificent error of the Homeric gods.

Things aren't so bad--especially when they're falling apart.

[dave hoffman]

# Welcome to the Monkey House

chaos in Pierpont, too much apathy. Community meetings may be a farce, ~~XX~~ but that can be changed by sheer weight of numbers if everyone there if determined that they not become farces. The whole dorm was at the last meeting for about ten minutes. Then they left thinking that the whole thing was a tedious affair with no apparent results. True, there will always be those who will not shut up, who use far too many words to get a simple point across, who crack endless bad jokes, ect. But if ~~XX~~ we aren't willing to wait or make sacrifices, we should all go home to Mommy. Right now. So let's make it our business to find out all the alternatives to all the problems that beset this weary dorm. And lets DO something about them, (it would be grand) eh?

Pax,  
Ellen Jorgensen

OR

"IF YOU DON'T UNDERSTAND MY MANY TRAINS OF THOUGHT, IT'S BECAUSE I DON'T GO WELL ON PAPER & LET'S TALK SOME!"

Do you believe in chaos? I don't. Do you believe in creativity? Then you don't believe in chaos either. Do you believe in unbreakable power structures? I don't. I don't see why, (If All Of You Don't Believe In Chaos) if we want Dave or Charles out, we can't get them out. The community meeting has ing has the power to fire Dave (anyway, I doubt he would challenge a majority ruling.). And if we are the showcase experiment, the effective advertisement of the University's progress and liberalism that everyone says we are, then we can put enough pressure on anyone we need to in order to fire Charles. But I don't think we want them fired. They get a hell of a lot done. Maybe they're not getting the right things done. Well, they are working for Project Ten. And (Contrary to Popular Belief), P-Ten is not the brainchild of some long-forgotton U-Mies. It is not what Charles Adams OR Rich Ragin says it is or should be. IT IS US (WE) - the people. And Charles and Dave and Bob etcetera are working for us. So if they're not doing what we want them to do, we must decide what we DO want them to do. Or ~~X~~ fire them and hire someone who will Do It. The students are here to get "an education". If not, we should not be at the University. But if our idea of Education is totally different from the school's, then it would be easier and cheaper to go elsewhere. However, if in some areas we both stand on common ground, then it's worth our while to hassle with red tape and subversive tactics. Now, is our idea one which must be sold to the world? or are we just trying to get ourselves a decent education, and perhaps change some people's minds in the process? Must we ~~XXX~~ hard-sell our philosophies to U Mass? The only limits we have are those we impose on ourselves. who cares if we can't do everything in ~~X~~ a ~~XXXXXX~~ fiery manner? Just as long as it gets done ~~XXXXXX~~ efficiently and without screwing anyone. There is too much



and have them DO it.

# IN THE BEGINNING

In the beginning was created Pierpont. And Pierpont was filled with the spirit of Project 10 and Project 10 was called community. Pierpont was called community and the people were prideful.

And it so happened that one day a great meeting was called among the People of Pierpont. And the proud people gathered together to show the strength of their community. But the spirit of truth was made manifest at the gathering and community was nowhere to be found. And the people looked to Pierpont and they saw it to be a building. And they looked to Project 10 and saw it to be meaningless words. The people were sad at heart and they looked to one another. And they took their neighbor's hands into their own that they might share the end...

So where do we go from here folks? Wednesday night we had a great fall and here lie all the pieces. The community meeting showed us what we have known all along to be true: Project 10 is not a community. Project 10 will never be a community if community remains some nebulous ideal, some level of consciousness that we must all be raised to. Community is not some goal we can strive to attain. It is something that must be with us all the time; it must grow out of us and will grow with us, if we grow together, which is really the only way we can grow at all.

What I am trying to say I guess is that we have to start again. We have to start with the pieces; you and me. You and me loving, brother. You and me sharing, sister. You and me celebrating one another.

I have a dream. I believe that hands are made for holding other hands, that people are made for holding other people, that life is made for sharing other lives. The trouble with dreams is that they tend to remain ideals and nothing else. Ideals are clean. You can take them out and play with them and put them away when you are through without ever getting your hands dirty. Ideals scar in the serene supernal; they are clean.

But the world is not clean, it is muddy and dirty. And to act on your dreams is to risk getting them dirty.

Can we risk not risking them any longer?

Come walk with me in the mud...

Paul Brouters

Come.  
Communicate.  
Community.  
People  
Pushing  
People  
Pulling  
People  
Giving  
Only  
To  
Take  
People  
Touching  
With  
Spaces  
Between  
People  
Hurting  
In  
Fear  
Of  
Being  
Hurt  
By  
People  
Leaving  
People  
Unhappy  
People  
Come.  
Communicate.  
Community?

B

NO

BULL

A Friend is someone who likes you  
A Friend is someone who cares  
A Friend is someone who dares  
To be more than just a friend.

# THE ACADEMIC PROGRAM<sup>7</sup> UNDER FIRE

In the past few weeks a great many things have begun to be questioned in the dorm, and the special academic program has received its share of verbal bludgeoning. The voices of opinion, both soft and deafening, have been so overwhelmingly diverse that the Genesis staff saw it as its duty to bring the individual voices of the people involved together in a direct confrontation of emotional response. For my part, I interviewed several people in the academic program and asked a series of questions such as: Do you like being in the program? Is it meeting your needs? How? How not? What do you see as its advantages/drawbacks? What suggestions can you offer to improve it?

The majority of people interviewed did not want their names used for reasons too individualized to list here. So instead of giving some people the privilege of speaking anonymously and others having to make their identity known, I decided to use no names, only statements. I don't think that it is beneficial this way, but it is fair.

Mark Greenia

## PROS

"I came here with some pretty concrete ideas of what I wanted from the University of Mass. and the project is helping me get what I want by exempting me from University Core requirements."

"My tutor has given me ideas about different areas to explore. In my case the tutor gave me access to opportunities as opposed to just guidance."

"I am fairly satisfied with the program as it stands."

## Cons

"The tutors really don't know what the Portfolio system is."

"The academic program has made me a very pessimistic person, its very disappointing. They are trying to make it seem that we are working outside of the system when we are not. Credits are the main topic of concern when they aren't supposed to be."

"It is far too idealistic to be practical."

"The project for me is something to "sleeze" around in, to get credits for doing things I like but its still a question of having your work evaluated by others which shouldn't be the purpose of education."

"There is too much stress on academics and educational progressiveness."

"There is too much disorganization. Doesn't the academic steering committee ever meet anymore?"

"The modes of inquiry are absurd."

"The project is like a toy for some people to play around with, and its the students who suffer."

"It isn't all its cracked up to be."

## SUGGESTIONS

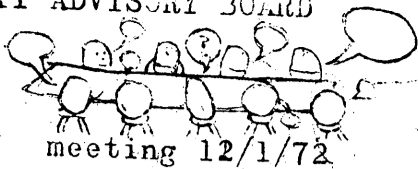
"There should be more advisors, somebody that you can go to for help when you need it."

"People should be allowed to work on what they are interested in and be able to enjoy what they are studying."

"The advisors should be given more space in the dorm."

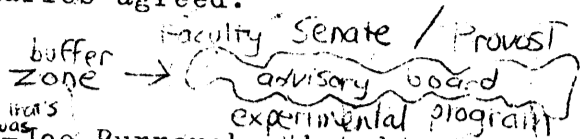
"There must be moer meetings of the people in the academic program as a group." "It shouldn't be called academic or inquiry because it shouldn't be academic" and as it stands it isn't an "inquiry!"

FACULTY ADVISORY BOARD



meeting 12/1/72

Gerry Platt opined that he is not too sure about students ratifying what the board should do. Without the advisory board, there can be no experimental program. Platt said the new program has enriched the project as a whole. Charles agreed.



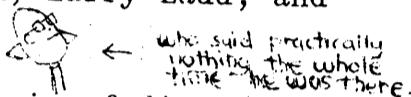
The infamous faculty review board met last Friday, consisting of members Klaus Schultz, Joe Burroughs, Chris Dennis, Charles Adams, Gerry Platt, Walter Gern, Joan Chandler, Dave Hoffman, Jim LaMacchia, and John Clayton.

Dave Hoffman announced over the intercom that the meeting was about to start, at 1:00 that day, so a few students, myself included, showed up.

Upon arriving, we were informed that they had some private business to discuss, but after that we could come in.



Other people not on the board who came by to observe, were Dr. Herb Shepard, Mr. Ken Fox, Larry Ladd, and President Wood.



The first topic of discussion was confidentiality of applications to the academic program. Joan Chandler made the motion for anonymous applications, nobody but the director to review, discuss applications, and a formal approval mechanism for the academic program. This motion was passed. Some of the criteria for basing the decision of acceptance on are: any relevant experience in an independent study program the student has had, reasons for being in the program, a projected study plan.

One problem raised was that of sponsors. Some people (sophomores in particular) had told Charles they had a professor who was willing to sponsor them. The people on the review board don't know these professors, and therefore are unsure of whether to accept the idea.

Courses taught by grad students in the dorm have to pass inspection by this review board. Two courses mentioned were "Issues in Higher Education" taught by Dave Hoffman and Larry Ladd, and Reb's Anarchism course. Criteria for determining who can be a teaching fellow are:

- course description
- resume
- interview
- good standing in dept.

Which can be affirmed by: letters of recommendation, phone call by Charles to head of department.

