

january term
1974
HAMPSHIRE COLLEGE



JANUARY TERM

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 NOTE FROM THE JANUARY TERM COMMITTEE

This year Hampshire will find January Term to be much like it's been in the past. Again it will have a special spirit of excitement and concentrated focus. The distractions of the regular terms and the sense of fragmentation will be suspended for a month, and for those of us who stay, the smaller numbers here will give us the sense of community we often lack during fall and spring terms. Many of this year's teachers come from the larger Hampshire community: some staff people are teaching from their own interests; students are sharing their Division III work; some instructors are also spouses of Hampshire faculty or are related to students. Faculty members will be teaching not only in their specialities, but also in other areas they have interests in but don't normally get a chance to teach. The courses are wide-ranging in content, from science fiction to theater to the occult to plant behavior. As in the past, we will have some films, lecture series, independent studies, and other roadside attractions, along with informal social gatherings, all of which help to give January Term its easy mixture of strongly focused work and casual relaxation.

For the committee, this year is special. As much as we enjoyed past January Terms, we wanted this one to be different in an important way. Through last spring and summer we evolved a plan for a careful examination and evaluation of Hampshire's short and crowded past, in order to discover new directions for ourselves. We wanted to involve the whole community in this critique, through workshops and general meetings, to develop questions about the college's goals, which remain hazy and inarticulated, and to find the flaws in its structure, which is often unclear and unproductive. We wanted to bring back to the college something we feel is missing - a healthy and constructive criticism of our own work, along with community involvement in the ongoing processes of the college. We found interest and support from several sides as we talked about this plan in the fall; but when we presented it to Academic Council, it was defeated - for a number of reasons.

The committee returned to the regular format and developed the term as it has been before. However, we still feel strongly that a critique like the one we suggested is necessary and in some ways essential to the well-being of Hampshire College, and we urge that a group form itself to plan such a critique, which would involve the entire college, along the lines we suggested in our proposal. Hampshire is already getting stuck in its ways, and if we really want to be an experimenting and innovating college, we must take time out to define and understand what we are doing, beyond the task of getting from one isolated and individualized day to another.

This January Term will mark the end of two years of work by a common core of committee members. In that time a sense of solidarity has grown among us, something which is too often lacking in other committees and councils on campus. We have taken pride in our autonomy as a committee, and yet we have also felt the need to be responsive to

the wishes of the community in our planning for January Term. In considering our success in working together these past two years, I think it is significant that the majority of the committee members have been women, and that the coordinator has had the help and encouragement of strong women and supportive and sensitive men.

It's been a good experience for us. We hope next year's committee finds it equally valuable and that they will continue the tradition of collective, but independent, action. And we hope you'll enjoy what we've planned for January Term 1974.

Jan Tallman

The other committee members are:

David Batchelder
Carol Bengelsdorf
Chuck Dougherty
Dede Heath
Danny Katz
Tina Klein
Sally Koplin
Leslie Mitchell
Elena Phipps
Lawrence Pitkethly
Ann Woodhull

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 THE ART OF MUSIC IN THE ENGLISH RENAISSANCE

JT 101

Miriam Barndt-Webb and Valerie Pilcher

Study, instruction and performance of the vocal and instrumental media. The course will include background lectures and discussions, assigned listening, individual and group instruction of vocal and instrumental music. Student projects will be formulated to complement individual interests.

Hours required are: approximately 12 class and rehearsal hours per week, individual study and practice also expected (about 2 hours per day of practice, plus projects, to be arranged).

Enrollment: Maximum of 30 singers plus instrumentalists (approximately 6 recorders, 4 viols and 4 krummhorns)

Prerequisites: Interview with the instructors and an ability to read music

Special costs: Music (minimal number of pieces for performance); possible field trips (to be scheduled in January)

 AIR POLLUTION AND LASERS

JT 102

Herbert Bernstein

A seminar-workshop wherein we learn: (1) what makes and constitutes air pollution; (2) what makes a laser tick; and (3) how the latter might be applied to locating and measuring the former.

The students (and instructor) will study the theory and application of air pollution detection and monitoring by lasers. We will investigate various mechanisms such as holograms, fluorescence and Mie scattering, and then determine how they may be used in combatting air pollution.

Enrollment: No maximum

Prerequisites: None

Special costs: None

WHAT IS PHILOSOPHY?