Presently applying for teaching fellow status are Willard Petry and Rachelle Potak. Chris Dennis made a motion to accept them as teaching fellows, which was passed.

Someone noted that we seemed to have slipped into calling this the "Inquiry" program and asked if anyone had any objections to that. Klaus did because he thinks the term was ripped off from Hampshire College.

Other issues Charles brought up were-- what is the role of the advisory board to the Inquiry program and P-10? Is the Academic Review board to have no power except that granted to it by the community meeting? Where does that place the board vis-a-vis the Provost's office?

*in an untenable situation everyone agreed*

Joe Burroughs thought there was a need for more communication from Inquiry program and the Advisory board to the community. --Charles agreed, said people don't understand the Faculty Advisory Board. --"Will someone explain it to us?" Klaus interjected.



--Charles raised the question of whether or not people in the program have to live in P-10, saying he had always just assumed it.

--Jim LaMacchia said some people perceive the board as a power elite concerned with "Academics."

--Gerry Platt said he doesn't want the board to come to closure-- it should be flexible. --Charles agreed, but said the board does symbolize a power structure.

--Eric Welling, an observer, noted that the board was in a groping process of trying to meet the needs of the students, but the community wants to be in on that groping process.

--Joan Chandler asked how does the board impose something on students? --Dave Hoffman replied that the board has the power to accredit courses.

--Klaus added that by accrediting some courses, they were implying that others aren't worth credit.

--Gerry Platt responded that exclusiveness is the nature of a university, and students should understand this.

--Joan Chandler said that some people in the project do not share this view. They are here for personal growth, but want help from the university to achieve it, and they want a degree.

--Charles Adams said both groups want personal growth. He saw the board as facing two alternatives: 1. taking a hard line.

2. or trying to bring things together.

He said that we can't expect people to have a prior understanding of what the university is about, when that's what they come here to find out.

"We're the adults..." he began. --Joan Chandler disagreed. She said she sees her job as indicating what academics are, and helping students on the way.

--Louise Cantrell mentioned the fact that the seniors here are pissed off that they can't get out of the core requirements when it was their initiative that got the experimental program going. She saw a polarity existing between "scholars" and others.



# Academic Advisory Board

12/1/72

CONT

--Jim LaMacchia thinks this polarity must be dealt with at a deep level.

--Joe Burroughs said the program is faulted because it exists as a separate entity within a larger community.



--Charles said the board can act as a means or limit to possibilities.

--Joan Chandler said there are limits and people must come to an understanding of them.

--Jim LaMacchia said "But some students do understand." They realize they can't get credit for playing ping pong all day, for example.

--Platt said he supports the more traditional view of academics.

--Klaus Shultz suggested having an open session with the so-called community. He said the Inquiry program is acting like a wedge, splitting people into in and out groups.



Some members said the program has done things for seniors. Someone else said some students thought the program could have gone further faster. Klaus disagreed with this viewpoint.

Ken Fox, a faculty observer mentioned that there had been a college, with very intelligent students, who developed a community without structures. He said that in the course of the first year it became obvious they were living in a dictatorship. The college president was a dictator who kept espousing "freedom freedom freedom." College students have no idea of power structures, he said, and will test the limits of freedom, like children. If you're a faculty committee, you shouldn't beat around the bush, you should define what your powers are.

--Eric Welling said there are different groups within the community. Groups aren't asking to take over-- they want to understand what is happening and why.

--Jim LaMacchia said he was not sure that is true.

--"We're here because of a mandate from the faculty senate." Joe Burroughs said.

--Gerry Platt: "We have to understand what your powers are before negotiating..."

--Eric said there is a lack of understanding as to what the board's powers are.

--Gerry Platt: "It's very obvious what the board was created for. The turning point is quality. We have the right to decide whether the program provides quality education..."

--Charles: "Then you have to convince the student that the advisory board knows what's best for students..."

--"Do you do that with a doctor?" asked Platt. He said you assume the doctor knows what's best, since he has the credentials and knowledge.

--Klaus suggested that the students who aren't in the program bang on the doors of the faculty senate for permission to be in, since they're the ones with the real say.

--Joan Chandler said she can't see giving credit for everything. She is currently carrying on a dialog with a student who feels he should be able to do independent study in his own way, but he wants a degree. One has to come to terms with some hard things in order to learn, she said. She sees the advisor's role as to:

1. teach as well as possible
2. be available
3. be honest

--Klaus would add at least one more-- to have an open meeting.

--Joan said she is not sure what she says will get through. She feels that students will not accept her view of academics.

--Dr. Herd Sheppard, who is interested in cultural norms, said needs stem from people not being autonomous.

--Gerry Platt felt the board and experimental program has enriched the community, although it's true that there is an in and an out group, and you got screwed for coming 3 years earlier...like the communist party in Italy.

haha ha ha ha ha ha ha ha ha

--Joe Burroughs wanted to know how the board will respond to the community.

--Dave Hoffman supported Klaus's idea.

--Jim LaMacchia mentioned investigating the possibility of students getting sponsors outside of the project and joining the program.

--Joe reminded him that the faculty senate mandate specified 60 people.

--Charles asked if anyone would like to join the cumbersome process of getting the faculty senate to allow more people in.

--Joan Chandler said she liked Eric's idea (trying to facilitate understanding between community and review board) and would like to hear specific motion of what community wants.

tell me - what does THIS COMMUNITY WANT?

--Joe Burroughs asked if the community would want the board at a community meeting.

and us 3 members of the community said yes, so we hope you other community members do too

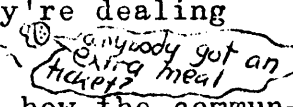
Louise said the board never told people their limits of power. It has to show people why ping pong is not an activity you can get academic credit for.

--Jim LaMacchia asked what if people don't accept the verdict that you can not get credit for ping pong?

--Then they don't belong in the University, Louise replied.

--Charles then brought in the suggestion that the board members live in the dorm for a week to get an idea of what the community they're dealing with is like.

--Dave Hoffman related how the community decided Charles should live in the dorm for a week to get an idea of what "living learning" is.



# FLASH from the PAST<sup>10</sup>

EDITOR'S NOTE: The following is a piece written by Dave Hoffman when he was at Franconia, and it seems to be relevant to the state of affairs around here now.

To: ALL FACULTY  
From: David Hoffman

November 29, 1967

The problem which we face as a faculty and a community of students is that the sets of things which we support to do are not really integral to the stubborn wisdom of our hearts.

There may be campuses where setting up courses and required things and exams and credits and letter grades still means something worthwhile to the students and teachers involved in that classical endeavor.

As far as I can tell, it does not mean anything very much to many of us at Franconia. The real enterprise is in our living as persons doing our own work, those of us who are 17 and those of us who are 70, those of us who are interested, really interested, in writing history (as I am), and those of us who are interested in doing poetry or mathematics.

It is a falseness to our hearts, and it may be even a trifle intellectually dishonest, to pretend otherwise.

But we do pretend, and it hurts us all a lot, teachers and students. We pretend because that is what accreditation requires, and that is what being an official-type college with status and all that requires. But trying to make so false a thing work is very destroying to us as people, and our hearts ache.

So much of the trouble with this pretending at Franconia is that we have to pretend to be people that we really aren't, or at least wouldn't wish to be. And now there are so many of us who have to try and pretend. And it doesn't work. And so we feel sick at heart, and the sickness, maybe because we are a little more honest about it, hangs in the air.

There are so many people at Franconia now. We needed to have them come. Money to pay us our salaries and to keep one jump ahead of a deficit. There are so many people now that we are choking with so much dishonesty and pretending. Everybody pretends harder because everybody else around them is pretending so hard. And nobody is doing it very well. And that makes it really desperate.

I think there are probably far too many people at Franconia now. There are people here who maybe are not really the kind of people who should be here, and there are now many more of this kind here than I remember in the past.

The worst of it is that they are here because we are pretending. We are pretending to be a college. And for ~~XXX~~ most ~~XXXX~~ of us, this sort of college doesn't seem to be the mode of living and learning which is very productive. There is such an air of unhappiness and anxiety in the community. There is the inertia which says that there is no way to stop what we are doing, no way to talk to each other, no place to begin with our hearts serene and our vocation happy, because we worry about all those other people who might keep on doing the old pretending thing and laugh at us, and maybe not feel the pull at the insides which comes from living in fraud.

The pretending takes the form of having days to start things and days to finish things which are all set up, and arranged for in our pretending offices, and the courses we teach which are kind of illusory, and the degrees we think about granting. We do this because somewhere along the line we decided to get accredited, and all that that entails, and to earn regular paychecks and get along in the pretending world. Those big bills to pay. Those students to recruit.

But the job of pretending has gotten to be too much for the organism. It knows its own dishonesty. Things fall apart. The center does not hold.

11

The center is made up of fraud.

What we would really rather do, and what we would really be happy at doing, and at which we would relate to each other as friends, would be to do ~~XX~~ in our own ways what we do best. As for myself, I could become a very promising young historian, by writing history, and that would be where it was really at. I wouldn't teach courses in history. I would be working as an historian, with lots of books and maps open in front of me, and I would also work with anybody who was interested in seeing what was going on. I would talk about what I was doing, while I was doing it, and I would help other people to do it, do it well, and I would learn some new things from other people. I guess it wouldn't be hard, once we felt free to work as teachers in this way, for any of us to work in this way: it would be our lifestyle. It would mean that each of us would be, generically, a real professional.

Many students, who haven't learned a hand- or a mind-craft yet, would love to study in this way. The Dishonesty that we have now, of having credits and grades and courses, wouldn't make them feel so bad that they want to have mind-altering experiences all the time, every day. We wouldn't have any trouble getting students to come and study with us. We are so small and the world is so big. Lots of people would see that we are doing things in a good way. There are other schools who work this way already. There is even a school community like this in Denmark, so everything can't be rotten here.

But of course lots of people wouldn't like to learn in this way. Those people would have no trouble going to regular places where the pretending could happen more successfully. We might have to get very small here. There might for a while be only ten or fifteen teachers, and there might be only fifty students or a hundred. But there would be enough of each. We might have to turn people away from here in droves, and encourage them to form other independent places. Teachers would be master craftsmen, independent professionals gathered under one philosophic aegis: they would attract students to themselves. These students would work out a contract would pay money to the teachers, because the teachers would let them study with them, in any way that seemed natural. And if things were really non-coercive, people probably wouldn't have to pretend so much. At the beginning we would have at least one distinction: that of the first college to calmly turn its back on accreditation in favor of craftsmanship. I would guess that the working quality of our students would multiply a thousand-fold. We would be a place of real candlepower.

Families could live on the money the teachers earned, and an historian who got the chance to write history could probably earn lots of money because he would soon have lots of things to publish. In fact a college, such as this, would be known by the fruits of its labor. I can imagine the atmosphere on this campus: things would be supersonic a lot of the time.

Students and teachers who liked each other and learned from each other's work could move around the country and around the world, when they could afford it. They could come and go anytime they wanted. Franconia would make a nice, quiet place to center things, a point of rest when people wanted to rest. There could be a large bulletin board on which people could leave really important (matters) messages.

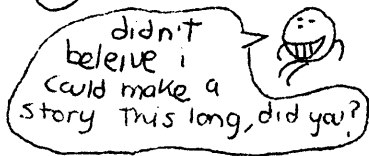
Of course this kind of learning would not earn a student his BA. And a BA will be important for lots of people forever maybe. But other people don't care if they get one or not, and they would be the people we would live with and travel with. Actually many of them might get BAs, when they wanted to go out and get themselves one. They're pretty easy to get if you don't have to take them too seriously. If you don't have to pretend very much.

This would not be non-directed education. It would be professional education. We would be professing what we were doing.

But the problem at Franconia now is that somehow all this pretending is going on. And there are so many people. Not too many students are doing work. Good, man-sized, man-worthy work. Not too many teachers are really doing their work, their work as people who like history or poetry or physics. There is so much time spent pretending.

I guess we could really get things done if we stopped pretending. We would say to all the silly kinds of things we have to do, Stop. And they would stop. The Trojan War will not take place. Almost just like that. And pretty soon there would be enough people here who were really working. I guess lots of work would get done.

There are all kinds of ideas about how this thing could work. We



--"I'm sorry, I don't go along with this." Joan Chandler said. She thought it more worthwhile to talk with her advisees than have casual chats at 3 a.m. with anyone who happens along. "This doesn't accomplish anything." she said. "We don't have real contact."

--Charles: "You know you know that. But the people who live here don't."

--Joan: "This is not cerebral-- it's gut feeling. 'I talk therefore I am.' many people say. Trust grows slowly."

--Ken Fox: "The faculty Senate has the ultimate power--tell the students that. That will make the community meeting mandate feasible."

-- Dave Hoffman suggested an open meeting Wednesday evening at 7:00.

--Diane Simpson mentioned that there was a meeting of people in the Inquiry program scheduled for 6:00 that day, and the meetings might conflict... so after everyone got through hassling over which day and what time it, was decided to have an open meeting this Wednesday at 8:00 in the main lounge.

-- Chris said they should bring up what things get credit.

--Burroughs said the mandate from the faculty senate and trustees should be made clear.

--Joan Chandler wants it made clear that they're considering this because they consider the issue important, not because they're being forced to.

\*\*\*\*\*meeting adjourned\*\*\*\*\*

down the hill anyway. Maybe we could run it as a nice, interesting, hotel again, and make lots of money.

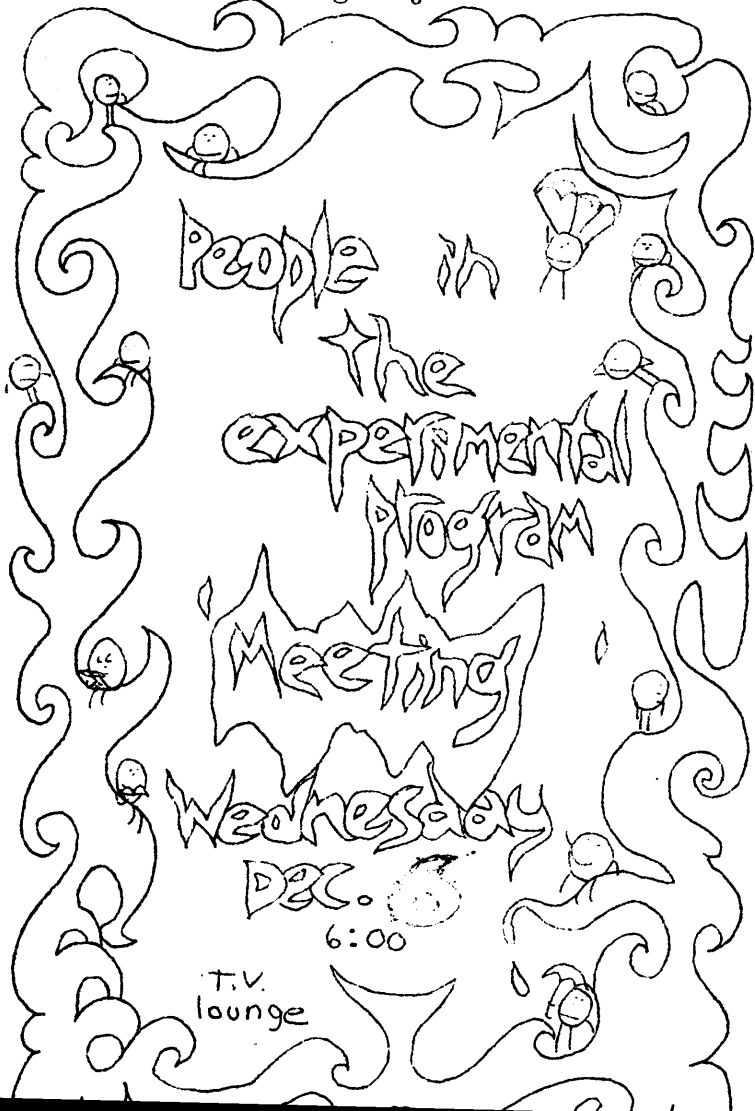
It might take a year or two or three to get ready to begin. There are students here now, maybe most of them, whom we would have to take care of first. And that would give some time to really think things out for ourselves, and if some people did want to change and others didn't somehow they would agree on who would get to keep the land and the mortgages. Anyway, it would probably take a little while to really work things out. It wouldn't matter though, because we would know where we are going, and would be getting ready for the change.

This is what I think our problem is, and it makes me sad to think we probably won't change. If people got interested in building this change I personally would maybe stay around. Otherwise, I am going off into different places, most of which won't be very different from the way we are now, I suppose.

# NOTICES

THE PERSONNEL COMMITTEE WILL MEET THURS, DEC. 7 IN THE HEAD OF RESIDENCE APT. TO EVALUATE BOB BRICK & DENISE BISAILLON. ALL ARE INVITED.

TO ALL MEMBERS OF ALEX SHISHIN'S FICTION WRITING COLLOQ: Please CONTACT ALEX, rm. 10, 6-5161, ~~WE MEE~~ IF YOU still want to be in the Class. We Meet at 7:30 pm in the Project Office.



The

# FACULTY ADVISORY BOARD

The Faculty Advisory Board grew out of the Experimental Program which grew out of the ideas of Charles and the old Long Range Planning Committee.

According to Charles, the Long Range Planning Committee approved "in principle" the idea for an experimental program. They then left it to him to get the idea approved by the Faculty Senate.

Spring of last year was a bad time to bring too extreme a proposal before the conservative Faculty Senate, so the original proposal was written somewhat conservatively. Charles knew that if the original proposal was accepted, changes could then be made without going through the entire Faculty Senate, just the more liberal Academic Matters Committee. Such an item as ~~xxxxxxx~~ exemptions from core requirements was not originally included. One item that was included was this one, created to satisfy the will of the Academic Matters Committee:

"A faculty advisory board composed of representatives from all divisions and schools of the University will be established to monitor the entire program. The board will consist of eight members at least half of whom will be from outside the Project and appointed by the Subcommittee for Residential Colleges and Special Programs of the Faculty Senate Committee on Academic Matters. Once a student and his advisor have developed a plan of study it will be submitted to the board for its approval. The board will then select three of its members to act as the students lower division committee to whom he will submit his completed work for evaluation."

This original proposal has been changed slightly since then. There are only seven members instead of eight. Two student members were added on the approval of the Subcommittee for Residential Colleges and Special Programs, the members of which Charles helped influence. Also, the three people to whom the student submits his or hers completed work need not be from the board. Charles also mentioned that a third student member from the Experimental Program be added.