JT 103

Raymond Kenyon Bradt

The activity of this course will be reflection upon the nature of philosophy. What is philosophy? Engagement in this question is itself perforce philosophical activity, for it demands engagement in the question, what is the truth of philosophy?, what is the truth philosophers seek? Engagement in this question amounts to engagement in the truth itself which is sought, for it demands an entrance into the demands truth itself makes upon any inquiry into the truth. The famous question, what is truth?, becomes then not an escape but a demand--the demand to be truthful to the truth. The demand of truthfulness is the demand made of the philosopher, specifically the demand to be truthful to what is demanded by truth itself in bringing to expression the truth about the nature of truth. Reflection upon the nature of philosophy becomes then reflection upon the nature of truth, and so an engagement in the very philosophical activity which is being brought to reflection. Such an engagement will be the demand made upon members of this course. Its work will be such engagement, grounded in the history of philosophy through readings of a select group of philosophical texts, from Heraclitus and Parmenides, and Plato and Aristotle, through Descartes, Hegel, Nietzsche, and Heidegger, whose concern is that very one of the nature of philosophy. The class will meet twice a week for up to three hours per meeting.

Enrollment: 10

Prerequisites: None

Special costs: None

SHAKESPEARE ON SEVEN LEVELS

JT 104

Jess Cloud

When viewing a Shakespearean play, almost everyone has felt that the work seems to rush by too fast. The texture of the language contains ideas and allusions we want to grasp to enrich our experience.

This course, therefore, will look intensively at a single play, Midsummer Night's Dream, exploring it on these levels:

1. The two worlds and the hierarchy of characters
2. The social background and the English festivals of maying, midsummer night, and the concept of metamorphosis
3. The court and the woods - "reality" vs. magic and imagination
4. The relationship between Midsummer Night's Dream and "The Phoenix and the Turtle"
5. The lovers and the two kinds of reason
6. The parodies of the "rude mechanicals"
7. The key passages, including Bottom's "I have had a most rare vision" speech and Shakespeare's ideas about art in the reactions of Theseus and Hippolyta

We shall, then, with each member of the class taking a role or two, read through the play in an attempt to catch the meaning and music inherent in the language.

If time permits, we shall take an equally intensive look at a history play, such as Richard II.

The course will consist of 4 one-hour informal seminars each week. Some reading of sources and critical materials will be helpful, but the basic thrust will be on the play itself.

Enrollment: 20

Prerequisites: None

Special Costs: None

A CHILDREN'S THEATRE TOURING COMPANY

JT 105

Michele Curtis

This will be a workshop for people who are interested in children's theatre, creative dramatics, and in learning about what is involved in a touring company. We, as a group, will choose a script before Christmas vacation and assign various production jobs to be mulled over during the vacation. We will spend the first 2 1/2 weeks of January Term in rehearsal and the final week and a half touring elementary schools in the Amherst area.

The company will work not only to "produce a show" but also to involve the audience in the performance. The major emphasis will be on audience participation (in this case, young people--5-11 year-olds) as it develops in the performance. We will work with improvisation, mime, movement, rhythm, etc. No previous theatre experience is necessary.

Enrollment: 20

Prerequisite: A sense of joy and desire to share that joy!

Special costs: None

WOMEN'S ISSUES: ABORTION AND BIRTH CONTROL COUNSELLING

JT 106

Diane Damelio and Beth Dichter

The course will deal with abortion and birth control counselling techniques, anatomy, and physiology. We will explore the current status of health care for women and the possibilities for change. There will be an examination of the need for a birth control clinic on the campus.

The course will provide the beginning techniques and skills for A & BC counselling, as well as the rudimentary knowledge required for establishing a clinic.

Books to be used include: Our Bodies, Our Selves, The Birth Control Handbook, and The VD Handbook.

Enrollment: To be arranged; women only

Prerequisites: None

Special costs: None

WOMEN AND THEIR AUTOBIOGRAPHIES

JT 107

Kitty Duff

Autobiographies provide valuable accounts of the experiences, conflicts and struggles that mark the course of women's lives, as told in their own words. For many of us, their stories offer, in addition, new perspectives, possibilities and supports for our own lives.

This course will provide the opportunity for a small group of students to read and discuss together several women's autobiographies. The following books (subject to revision by participants, of course) will be read, along with several shorter pieces:

Gertrude Stein, The Autobiography of Alice B. Toklas
Maya Angelou, I Know Why the Caged Bird Sings
Simone de Beauvoir, Memoirs of a Dutiful Daughter
Emma Goldman, Living My Life
Mary McCarthy, Memories of a Catholic Girlhood
Billie Holiday, Lady Sings the Blues

The class will meet twice a week for two hours (unless the group wants to meet more often). The discussions will be informal, following the concerns and responses of the participants. In addition, it is hoped that participants will take active and varied roles, by leading discussions, reporting on other autobiographies, sharing autobiographical writings of their own, etc.

Enrollment: 10 women

Prerequisites: None

Special costs: None

 CHRONICLES OF THE JAZZ AGE: FITZGERALD AND HEMINGWAY

JT 108

Mark Engelmann and Jonathan Rich

There was an orchestra--Bingo-Bango
 Playing for us to dance the tango
 And the people all clapped as we arose
 For her sweet face and my new clothes--

This course will provide an opportunity to read and discuss several novels and short stories by Fitzgerald and Hemingway. Special emphasis will be given to comparing the works of these two contemporaries and to recognizing how each managed to capture the essence of an era and portray characteristics of its mood and style. At the same time, Hemingway devotees should take note that the central theme of the course will be a study of Fitzgerald in particular, as the creator, participant and observer of his American age.

The Jazz Age was a time of profoundly unsettling new elements, a time when America "seemed suspended between the innocence and security of childhood and the wisdom and poise of maturity." A common reaction to the times was Fitzgerald's, a kind of romantic cynicism that caused him to "find all Gods dead, all wars fought, all faiths in man shaken." We will attempt to discover why Fitzgerald, and indeed many Americans, felt the way he did and analyse some of the methods which he used to communicate his impressions.

The course will meet 3 times a week for 2 hours. Those interested are encouraged to read The Great Gatsby prior to our first meeting.

Reading list: Fitzgerald, The Beautiful and the Damned
Tender is the Night
 Hemingway, The Sun Also Rises

and selected short stories from Tales of the Jazz Age by Fitzgerald, such as: "The Diamond as Big as the Ritz" and "Bernice Bobs Her Hair."

Enrollment: 12

Prerequisites: None

Special costs: None

KAYAK TRIP

JT 109

Eric Evans

This year the trip will be headed to Texas for some relaxed river running on the Guadalupe, San Marcos and Pedernales Rivers which are located to the north of San Antonio. Some kayak surfing will also be done, as the Gulf is less than a 3-hour drive away.

On the way down a 2-day stop is planned for some paddling on the Little Falls area of the Potomac River just north of Washington, D.C.

The dates of the trip are January 15 to February 3, and it is open to those people who have done some paddling on flat water here at Hampshire. Only one van will be going, so if more people sign up than there are spaces available, a selection will be made. This will be done before Christmas vacation. Watch for notices and a sign-up sheet at the Outdoors Program office.

Enrollment: 8

Prerequisite: Interview with the instructor

Special costs: Approximately \$70 per person for food and gas, depending on the number going

EVERYPERSON'S LAW PROJECT

JT 110

E. Oliver Fowlkes

This effort is conceived in the broad framework of developing a legal course containing capsules of law in diverse areas. A few tentative suggestions would be students' rights, drugs, sex and race discrimination, traffic, legal competence, family law and child custody, mental health and welfare law. At the first meeting we will decide what directions our work will take.

The workshop is developed with the idea that the finished product could be presented as a series of topical lecture/discussions live or on INTRAN for the benefit of Hampshire, the other four colleges and the wider local community.

Enrollment: No maximum

Prerequisite: Interview with the instructor

Special costs: None

THE ZONE SYSTEM

JT 111

Stanley Goldberg

The Adams Zone System will be used to study the relationship between light, exposure and development. Cameras will be provided; students will be expected to provide their own film.

Enrollment: 12

Prerequisite: Interview with the instructor

Special costs: Film

THE SOCIAL IMPACT OF SCIENCE FICTION

JT 112

Susan Goldhor and Everett Hafner

When "War of the Worlds" passed from the pen of Wells to the microphone of Welles, a new era of social communication began. The impact of science fiction on human behavior became a strong force to be studied, developed and controlled. Our students will read representative works, examine their scientific bases and assess their influences on the attitudes of their contemporary cultures. Each student will then construct a tale in extension of a set of current scientific facts, aiming toward a social outcome that he or she regards as desirable.