The members of the board were picked by Charles as people who already had some involvement with Project 10. The student members are actually "acting" student mem-

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determined. According to Charles, the two student members were those already picked by the community to a position of academic responsibility. According to Steve Nelson, a now ex-student member, the only people who picked him were Charles and Bob Brick.

Steve was disillusioned and/or disgusted with the power games in the board. Although he himself had originally involved himself wanting student control, he found himself in a confusing middle position. As a student member of the Faculty Advisory Board, was he employed by the students or the faculty or just himself? He found himself privvy to their misunderstandings and didn't know how to communicate it, or even if anyone would care. He didn't do anything, and was always watched, as anyone in a similar position would be. He feels he failed at his job because he was bound to fail. He was also suspicious of somebody being paid to organize something. He doesn't trust their motivation. "Keeping things cool" is what he sees as the function of the board.

The members of the board are: John Hunt, Master of Southwest and Professor of English, Joan Chandler of the P-10 faculty, Walter Gern of the P-10 faculty, Klaus Schultz, Physics and the School of Ed., Gordon Paul, from the School of Business, Gerald Platt, a Sociology Professor, Joe Burrough, Human Development Professor, and Chris Dennis, the P-10 Academic Counselor. There is now one open student position.

The meetings of the Faculty Advisory Board are held every other Friday at 1:00 PM in the P-10 office. The meetings are open.

-Bob Ambrogi

# FACULTY ADVISORY BOARD MINUTES

Minutes of Faculty Advisory Board  
11/3/72

Present were: Messers. Burroughs, Adams, Platt, Dennis, Gern, Hunt, Schultz, and Ms. Chandler. Messers. Hoffman, LaMacchia and Schleppi observed.

The meeting began with a discussion of the Project colloquia. The intent was to review the list of 10 colloquia presented to the Board. It was decided that we comply with Faculty Senate regulations... regarding colloquia. The following regulations were cited:

- a. No more than 2 colloquia could be taken by a student in a single semester, no more than 12 in his academic career.
- b. That all 1st time undergraduate teachers be responsible for taking a teacher training seminar.
- c. That faculty sponsors be required for all colloquia taught by undergraduate students.
- d. That faculty graduate students and teaching assistants will not require a sponsor.
- e. That repeated courses already approved, pending satisfactory evaluation need not be reviewed again.

It was also decided that approval for courses should be sought at least one week before the colloquia actually begin.

All members of the board were requested to read and evaluate the applications for new admission into the experimental program by wed., Nov. 8th. Robin Rich is unanimously accepted into the experimental program.

Jim LaMacchia's course in Norman O. Brown is approved by the Board.

The relation of the Advisory Board to the student academic committee was left unresolved and will be discussed again at a future meeting.

We will re-convene in 2 weeks from today, on Friday, Nov. 17th at 1:00 in order to discuss additional applications to the experimental program.

Minutes of the Faculty Advisory Board  
Friday, Nov. 17, 1972

Present were: Chris Dennis, Jerry

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Platt, Gordon Pall, Joan Chandler, Walter Gern and Dave Hoffman. Robert Cole observed.

The purpose of the meeting was 1) to discuss applications to the Inquiry program, and 2) to review the list of courses to be offered by the Project for the Spring semester.

Regarding applications, the following were decided:

- 1) That we close the first round of applications now, making a decision on the first eight applicants. The second round of applicants should be decided on as soon as possible. The Board decided to accept Larry Baugh, Dan Finer and John Pepi into the Inquiry Program. It was also decided that Charles Adams should review the case of Jessica Brilliant carefully, bearing in mind that we have four more applicants, and that these people can be put onto a waiting list.
- 2) That we develop guidelines, perhaps a series of questions, for applications to the Inquiry program, beginning next semester.

Regarding courses the following things were decided:

- 1) It was the unfinished business of a previous meeting as to whether the Board should delegate the responsibility for courses requiring a faculty sponsor to the Academic Committee. The Academic Committee should see that these courses meet the requirements laid down by the Faculty Senate. It was emphasized that we are not delegating the responsibility totally.
- 2) It was decided that methodological oriented courses can be substituted for Modes of Inquiry with consent of the Tutor and upon written petition. The petition should be placed in the student's portfolio. The course being offered in Quasars, Pulsars, and Black Holes may be substituted for a Modes of Inquiry seminar, considering the kind of work being done in that class.
- 3) A question should be put to Larry Ladd regarding his plans for the course called Issues in Higher Education. He should present a reading list in the course. The course is provisionally approved, pending a satisfactory bibliography.
- 4) It was decided that the course numbered 390 E should be given a faculty sponsor, or its teachers should meet the requirements for a Teaching Fellow. Chris Dennis is to solicit, informally, a request for the type of information people would like to

see in order to decide if a student is to become a teaching fellow. At present there are no standard guidelines for making this decision. Most likely there should be a resume, Letters of Recommendation, a course plan, and perhaps an interview-- all to be completed in time for the Board to review these credentials

- 3.) Chris Dennis directed to write up the evaluation form described in 2.) d. It shall be in essay form and contain the following elements:
  - a.) Expectations of the course
  - b.) Results that the course achieved
  - c.) Suggestions for improvement
  - d.) The form will be an evaluation of the course and the instructor

5) The problem of duplicating courses in the Project without departmental supervision, was raised again. In partial response to this matter, it was decided that anyone who has offered professional credentials and who is teaching in an area not offered by a University department should not require a faculty sponsor.

- 4.) It was determined that the following instructors need faculty sponsors:
  - a.) Rich Ragin and Dan Finer-Bridge
  - b.) Rich Ragin- Chemistry
  - c.) Karmen- Jazz Music
  - d.) Jan Ryan- How to take care of a horse

A report to the Board on the process of teacher evaluation will be on the agenda for the next meeting.

5.) An agenda item to discuss Academic plans for January term was tabled until next meeting.

It was recommended that the question of what constitutes independent study and how independent study relates to courses in terms of equivalence, should be placed on the agenda for a future meeting.

The next meeting of the Faculty Advisory Board is to be held on Friday December 1, at 1:00.

PROGRAMS

The Association for the Prevention of Prejudice will shortly be offering the following programs in this area:

# ACADEMIC COMMITTEE

## Academic Committee of the Community Meeting

Minutes-for November 27, 1972.  
Members present: Sheehan, Hoffman, Dennis, and Adams.

1.) Hoffman brought to the attention of the committee that the Faculty Advisory Board has delegated the responsibility for the evaluation of colloquia to the Academic Committee.

2.) In light of that decision and in order to meet the Faculty Senate guidelines for colloquia, the Academic Committee adopted the following evaluation procedures for Fall, 1972 colloquia:

- a.) All those instructors not holding teaching fellow status must have a faculty sponsor for their specific colloquium.
- b.) Such instructors must also attend a one credit colloquium on teaching methods and problems.
- c.) Each faculty sponsor must submit a written evaluation of the instructor.
- d.) Each student in a colloquium will be required to fill out an evaluation form which will be a criticism of both the instructor and the course, as a pre-requisite for receiving credit.
- e.) Each instructor will be required to write a self-evaluation.

- A- Racism Confrontation (Wkshp)
  - B- Sexism Confrontation (Wkshp)
  - C- Ethno-Cultural Segregation (Lec)
  - D- Homosexuals and Lesbians as "Niggers" (Lec)
  - E- Homosexuals and Lesbians as "Niggers" (Wkshp)
  - F- Nationalism as Arbitrary Segregation (Lec)
  - G- Appearanceism I: Combatting First Impressions (Wkshp)
  - H- Appearanceism II: Combatting Second Impressions (Wkshp)
  - I- Advanced Appearanceism Confrontation (Wkshp)
  - J- Dormism on Campus (Lec)
  - K- Dwarfs as a Mature Minority (Lec\*)
  - L- Corridorism in Dormitory Situations (Wkshp)
- AND MORE \*- one of the cute little fellows will be with the lecturer for exhibition.

For further information contact:  
Robt. Ransbottom, President  
Association for the Prevention of Prejudice  
Box 340 - Pierpont

### News Bulletin:

The Faculty Review Board will be present at this Wed. Community meeting to discuss their role in Project 10 and Project 10's role in the academic program.

Meeting starts at 8p.m.  
Recommend that you bring with you: hitches, grines, comments, logical

The meeting, which was one of the best attended in recent project history, began when moderator Bryant called on treasurer Stanley for a financial report. The report, which should appear elsewhere in this paper, showed a balance in all accounts of approximately six hundred dollars.

The tranquility of the opening was soon to be upset by some hot issues-but that comes later.

A request was made for forty-four dollars to the fencing club for equipment. The matter was discussed and it was moved by Jim Gilbert:

The fencing club should be given no more than \$44.00 of their own funds. They are urged to come up with more money if possible.

MOTION WAS VOTED AND PASSED.

It was reported that if the Zen Circus made any money Rose doesn't know about it. Nor did anyone else present. However, they did pay the Project back all they borrowed.

Rose then moved:

P-10 should reconsider the allocation of \$400 to the kitchen. It should be transferred to the general P-10 treasury.