Enrollment: No maximum

Prerequisites: None

Special costs: None

 THE DOMAINS OF PATRIARCHY AND MATRIARCHY IN CLASSICAL ANTIQUITY JT 113

Simon Gouverneur

The analytical reading of Cheikh Anta Diop's essay, The Cultural Unity of Negro Africa, a course based on exposing the domains of patriarchy and of matriarchy in classical antiquity; a historical account of patriarchy; criticism on the classical theory of a universal matriarchy; the history of patriarchy and matriarchy and its geographical, ethnical and cultural context.

Suggested reading in order of importance:

Diop, The Cultural Unity of Negro Africa
 Bachofen, Myth, Religion and Mother Right
 Morgan, Ancient Society
 Engels, The Origin of the Family

Enrollment: 20

Prerequisites: None

Special costs: None

 TV PRODUCTION

JT 114

John Gray

Interested members of Hampshire's beginning and advanced video groups will combine to produce materials and programming for Amherst's cable-vision facility. A magazine format will lend itself to a variety of subject areas to be developed by those participating in this one-month session. One priority will be to discover needs of individuals and groups of the larger Amherst community. In addition, we will try to develop means to serve these needs. However, there should be ample opportunity for people to develop individual projects.

Formal studio sessions will take place on Sundays and Mondays with production meetings on Sunday evenings.

Enrollment: 15: half from the beginning course (LC 121) and half from the advanced course (LC 217)

Prerequisite: Interview with the instructor

Special costs: None

COMPUTER LABORATORY

JT 115

Allen Hanson

In addition to regular courses, we provide facilities to teach the programming language APL. The facilities are essentially self-instructional, with a core of instruction consisting of an audiotape series and an accompanying notebook-text of charts and examples. There are auxiliary materials such as videotaped lectures, film, a series of programmed exercises, and texts. A lab assistant will be available as a resource for solving puzzles and problems, and some classroom-type problem-solving sessions will be scheduled. The student who has no experience with computers or programming can be introduced to the subject at whatever pace is comfortable. Since the basic materials may also be used entirely independently and quickly, an experienced programmer who wants to add APL to his or her repertoire can do so in this way. The system we use also supports other languages, in particular, FORTRAN and BASIC.

For the beginning student, the work required to master computer programming at the Division I level is equivalent to about one-half of a normal course. Skills in programming can be used as part of (and in some cases as all of) an L & C examination. Students who are interested in doing L & C examinations in programming should talk to Allen Hanson about their ideas.

The laboratory can be used by anyone who needs either a first acquaintance or a further acquaintance with computer languages and programming techniques.

The laboratory does not run like a course. It will, however, meet formally once a week for one hour during the term. The scheduled activities and hours of the lab assistant are posted at the laboratory room in the Science Building. Self-study materials are also kept in the lab room.

Enrollment: 30

Prerequisites: None

Special costs: None

 WOMEN AND WILDERNESS

JT 116

Joy Hardin

Our focus is exploring our own relationships with wilderness, exploring new sources of strength and energy, and exploring a variety of literary and historical relationships of women to wilderness. Two weeks will be spent climbing, backpacking and snowshoeing in the mountains and canyons of northern New Mexico. Before and after and during travelling time, we will clarify some of our ways of relating to wilderness and a wilderness experience with that of other women at other times and of other cultures. The course will be co-taught by Mary Sydorlak, a native of the New Mexico mountains we will be in, a climber, artist and Outward Bound Instructor, and Joy Hardin of the Outdoors Program staff.

Dates of the trip are January 7-30.

Enrollment: 9

Prerequisites: Interview with the instructor

Special costs: Approximately \$70

 PEER COUNSELING

JT 117

Tom Holman, Joe Marchese, Jenna Kohles and Meg Bremer

This is a learning experience designed to train students to work with fellow students on a one-to-one, group or outreach basis. The offering in January will require a commitment of about 50 hours' time over a 3-week period. It will be divided into two emphases: one focusing on didactic issues related to peer counseling on a college campus, and the other a training group meeting regularly. Some readings will be required.

The course will begin Monday, January 7 and end Friday, January 25. There will be 3 2-hour didactic sessions and 3 3-hour group sessions a week. Those interested should sign up in the House IV office with Cece Bovington (phone 4650).