MOTION WAS VOTED AND DEFEATED

Then, with an increase in those attending from @60 to @120, Bob Brick raised two volatile and controversial issues. to wit 1) Are people admitted into the Project community automatically when accepted into the Experimental (Inquiry) Program, and 2) Should the Project adopt some kind of judiciary to deal with internal destructive behavior.

The instance which provoked the first issue was an alleged usurpation of power by the Project Director who Brick felt had admitted a student into the community because he had been accepted into the Inquiry Program without processing the application also through the Project Admissions Board. Bob felt that this was a dangerous precedent. In a word he was "pissed", Ms. Gail Stein, member of the admissions committee, shared Bob's feelings.

Considerable discussion followed. to wit: "Who is the Advisory Board and what right do they have to say who can or cannot be in the Project."

"This is not an issue of personalities but principles."

"The community is not the academic Program."

"The community and the academic program should be one and the same."

Dave Hoffman attempted to explain the procedure whereby people are admitted into the Inquiry Program and specifically what happened in the specific instance raised by Bob Brick. Namely, the student was admitted by the board in Charles' absence. No mention was made at that time whether this meant that the student should or should not be admitted to the Project community.

Further discussion ensued.

Charles attempted to give his version of what happened. Specifically, he had no intention of attempting to force this student, or any other, on the Project. The application in question should have been put in the admissions folder, as others who applied to the Inquiry Program have been. Administrative negligence, for which he takes personal responsibility, resulted in the application never reaching the proper folder.

The issue was expanded to include a discussion of the role of the Inquiry Program and the Advisory Board to the Project community.

The general sentiment seemed to be that the Program should be open to more people and that the community should have control over the board's actions. It was, therefore, moved by Glickstein:

Any member of Project Ten should be given access to the Inquiry Program and that Charles be given one week to come up with a plan of action to implement this desire. Further, the Faculty Advisory Board should have no powers except as granted by the Project Community.

It was voted and PASSED.

It was moved by Brick:

The student in question should be invited for an interview just as others have been. PASSED.

It was voted that the issue should not penalize the student- he or she was an unwitting pawn in an administrative foul-up.

Charles reiterated that he was glad the issue came up and that it was not a deliberate attempt on his part to manipulate the admissions committee. Also, the question of whether people admitted into the Inquiry Program are or would be also live-in members of the Project should be raised with the Advisory Board and interested members of the community. A group of people agreed to meet with him after the meeting to set a time when an action plan will be discussed and other relevant matters deliberated. (The group did meet to set a meeting for Thurs. at 11AM. That meeting took place and further meetings, which are open



The meeting then moved to what was termed "the most important issue to face the Project in its history."

The question was whether the Project should establish some way to deal with a specific incident in which it is believed by Bob Brick and Jim Gilbert that someone in the community is directly responsible for Rip-offs which have taken place this semester.

A long, heated, and involved P-10 discussion followed. You had to see it to believe it.

The upshot was that a series of motions were made simultaneously which were then to be voted on one at a time. The motions and the action taken on them are as follows:

Moved by Glickstein:

A group should be formed to consider the issue of dealing with destructive behavior in the community. No second.

Moved by Kess: Amended by Alex and Eugene and PASSED.

A group of five people to be drawn at random from members of the Project community, except those directly involved with the case as either victims, accused, or witnesses, should be established to review the specific case alluded to by Bob Brick. This board would not have power to expel the accused person. Amended to say that any recommendation must be unanimous.

It was further moved and PASSED that all recommendations emanating from this board should be presented to the community meeting for its action.

The following motions were made but either defeated or not relevant after the basic motions were passed.

by Glickstein: the whole matter should be dropped unless and until witnesses come forward and that any individual can confront any other individual.

by Bob Brick: issue should be brought to the community by referendum.

by Patti: find alternative by tightening security.

by Steve: board should have disciplinary powers with the right of appeal to community and the university Judiciary system.

by Jim LaMacchia: No board should have disciplinary powers.

After the main motion was passed and the others defeated, new motions were made.

by Steve: Board should have some discretionary powers-DEFEATED

moved(?):we should set criteria now-DEFEATED

by Lewicke: The board should not make any recommendation to anyone and all recommendations should be thrown in the incinerator. PASSED

It was pointed out by this writer, among others, that this motion totally destroyed everything that had gone on and that such a decision had severe repercussions for the welfare of the community.

Sometime in here the moderator, Ed Bryant, resigned. It was not clear to the secretary whether this was a permanent or temporary resignation.

Erik Welling became temporary moderator.

Moved-to reconsider Lewicke's motion(needed 2/3 majority-this ignored by remainder of those in attendance) PASSED

Lewicke's motion was reintroduced and defeated. (Also needed 2/3)

This left us with the Kess-Alex-Eugene motion in effect.

It should be noted that a referendum on the entire issue was signed by ten people and handed in at the end of the meeting.

The meeting ended at around 12:00. Frustration, excitement, chaos, depression, and joy were experienced by many. A highlight of the meeting was Davis' effort to relax us all by asking the meeting to hold hands and breathe deeply saying ahhh on the exhaled. This did serve to break some tension.

Respectfully submitted,  
Charles  
Ad hoc Secretary

EVERYONE IS URGED TO ATTEND  
COMMUNITY MEETING AT 8 pm  
WED, Dec 6, AS THE FACULTY  
REVIEW BOARD WILL BE PRESENT.  
THE REG. MEETING WILL BE AT

# THE LOST ARTICLE FINALLY GETS IN

I just caught the first issue of your paper, and I feel forced to tell you that you are hurting your own cause a lot more than you are helping it. I mean, using other people's names on your articles because you're too gutless to support your opinions with your name is pretty fourth-grade shit. Admittedly, an alternative paper is a good idea, but your puerile game of name switching has just about blown out the journalistic integrity of your effort. So come out of the closet, you simpering literary queens. Let people know who you are. Support your own opinions instead of skulking about like nameless assholes slipping purple paper under people's doors. And if you have neither the balls nor the pride to make your names known, then shut up and continue to eat dirt. Reb says that the entire scenario with him as a character is false. If this is true, you suck even worse. Satires on institutions are fine, but when it comes to hurting the feelings of individual, and especially not signing your name to the slurs, then the whole deal has gone off the edge and deserves no worse fate than it will get. So shape up or fuck off. Be an alternative paper, but get it together on a more honorable level for the people in this dorm will bury you. Print this.

Bob Connors

## NOTICE TO the COMMUNITY

Under the title of Administrative Assistant for Academic Development, Robin Dizard has joined the staff working in the Project 10 office in Pierpont. This was a unanimous decision by the personnel committee.

She has begun her work by organizing the work patterns in the office so that it should be easier for anyone who drops by to see what is going on. The other benefit will be in making routine tasks easier and faster to do, so that more time and mental space are opened up for long-range planning.

Robin is known to some here already because of her work in the local Women's Movement during the last three years. She and some other women established the Problem Pregnancy Counseling Service which the Valley Women's Center in Northampton sponsors. The women conducted a survey of local doctors to determine who would accept referrals, and who could treat V.D. with expertise and understanding, and who would accept patients too poor to pay. They undertook research trips to

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Springfield, Pittsfield, and other cities. The service is now a respected group, with good connections among local health workers (including a few doctors) and in New York.

Robin was recently appointed to the Western Massachusetts Health Planning Advisory Board, and serves on the Health Education Committee. Her first project there, she says, is to educate the doctors.

Before moving to this area, she lived in Berkeley, California, and taught English at Merritt Junior College in Oakland. (It was at this campus that the Black Panther Party was founded, by Bobby Seale and Huey Newton, in 1965.)

Robin was graduated from Radcliffe College in 1960, and took an M.A. in English Literature at the University of Chicago in 1963. She expects to enroll at U. Mass as a graduate student sometime next year.

Robin expects to put this background to use at Project 10, gradually as opportunities arise. She will be working in the project office each afternoon, and welcomes your visits-- and please bring along any of those opportunities you have lying about.

## X-RAYS

X-rays are a form of atomic energy. In spite of propaganda to the contrary most doctors do not use them carefully enough. The man and woman of today faces a lifetime of repeated exposures to radiation. As radiation exposure is cumulative over a lifetime it is advisable to limit any voluntary exposure in medical treatment as much as possible.

Rule #1-- Fluoroscopes are much more dangerous than x-ray photostubs. Ask the Dr. which he is going to use and if it is a fluoroscope ask if this is the only way to do it.

Rule #2-- If you are pregnant or think you might be, refuse all x-rays except in extreme emergencies, even dental x-rays.

Rule #3-- Keep a record of all x-rays. Ask your Dr. to give you in writing a summary of the treatment, including roentgen dosage, the area treated and an estimate of the dosage to the gonads.

Rule #4-- Remember that according to the AMA itself most medical practitioners are ignorant of the dose of their equipment, safety limits on exposure, etc. They almost never ask about your past exposures to find out how much you can tolerate. DON'T TAKE THE DR.'S WORD THAT AN EXPOSURE IS SAFE UNLESS HE DEMONSTRATES TO YOU THAT HE KNOWS THESE FACTS.

# RESPONSE TO THE RESPONSE ~ LETTERS ~

In response to the special edition I had originally intended to strike directly at the statements made by Messrs. Dennis and LaMacchia, but instead I will only do that on a few matters and I will reply generally to those of their view.