People involved in the course will be expected to participate in the Peer Counseling Program at Hampshire College in the spring of 1974.

Enrollment: 12

Prerequisite: Interview with the instructors

Special costs: None

THE DIFFERENCE BETWEEN LOOKING AND SEEING

JT 118

Gary Hudson

The first meeting will determine goals of the course and work out the logistics.

There will be field trips to museums and galleries and artists' studios in New York City and/or Boston, depending on the results of the first meeting.

The purpose of the course is to confront major painting in the environment it is meant to be in and to analyze these works as they relate to the contemporary world.

Enrollment: 10

Prerequisites: None

Special costs: Those involved in the field trips

CRITERIA FOR SCIENTIFIC CHOICE
A One-Month Research Seminar in Washington, D.C.

JT 119

Ming Ivory

Students may participate in one of two ways:

TRACK ONE. This way is designed for Division I and II students who may have no previous experience in historical research, but who are interested in science-society relationships. Students will be assisting me in a project related to the National Science Foundation 1960-1970. In this decade, the concept of "scientific choice" was first consciously introduced into discussions of science policy. Prior to the 1960s, it was considered improper to assign relative priorities among the various scientific disciplines. The "nature of science" made it impossible to determine what line of research would be beneficial in the future, and so one had to rely on the judgments of the scientists themselves when it came to deciding how much money to spend on physics vs. biology. In 1962, the concept of "scientific choice" gained acceptance, and administrators began to consider imposing social priorities on science from "outside." In 1968, the NSF, created originally as a guardian of "pure" science, introduced its RANN program (Research Applied to National Needs), marking a further development in science policy.

Students working in this track will be closely guided in the developing and carrying out of research tasks. As a group we will attempt to determine how the NSF actually went about making decisions on what to fund. We will be paying special attention to how it interpreted its operations to the public over this period when ideas about the nature of science and whether it can be directed were changing. The research will involve library searching (at NSF, Library of Congress, and other science-supporting agencies), interviews with current administrators, quantification of data, and attendance at hearings on current related issues. By participating in this track, students will be introduced to intensive research methods, and can expect to learn a great deal about the NSF and science policy.

TRACK TWO. Division II and III students who may be interested in related topics (adversary science, space priorities, environmental action, public policy in general, science and culture issues, etc.) can join this track, which will consist of those students with independent research projects and those having jobs in government or private agencies (e.g., the Center for Science in the Public Interest, Environmental Action, etc.). The seminar will provide these students with a forum in which they can share their experience with others, get useful feedback on methods and problems, and discuss the wider issues of science and society.

THE TWO TRACKS will meet together frequently to exchange ideas and suggestions, to hear progress reports, and to discuss science-society issues. In addition, guest speakers from the Washington area will

be invited to talk to the group. The two tracks together will constitute a Hampshire community, which will hopefully prevent that "lost" feeling that sometimes results from isolated field work. The cultural surroundings of Washington, D.C., plays, concerts, etc. can further augment this January experience.

Enrollment: 20

Prerequisite: Interview with the Instructor

Special costs: Housing - every attempt is being made to find cost-free housing on a student-by-student basis. Possibilities include staying with relatives, friends, etc. and negotiating some kind of exchange with local colleges. Costs of transportation to and from Washington and meals to be arranged.

BUILDING A POLAROGRAPH

JIT 120

Karen Keskinen

This project is designed to teach both some very basic chemistry and some electronics. Polarography is used by scientists both for analysis of small amounts of compounds in solution and for some detailed studies of chemical reactions.

By assembling the electronic components necessary for such an instrument, we will attempt to gain some appreciation of the advantages and limitations inherent in the use of instruments in science. If we are successful in the construction, we will test it on some simple chemical systems. No knowledge of electronics is necessary although some interest would help.

Enrollment: No maximum

Prerequisite: Interview with the Instructor

Special costs: None

WILLIAM HINTON: HIS WRITINGS ON CHINA AND HIS WORK-STYLE JT 121

Jim Koplin

On the hands of the people
 Callouses will never go away
 For on their hands they depend
 To create the new day

Wang Hsi-chien

The professor's real problem was one germane to intellectuals everywhere - how to translate theory into practice. He was like the revolutionary described by Mao Tse-tung, who held the arrow of Marxism-Leninism in his hand, caressed it and exclaimed ecstatically, "What a fine arrow! What a fine arrow!" but never let it fly.