Mr. Dennis described to us in his letter what it is to be "revolutionary", "to be aware of oneself in one's situations everyday". The way R.M. Nixon is when he says, "I am the President". "It is "revolutionary" to maintain a lifestyle based on an ethic, or a system of ideas..", like the ethic based on the laws developed for governing the people of Geneva in the sixteenth century. "It is not "revolutionary" to bludgeon one's consciousness into oblivion everyday". When that which one is revolted by supports sobriety (or is it possible at all to bludgeon one's consciousness into oblivion, I've tried and only failed)? "It is not "revolutionary" to drown out voices of reason and "creativity", when there is no reason or creativity or when the reason and creativity support ~~x~~ that which one is revolting against?

Over the last few years Project 10 has become much less a good place to live and learn and much more a place where people are encouraged (nearly forced at some points) to emulate the sort of academic virtues that the "student power" movement has been trying to eliminate from faculties. There is much to be learned from mouldy tomes, but there are many mouldering tomes that people are discouraged from reading, and many more things to be learned from just talking and living. All the great books and poems of the world are based on some sort of human experience. If this assumption is accepted, then it soon becomes apparent that there is no more need for formal "education" (unless you want a "piece of paper"), than there is need for human experience.

Many things can be learned from Project 10, but most are to be learned outside classes. Political activities within the Project have more educational validity (a good term) than most formalized courses could ever have. Analyse fifteen minutes of a Project meeting and I'm sure that you could do well in many Psych., Soc., Anthro., Pol.Sci., and Phil. courses with no further study.

There seems to be a good deal of disagreement over whether Project 10 is an educational institution or a place where people can live pleasantly and humanely while gaining a degree at a recognised institution of higher learning. When I first came

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here everyone was of the opinion that Project 10 was a place where people could sanely live while obtaining a degree, but as time went on powers from above sent down curses to us; first, Charles Adams (originally the intention was for Charlie and Dee Appley to be co-directors but pressure kept Dee away, fortunately); then Dave Hoffman (the man with the appeal of a can of Spam), an intern assigned to Hunt who assigned him to us; then James Gilbert, originally a co-head of residence, then promoted (not by the people, but by Charlie, etc.) to Assistant Director. Now the Project is tied to the experimental (inquiry) program, which although closely related to the proposals which were written up in the past still contains much of the discipline that traditional education has demanded in the past (and more discipline than someone outside the program needs to put up with-- if he's clever).

If you didn't catch the drift of what I've written, then let me put it briefly. There is no need for the organization that Project 10 has (there were more courses here before Charles arrived than anywhere else on campus), the people are capable of handling their own internal problems (when one thief was caught during my freshman year he was taken for a ride, and I saw him on campus again for the first time three weeks ago), people will learn what they want to, what they need to within their surroundings (think of yourself for an example).

Let's get ~~it~~ together to break the yoke of academics; let's live and learn.

Peter Lewicke

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Dear People,

Something is happening here, which is good. Many people do not understand what is happening, which is bad. At the community meeting people realized, if not recognized, the fact that peoples' heads are different that not everybody thinks the way that "I" (and the many small, collective "we's) think). People are beginning to sense, if not admit, this state of being. I believe the "revolution" is an active reaction to this realization. At a "revolutionary"(?) meeting which took place in the private study thursday night- friday morning I noticed an interesting phenomenon: everyone was "together" in the same room but almost all were speaking from (and to) different levels. Many people were confused and did not seem to see that people think different, act different, and are different. Many words were being spoken, few listened to, and fewer understood. The problem is not that the people are not together against the University or that people are not together for the Project, but that people are not together. Before "we get together and do it" we should get together. Then decide what we are going to do. by Eric

# TO THE EDITOR

Dear Reb:

Since everybody seems to want to make some kind of statement about the direction Project 10 is taking, I think I might as well throw in a few ideas and impressions myself.

First of all, let's dispense with the sentimental notions of P-10 as it is and should be. Project 10 occupies an ugly brick building edifice called Pierpont house, which is an integral part of the Southwest Residential College, a euphemism for a complex of ugly brick deifices which comprise one of the most densely populated areas in the Western Hemisphere and which has been declared by one M.I.T study as unfit for human habitation. Furthermore, Project 10 is an integral part of the bureaucratic structure of South west, which is an integral part of the bureaucracy of the Unniversity of Massachusetts, which is an integral part of a very rotten system called Capitalism.

There is nothing special about the make-up of P-10. Basically, the "community" is composed of freaked-out, alienated UMies like any other dormitory.

There is no difference between P-10 and the Unniversity, except its pretensions of being hip, cool and relevant.

~~In this manner P-10 and the Unniversity~~

In this manner P-10 is like a fraternity/sorority of the 1950's except for the cliches and slogans P-10ers recite to impress themselves of their intrinsic communal superiority.

P-10 is a failure as a community and as a force for social change. For the simple reason that the people here, with a few honorable exceptions, don't give a flying fuck about anything but playing their stereos and smoking their dope and being sooo hip and soo cool.

And all the "relevant" courses and programs aren't worth shit in an atmosphere of intellectual laziness.

Another aspect of the apathy here at P-10 has been, I think, the rise of a very cliquish and arrogant power elite. It is a very special kind of power elite. I

power elite. Instead of business suits it wears bell-bottom pants and comes on as hip and progressive as can be. This power elite, despite all its radical pretensions is a petty, insensitive, monolithic and power hungry as John Hunt-- and twice as insidious because of its come on. Under all that long hair and hip clothes and hip slogans are the future Corporate lawyers, "public" administrators and bureaucrats of Amerika. No names need be mentioned.

The combination of apathy, self-hip-righteousness and bureaucratic elitism is murdering Project 10. Correction--murdered. P10 is dead. Pierpont House is its tombstone.

To my naive, idealistic, optimistic friends Dave Hoffman and Charlie Adams I say good luck-- I hope you come out of this mess alive. To my other friends I say hang in there. I hope you can find a nice place in the country when you turn 21.

So I say farewell to Project 10. But farewell with a question: How can a reactionary institution like the Unniversity of administration allow warm, hip, progressive Project 10 to survive? Is it possible that P-10 is a part of some great sociological experiment doomed to fold after the final drafts of dissertations are submitted for publication? Who knows?

And a final thought, so this won't be a completely destructive letter. The catalogue we all got said specifically that P-10 was not an honors college. Let me at least entertain the idea that maybe it should be. Let it be like Antioch and Reed. Let the people submit their own programs. Let it be relevant. Let the study of Euripedes coincide with the study of Malcolm X. Let it be anything than the hippie-trippie-dippie jerk-off it is now.

Elitism? damn straight. P-10 is elitist now; it will be elitist no matter what. So let's base the elitism on something more substantial than how hip and cool we all are.

I hear groans that an Honors College will involve hard work (horrors!) and stifle creativity. But that is the source creativity. Not dopesmoking, not hipness and coolness.

The other alternative is to say FUCK IT and go our separate ways. This is what I'm doing. The creative work that I have found so difficult to do in this lousy environment will have to take preference over reforming Project 10. So again. Farewell.

Alex Shishin

Room 10

# TO THE EDITORS:

21

## MEANDERINGS

On Thanksgiving Day I was perusing the writings of the mathematician-philosopher Alfred North Whitehead, and thinking idly of last week's Genesis. Whitehead, in discussing the weaknesses and needs of education, pointed out that most of education seemed to consist of implanting inert ideas into the minds of students, whereas the true role of education should be rather an active interplay of ideas which conceivably those being educated could give active application of to some area of life. He further stated that education was nothing more than the passing on of ideas second-hand through books, often in fragmentary form, which certainly did nothing to detract from the inertness of the ideas as taught. In fact, Whitehead would very probably have agreed with some of the criticisms made of the academic program. To his mind, the real goal of education should be a deeper understanding of life, and often the acquisition of a skill, in as much as untoward exercising of the mind alone, without any accompanying manual facility in the way of a skill, including athletics, could only lead to foggy thinking. His philosophy was that the fewer subjects studied the better, as the more a student's program had an overall coherence, the better the chances of the education becoming an active process; only in-depth study of an area of thought could bring about an intuitive understanding of the particulars, or of core knowledge, that would permit sensitive and imaginative generalizations, rather than pedantic and unoriginal opinions or unimaginative factual analyses. Only in this way could students acquire a real education, including a better understanding of some facet of life.

I haven't yet made up my mind about revolutions. Burke was against them-- I guess that's a very square remark. My initial shock in college was learning that the Greek sages, Plato, and Aristotle didn't much care for what they (or perhaps only one of them, but I don't think so) thought of democracy...leading as it did to the tyranny of the people, and of course to anarchy. It is probably safe to say that they represented the status quo. In any case, I don't want to get involved in the controversy about how to make Project Ten more revolutionary. However, I do want to protest about calling people, society, oneself "sick".

Why should we accept the statement that Joe Doaks is a sickie? Why should he feel that way about himself? Because he isn't perfect? Because he is sometimes excruciatingly lonely? Because he doesn't know what he wants to do with

his life? Or to get the girl he likes best?

Whitehead's thesis is that the period of self-development spans the years 16-30. Granted different rates of growth or change in one's adapting to life and its struggles, should we be too hard on ourselves? Why can't we think a little along the lines that other men and women have thought along in other centuries...that man is a fallible creature, capable of intense striving, and capable of the desire for self-growth (even beyond age thirty) and of a partial attainment of that for which he or she has striven, in whatever area.