William Hinton, Fanshen

This seminar will have two goals: (1) to learn about the revolution in China as it is described and analyzed by William Hinton, and (2) to examine the techniques and style of an intellectual who has chosen to work without any institutional affiliation (he operates a 300-acre farm in Pennsylvania).

The reading list will include: Fanshen, Iron Oxen, Turning Point in China, 100 Day War, and several short essays and reviews. Some form of group-discussion format will be used, but details of meetings, schedule of assignments, and conduct of sessions will be worked out at the first meeting of the seminar.

The seminar will not be offered if fewer than 6 persons register. A short interview with the instructor is recommended before you make a final decision to enroll.

Enrollment: 12

Prerequisites: None

Special costs: None

FIELD STUDY OF A RESIDENTIAL LEARNING CENTER

JT 122

John Kortecamp

This is a special evaluative field experience open to five members of the Educational Studies Program. The experience will involve visiting another residential learning center (as yet unidentified) for one week for purposes of collecting data, observing and interacting with its members. The students will then attempt to synthesize the collected information and relate significant parts of it to our experience at Hampshire College.

Enrollment: Limited to 5 members of the Educational Studies Program

Prerequisite: Interview with the instructor

Special costs: None

RECORDER PLAYING

JT 123

Phoebe Larkey

The recorder is an end-blown flute, widely used from about 1450 through the time of Handel and Bach. With the revival of interest in early music, many people are eager to learn to play the recorder since its use permits more authentic interpretation of this music.

Along with its use as a valid, serious musical instrument, the recorder is the ideal instrument for recreational music. Relatively inexpensive, easy to transport and often at its best played in groups (consorts), there is a wealth of medieval, Renaissance and baroque music which may be played by students.

Daily classes in technique and consort playing using all sizes of recorders available will be given as needed for students at all levels of proficiency.

If there is enough interest, a mixed consort with other instruments may be organized.

Private lessons may also be scheduled, and I would like to have some open playing sessions with other early music lovers in the community.

Students will be expected to practice daily. A knowledge of music notation is not a prerequisite; it can be learned as we go along.

Enrollment: About 15

Prerequisites: None

Special costs: An instrument. If you haven't got one, please wait and talk to me before you buy one.

 EMILY DICKINSON

JT 124

Polly Longworth

 The Poets light but Lamps
 Themselves go out -

An opportunity to study the poems and letters of the Amherst poet with emphasis on her life and ties to this New England landscape.

This is a joint course for Mount Holyoke and Hampshire students and will meet Tuesdays at Mount Holyoke and Thursdays at Hampshire from 2:00 to 4:00 p.m.

Enrollment: 10 Hampshire students and 10 Mount Holyoke students

Prerequisites: None

Special costs: None

 TRACKING THE NEW WOLF

JT 125

Jay Lorenz, Lissy Coley and Ray Coppinger

We will spend lots of time tracking the new wolf in the surrounding countryside in order to collect seats for food analysis and study the behavior of this new animal. The possibility exists for eager students to do independent projects, such as determining small mammal populations that are related to our research.

Enrollment: 15

Prerequisite: Interview with the instructors

Special costs: None

CLAY

JT 126

Denny Lyon

A time to learn about clay--handbuilding, throwing on the wheel, firing, glazing.

The class will meet in the Dakin studio, Monday through Thursday, from 9:00 a.m. to 1:00 p.m. Students will also work 4 hours a week on their own.

Enrollment: 6

Prerequisites: None

Special costs: \$10 for materials

SEMINAR IN THE VISUAL ARTS

JT 127

Robert Mansfield

This is a seminar specifically designed for students concentrating in the Visual Arts.

It will meet once a week for an unspecified period of time while the students will be expected to work independently in their studies throughout the term.

It is hoped that the seminar will offer us a common ground to share ideas, directions and attitudes relative to the student's independent investigation. Beyond this, students can expect critiques of their own work, visits to several artists' studios (including my own) and at least one field trip.