Several years ago a friend told me, when I was ranting about the problems I was faced with, which of course I had magnified, that all of life consisted of problem-solving, that was how one proved that one could cope with life, or rather that this was necessary. Definitely life is always a struggle one way or the other, and sometimes an educational one, often some experience which allows one to become more resilient or more sage and therefore better able to deal with the world on one's own terms.

Probably the saying in Old St. Paul's Church in Baltimore dated 1692 is one known to many, but I will quote part of it:

"...Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time...Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe, no less than the trees and the stars; you have a right to be here... Strive to be happy."

Gretel Munroe 348

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## LIVE IN CAMBRIDGE NEXT SEMESTER

NEXT SEMESTER I Plan to drop out of school & live in Cambridge for several months. I'm looking for people who would like to rent an Apartment. If enough folks would like to do it, we might be able to rent a house, which could be a lot of fun. Let's get it together. Stop by soon.

Erik 224  
Gjestby

22

"The Continuing Story of a Dying Planet, Creating Life in a Test Tube, and Other Such Oddities"

by Steve Stocker

When an article entitled "Orgone Engineering Project" appeared in Genesis a couple weeks ago, there was no response outside of one person who thought it was a joke. It's no joke. According to various medical doctors connected with orgonomy, the world has about ten years left before we all die from a toxic form of orgone (life) energy known as deadly orgone energy (DOR). Form of death will probably be suffocation, since DOR removes oxygen as well as water from the atmosphere. However, in the forthcoming years, there will also be increasing incidences of diseases like cancer, leukemia, and heart diseases due to DOR.

DOR is created by nuclear bomb tests, nuclear power plants, fluorescent lights, and high voltage electrical equipment, as well as other things which irritate the orgone energy in the atmosphere, after which it becomes stagnant and deadly. It is measurable with a Geiger counter whose vacuum tubes have sat in an orgone accumulator (explained below) for a couple of months.

DOR is also formed in the body when muscular tonic spasms block the flow of orgone energy through the body. These chronic contractions of the muscles are caused by adverse conditioning of the individual, particularly conditioning that represses sexual activity. The orgasm is the best release for excess orgone energy in the body, although many people are not able to achieve full orgasm and thus total release of this energy due to their muscular spasms, otherwise known as muscular armor. The orgone energy that is trapped inside the body changes into DOR, which causes most psychological and many somatic problems. Eventually, the DOR can lead to diseases like cancer, heart disease, leukemia, diabetes, psychosomatic diseases, rheumatic fever, and many others. It may sound a bit strange, but abstinence can kill you.

Knowledge about DOR is still limited, which is why research badly needs to be done. Because of this, a group of students at Project 10 (Rich Coco, Dave Swanson, John Burman, Rich Snow, and myself) have been replicating many of the experiments by Dr. Wilhelm Reich, the discoverer of orgone energy, in order to show professors that there is actually something to it and that it ought to be researched. The experiments have all worked just like Reich said they would. Work still needs to be done on them, but preliminary findings can be reported.

The first experiment involved autoclaving (pressure-cooking) grass in nutritive solution with a little

grass and distilled water in the other. After a week, there were very small (10 microns) protozoa in the grass infusions. Reich's theory was that small vesicles of orgone energy called bions detached themselves from the grass and agglutinate together to form what he called org-protozoa. In other words, spontaneous generation. Bions are observable at above 2000x, the protozoa at 1000x. We have not yet been able to obtain a microscope to look at the bions because of red tape. If and when we can use the microscope and microphotographic equipment, we will make a movie of the bions forming protozoa at 2300x, just like Reich did.

The second experiment involved autoclaving earth in distilled water, filtering off the water, and freezing it. When thawed, there were numerous organic flakes in the water which weren't there before. Reich claimed that the orgone energy was being changed into matter. This can also be accomplished by allowing sealed and autoclaved water (tap, distilled, or de-ionized) and broth to sit in an orgone accumulator for a couple months, with either repeated freezings or just one freezing at the end of about two months.

The third experiment also involved changing orgone energy into matter. Bowls of sodium hydroxide (NaOH) and water were left sitting in the big yurt. A white substance formed on top of the bowls, all over the undersides of the bowls, all around the bowls on the wood upon which it was sitting, and little groups of balls of the substance formed quite a distance away from the bowls. The situation of the white substance suggested that it was not crystalline growth nor due to spilling of the bowls. When this experiment was repeated in a dormitory room, the only thing that formed was the balls, at quite a distance from the bowls. Reich called this substance "orene". He did a chemical analysis of it, claimed that it wasn't NaOH, couldn't have been formed by chemical reaction with sodium hydroxide, and further claimed that this was a nutritive substance which could be used to create any sort of food synthetically. A chemical analysis of it will be done on campus here next week.

The fourth experiment involved the orgone accumulator, which is simply alternating layers of metallic and non-metallic material. We used four tin cans of varying sizes with plastic wrapped around them inside of each other (a four-layered accumulator). The theory is that non-metallic material will absorb the orgone energy and metal will attract and then repel the energy. Thus, the plastic on the outside will absorb the energy, the metal underneath will attract it and then repel it onto the next layer, etc., etc. for as many layers as you have. If there is more energy inside than outside

"The Continuing Story..." continued then there should also be a higher temperature inside than outside because the energy inside would be repelled by the innermost metal layer and the kinetic energy of the energy particles would be transformed into heat. This energy into heat phenomena is the same sort of reaction that you get when you stick your hand near a light bulb. We took the temperature of the inside of the accumulator and of the air about two feet away, and for the four hours that we took continuous readings every ten minutes, there was a constant positive temperature difference of 1 degree C. inside the accumulator. This breaks the 2nd Law of Thermodynamics, which states that energy should distribute itself equally rather than building up in one place. For example, a hot cup of coffee eventually assumes room temperature. This temperature difference in the accumulator is similar to putting a cold cup of coffee on your table and having it boil without applying heat to it.

This is just an inkling of the bizarre things that have been discovered about life energy. It may sound like science fiction, but it's true. And ten years from now, we're all going to be dead because scientists don't know anything about it and refuse to investigate it because it upsets all of their theories, not to mention the fact that the orgone accumulator and orgone motor would upset the economic structure of the world.

The general student reaction to this is usually something on the order of "C'est la vie," "que sera sera," and "so we're all going to die--- fuck it." Which brings up a valid question--- "What can I do?" You can get a science professor to sponsor an independent study project or colloquium in which you replicate Reich's experiments in order to show him that there is something there and he better take a look at it. If enough professors publish papers confirming the existence of orgone energy, or just the fact that they observed the phenomena, maybe even the ever-ready-to-respond-to-public needs federal government might eventually wake up.

Getting professors to look is not as easy as it sounds. The zoology professor who is sponsoring our project has put it simply-- "No matter what I see I won't believe because it'll upset everything I've learned in school and I don't want that to happen." In other words, ostrich behavior. However, there are a few who are open-minded enough so that enough student interest can get them to investigate it somewhat.

You can do it for one credit so that it won't interfere too much in your studies, and besides, it's fun because you get to watch your professors exhibiting bizarre anxiety-ridden behavior.

For further information, Selected Writings of Wilhelm Reich is available in the library and perhaps some of

the bookstores around here. Wilhelm Reich and Orgonomy by Dr. Ola Raknes is available in the library and campus bookstore. A couple issues of the Journal of Orgonomy is available in Morrill Science Library. Cancer Biopathy by Reich, which contains most of the experiments, can be Xeroxed from my copy (room 220). Plus, there are numerous other articles that I have which you can Xerox. (to be continued)

We wanted a revolution  
but people grew tired.  
We wanted to dance  
but people wanted to sleep.  
What's the matter with us,  
have we no respect for the dead?

\_\_\_\_\_ by e.w. \_\_\_\_\_

People are waiting hopefully  
Waiting to be led worry free  
Down corridors of fun  
Wanting to give none  
of themselves.  
Hedging their bets  
Fearing they might give  
More than they receive  
Afraid to live  
And not deceive.  
People are waiting.  
Waiting, WAITing, WAITING.

\_\_\_\_\_ by e.w. \_\_\_\_\_

To talk  
is not to do.  
Don't confuse  
the two.  
Both are not the same.  
One is a lame  
excuse  
for being alive:  
I talk, therefore I am. ?

\_\_\_\_\_ by e.w. \_\_\_\_\_

Be  
U  
To  
Full

# TREASURER'S REPORT

There seems to be some confusion on how the money gets around in this dorm. Perhaps this will help...

First off, there is money in R.S.O. (Registered Student Organizations) we're called Pierpont House). Our general number is 202. This is subdivided. Presently we have 4 subdivisions. They're differentiated by decimal numbers - ex, 202.0, 202.2, 202.6, and 202.7.

The 202.0 account is managed by Monty & Davis for boogies, movies, ect. I merely keep tabs on them - keep their books. The 202.2 account is the cultural account. It has limitations on how it can be spent- no money making activities or projects, only cultural purchases, ect. The 202.6 acc. is the account out of which Monty & Davis get paid their weekly salaries. The last one, 202.7, is the one from which ping pong balls, first aid kits are purchased. The only restriction on this account is that we don't purchase alcoholic beverages from it.

Before I explain the outside accounts (in the Amherst National Bank) let me give you a quick run down on what's been spent and deposited in the above accounts.