Enrollment: 12

Prerequisite: Interview with the Instructor

Special costs: None

LIBERTY AND LIBERATION

JT 128

Lester Mazor

For more than a year I have been at work on an essay on the subject of liberty and liberation as different versions of the freedom ideal. I am concerned with the historical development of these concepts, philosophical exploration of them, and an exploration of their meaning in a wide variety of contexts. I will be devoting most of my time in January to working on this essay and would be willing to meet regularly with a small group of Hampshire community members to discuss the ideas and literature involved in this project.

Enrollment: 12

Prerequisites: None

Special costs: None

MUSIC AND MYSTICISM

JT 129

Randall McClellan and Lynn Grasberg

Music is the one incorporeal entrance into the higher world of knowledge which comprehends mankind but which mankind cannot comprehend.

Beethoven

After silence, that which best expresses the inexpressible is music.

Sri Chinmoy

This activity will not be a course in the traditional sense but rather in the nature of a gathering of people interested in exploring the subtle relationships between music and its ability to alter our consciousness. We will attempt to find some clues with regard to how music affects our consciousness and what qualities in music seem to induce mystical experiences. Our study will be cross-cultural in that it will draw from the traditions of Christianity, Buddhism, Hinduism, Taoism and Zen, and the music will be drawn from both Eastern and Western sources. We will combine both theoretical and experiential applications to the study.

We will meet on Wednesdays (2-5:00 p.m. and 7-10:00 p.m.) and Thursdays (9-12:00).

Enrollment: 20 (minimum of 10)

Prerequisites: None

Special costs: None

TELEVISION PRODUCTION WORKSHOP FOR BEGINNERS

JT 130

Roger Mellen, organizer

I would like to coordinate a January Term course in television production for people who have had no previous experience. It will emphasize actual productions with the TV studio and portable equipment. Through these productions, we will learn about the different roles of the producer, director, cameraman, etc., and how they mesh to create a show. Everyone will get a chance, I hope, to try every production job at least once.

We will also work on the theoretical plane, reading and having discussions about techniques, the actual business of television, and what makes it work. If people are interested, we may take part in radio productions also. To make the month successful, people in the class must commit themselves, and a good deal of their time, to the productions.

For further information, contact: Roger Mellen, Box 573, X5029

Enrollment: To be arranged

Prerequisites: None

Special costs: None

THE LAW AND EDUCATION WORKSHOP

JT 131

Michael Morin

The Law and Education Workshop has been meeting throughout the fall term to prepare Hampshire College students to teach law in the Amherst Regional High School this spring. This January the program will continue to meet regularly in efforts to further prepare Hampshire students to begin their teaching. Emphasis will be placed on teaching methodology and material preparation. During the month students will work on planning what they will actually teach on a day-to-day basis. Each student will also get a chance to practice teaching and receive advice concerning his or her teaching methodology.

The Workshop is open to students who did not participate in the fall workshops. Class will meet 2 or 3 days a week for 2-hour sessions.

Enrollment: 10

Prerequisites: None

Special costs: None

PLANT BEHAVIOR

JT 132

Eric Newman

THE VENUS FLY TRAP SNAPS AT INSECTS

THE SUN-DEW TRAPS INSECTS WITH ITS GRASPING TENTACLES

THE MIMOSA PLANT FOLDS UP ITS LEAVES AND COLLAPSES
(plays dead) WHEN TOUCHED

HOW DO THEY DO IT?

Many plants have specialized cells which behave in the same way as nerve cells do in animals. Other specialized cells form muscles in these plants. We will investigate the electrical and mechanical responses of these plant "nerve" and "muscle" cells in this January Term course.

LAB: will include group and individual projects dealing with the mechanical and electrical activity of different plants. Possible projects include:

- 1) Measuring and analyzing the electrical activity of plants seen in response to mechanical stimulation. Can this activity help to explain the plant's behavior?
- 2) We can try to confirm (or repudiate) the reported electrical "fear response" of Cleve Backster which plants display when they perceive that "plant hating" people are nearby.
- 3) We can examine the microscopic structure of the plant muscle.

SEMINAR: We will read and discuss journal articles dealing with electrical activity in plants. We will also read more generalized articles on plant movement and behavior dealing with:

- 1) The sensory apparatus which signals a plant into action.
- 2) The operation of the plant's muscle which drives the claws of the Venus Fly Trap, the tentacles of the Sun-Dew, etc.
- 3) The control mechanisms which keep the plant running smoothly and effectively.

We will meet 3-4 full days a week, including two morning seminars.