## 202.0

Sept.	initial balance	12.98
	deposits	3601.15
	expenditures	<u>1888.65</u>
	final balance	1725.48
Oct.	initial balance	1725.48
	deposits	1102.00
	expenditures	<u>2175.16</u>
	final balance	652.32
Nov.	initial balance	652.32
last look	deposits	61.75
	expenditures	<u>232.83</u>
	final balance	481.24

202.2	recieved in Nov.	200.00
	expenditures	<u>120.00</u>
	balance	79.94
	w/ \$50 saved for project Press	

202.7	recieved in Nov.	200.00
	deposits	128.08
	expenditures	<u>174.95</u>
	balance	153.13

In the outside accounts we have a checking account ( Which requires a signature on a check for the check to be valid) and a savings account. In stead of flooding this article with two sets of numbers, I'll wait 'til next week to write y'all the breakdown of the outside accounts.

Presently we have \$455.17 in the checking account, \$1.94 in the savings account (whoops we made \$.14 interest- so we have \$62.08) and the kitched ( earned by the food consession at the Marathon, also held in the savings account) is \$429.97.

If any of you have questions on specific expenditures, I'll gladly show you all of the records. My room number is 22 and I'm generally there after supper.

Rose Stanley  
(treasure)

## LOST

A BLUE PLAID WOOL SHIRT AND A BROWN BOOK ON BEEKEEPING. PLEASE RETURN IF FOUND. THANKS.

ANITA rm 306

A BROWN CORDUROY LEE RIDERS JACKET (similar in style to most short Denim jackets) size small. PLEASE RETURN IF FOUND.

GAIL rm B450

+++++  
ERROR ~ In the Project Directory Peter Lewicke's phone no. is wrong. It is really 65284



# Letter from Sandy

This is a letter from London,, England. From Sandy (Alexander) Blount. Many Genesis readers will not know who we mean. But please read his letter anyway; he is a very good person that we got to know here last year when he lived with us, as a graduate student and one of the heads of residence. Quite a guy. (Dave Hoffman)

"Dear Janet and Bob et al,  
Lousy gray day--Guy Fawkes Day (November 5)--only the Nth in a row. Now I know where the "Carpe Diem" tradition in British poetry arose--Christ, there are only one or two decent days a year here--one had better seize them!

I am settling into the life in the community. [Sandy has joined R.D. Laing and the "anti-psychiatry" movement in England, and is living in a therapeutic community.] Sometimes it's intense and mad--sometimes intense and friendly--and sometimes just gray, diffuse and confusing--sound familiar? I will probably begin therapist training in six months or so. First I have to be in analysis for at least 3 months or so. The thrust of the training is toward the most basic of human experience, toward the "ground of one's being". They are as likely to read Husserl or the Bagavad Gita as Freud or Jung. People talk rather unashably of god in seminars, though they are a bit less likely to talk about their "hangups" than in the States.

Laing himself is a gentle, almost impish man with a beautiful brogue. He smiles very little, but if one listens closely he is sometimes extremely funny. He is doing a seminar on human development beginning with prenatal experience...sort of Laing on Freud, though he hasn't used Freud's name yet. (He'll be in the States all of November on the

I've used to describe the community and training describe my emotional states and directions quite well. I am very lonely a lot of the time.... As this scene becomes "home" more and more, I may be less likely to write--that's been my pattern--but right now Pierpont is still one of my homes--so keep in touch. I'm interested in whatever you want to say, oh, and Bob?-Shape up, will you?

Sandy."

[Sandy lives at:

53 Scholefield Rd.  
London N19, England.]

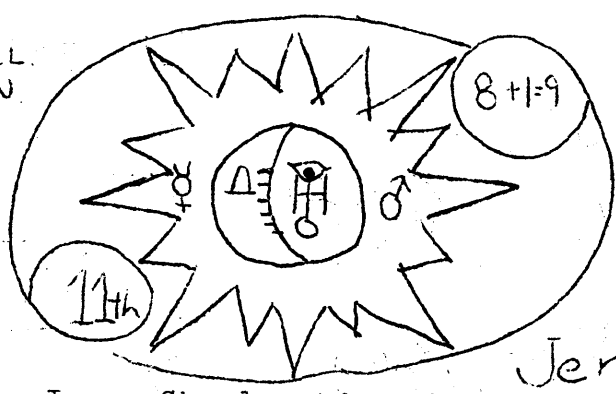
# Letter from Terry

Again, many of you will not know Terry. Teresina Havens, a magnificent woman in her sixties with a powerful and gentle spirit and mind and body, who knows that they can all be one. With her Ph.D in religion from Yale, Terry has for a number of years been exploring with students how to reshape education to serve the needs of people. Her special interest has been in experimental colleges, such as Project 10 has been trying to become, and she has taught here for several years, especially courses in Eastern philosophy, and in death and rebirth. This fall she has traveled the continent with her husband, Joe, visiting conferences and workshops and leading groups along the way. On November 21 she wrote us from Gallup, New Mexico; she spoke of visiting places like Thomas Jefferson College (in Michigan), a place something like Project 10, and Santa Cruz (in California). And she spoke of meeting with other teachers, familiar with the Human Potential movement, comparing notes "on our efforts to let feelings be part of the curriculum." She also mentioned she "would like to help gather a similar colloquy in Amherst .... teachers don't have enough time with each other."

"Is Aage (Nielson, of New Experimental College, in Denmark) coming



IT ALL  
BEGAN  
JULY  
4th  
1951



December 4, 1972<sup>26</sup>  
715. PROSPER ST  
AMHERST, MASS.  
or BOX H Pierpont

Jerry Jacobs

REMEMBER THE PHOENIX, LEON TROTSKY, INNOCENCE,

Every time I see Charles Adams he asks me if I'm still a student and I say yes so he tells me he heard I split...so I tell him I'm living in a room in Amherst...I'm sure he loses a lot of sleep... I thought that the guy next door Oded this morning when I noticed that his alarm had been going for Two days, but I assumed he wasn't there, but a friend came by this morning and banged on his door for 20 minutes and no one answered and it was locked from the inside...his frind didn't bother to break the door down, and I decided to break it down after my class if the alarm was still going...when I got back from class the alarm had cesed to sound ...

On Thanksgiving Day I was making a phone call to Connecticut on the phone outside in front of the Drake, when who should come along but Charlie Guyotte (former head of residence Pierpont House) he didn't recognize me without a beard, so I kissed the phone good bye and we went into the Drake for a beer- I had a whiskey sour to celebrate. He needed a ride and I had a car so we went to see various people many of whom were not there, and we became less and less there all the time We somehow ended up on a dairy farm high on a hill where we got invited to dinner I offered to help with the work, so I shoveled shit and hay and helped with the milking... i helped a calf to be born dead which depressed me beyond belief...ifeltoblamesomehow...we went in to dinner where the mood was high but not jovial... I was glad to leave... much to be thankful for I thanked someone-thing for my blessings and lit a candle I made the day before that didn't come out quite right...

the next day i couldn't get my \* started the next day and killed my battery trying so I put it on my back (there was no one in Amherst to give me a ride) and had a couple of cheap drafts in the QuickSilver while I waited , most of the people seemed to be "regulars" I looked straight ahead at the Don't blame me- I'm from Massachusetts bumper sticker on the bar...;

On election day I woke up early to go down and vote before my non-western thought class, I stood in line for about \$ 45 minutes and when I got to the front of the line ..they told me my name wasn't on the list IWAS FURIOUS I tried to be rational I had registered in time I had voted in the June primary...they sent me to the town hall where I was informed why I was not allowed to vote BULLSHIT...I screamed until I got the #1 in charge and I swore and yelled and threatened but I didn't get to vote...my immediate impulse was to trsh a voting booth ... but I cooled off.. I had no Idea who would post my bail... and I decided that if I wanted to be A martyr I could surely find a better cause... I had missed class...DON'T BLAME ME --I TRIED TO VOTE IN MASSACHUSETTS BUT THEY WOULDN'T LET ME...besides that bumper sticker would look funny next to my California license plate...

I took my one snow tire off my car and put the other regular tire back on so as to have a smoother ride up to Canada with a friend last saturday...it was a very clear day, we stopped in Burlington at UVM. and visited a couple of friends and ate food smuggled out of the dining commons...we left for Montreal at about \$ 7PM but as we got near the Canadien border it began to snow heavier and heavier, but we made it ~~100%~~ to the border where they asked us how much money we had Iguess you have to have at least # \$20.per person to get into Canada if your car looks like it isn't worth more than \$20. ..I only had 15 and the guard scratched his head , but my friend had \$35 so he let us in.. but the snow was getting deeper and about 10 miles into Canada we decided to turn back,..realizing we\$ had an open bottle of wine we decided to drink it before we reached U.S. customs so we killed the wine and went into a suveineer store where i bought a canada flag decal for my car,...at customs they asked us the standard crap he flipped a little when we told him we'd only been in Canada about 30 minutes...so I drove allthe way from there in the snow storm with no snow tires...the I Ching told me not to bother putting the one snow tire on...and I'm alive to tell the story...

And whoever it is in Pierpont who likes to write shit about me all % over the walls ...I'd like to congradulate you- I was very hurt by them, but I'd really like to know who you are so if I ever need to slander someone I# can call you up

Today Venus Crossed mars and tomorrow is a new moon ... would anyone be interested in a course in Astrology next semester?