Enrollment: 12

Prerequisites: None

Special Costs: None

REHEARSAL AND PERFORMANCE

JT 133

Liam O'Brien

A full-time, 6 days a week, rehearsal and performance workshop culminating in the presentation of Charles Morowitz's "A Macbeth" on February 4-9 in the Performing Arts Center of Emma Goldman Hall, Hampshire College. There will be approximately 30 rehearsal days for 11 acting roles cast by public auditions as well as crew and crew head assignments in costume, set, light, sound and property construction and rigging. The company actors, technical people, and the director/teacher will work under professional Actors Equity/I.A. rules and format.

Enrollment: 11 actors, 10 crew

Prerequisites: Auditions for actors on November 29 (6-10:00 p.m.) and November 30 (9:00 a.m.-2:00 p.m.) in Emma Goldman Hall; Interviews for crew after auditions. For more information, watch for posters.

Special costs: None

SPINNING AND NATURAL DYEING

JT 134

Kay Petersen

The course will be oriented toward those who have had little or no experience with spinning and/or natural dyeing. We will be working mainly with wool, beginning with discussion of quality and types of wool, and the processes involved in working with it. We will learn to spin on hand-spindles, then on a spinning wheel. Students will be expected either to make or to pay for their own spindles, and a wheel will be available for use in non-class times. We will simultaneously be collecting materials to use for dyes, and then dyeing both unspun fleece and our own yarn. If students are interested, assistance could also be given in weaving, knitting and crocheting with the yarn we spin. We will probably visit a textile museum during the term; other field trips are possible as well. There will be two 2-hour class meetings per week, times to be arranged. There may be a small fee for materials.

Enrollment: 8

Prerequisites: None

Special costs: \$6 maximum

WORKSHOP IN MARXISM AND AESTHETICS

JT 135

Anson Rabinbach

This course will attempt to develop a number of different projects which might include:

- I. Theoretical Discussions, for example:
 - a. Art and Politics
 - b. Marxism and Literary Criticism
 - c. Marxism and Theater
 - d. Marxism and Film

- II. Practical work in theater, film, writing, etc.

Students interested in participating should contact me before the beginning of January Term. One goal of the course should be the development of a longer course in this area for the fall of 1974.

Enrollment: No maximum

Prerequisite: Interview with the instructor

Special costs: Possibly small amounts for putting on a play or seeing a theater production

COLORADO MOUNTAINEERING TRIP

JT 136

David Roberts, leader

A 12-day high-altitude mountaineering mini-expedition to the Pierre Lakes Basin of the Elk Range in central Colorado (near Carbondale and Aspen). The goals of the trip will be to provide Hampshire students who have never climbed high mountains in winter with an introduction to this experience--the best model of expedition mountaineering available in the continental U.S. during the school year. No particular experience is assumed of students going on the trip. Depending on weather and snow conditions, members of the group will hike in to a "base camp" around timberline in Pierre Lakes Basin, camp there in mountain tents, hike and explore above timberline, and--if conditions permit--attempt ascents of the 14,000-foot mountains Snowmass and Capitol. The latter is a technical climb which has been accomplished only a few times in winter; therefore, some discrimination by ability and experience may be necessary if its ascent is attempted.

Three Hampshire students who are relatively experienced mountaineers will co-lead the trip with Dave Roberts, providing for a safe ratio of beginners to experienced climbers. Co-leaders are Jon Krakauer, Bill Bullard and Bill Resor.

The dates are: January 7-26 inclusive; leaving from Hampshire on January 7 or 8, the group will drive in a Hampshire van to Carbondale, Colorado, buy and pack food there; the trip itself will occupy January 12-23. Drive back, January 24-26.

Additional requirements: one group meeting after the trip to discuss the experience, and a paper from each student due February 1, evaluating his/her subjective responses to the mini-expedition.

Enrollment: 8

Prerequisite: Interview with the Instructor

Special costs: Approximately \$50 per person, exclusive of special equipment. The Outdoors Program provides sleeping bag, ensolite pad, tents, cooking gear, snowshoes, ice axes, etc. Student must provide only warm clothing and good boots (Korean boots are rentable from EMS). Cost, then, is of food and gas only.

THE SORCERER'S APPRENTICE

JT 137

Richard M. Rose

"I can't believe that this is possible!" I exclaimed.
Don Juan took my statement literally and scolded me.
He said he was tired of my acting as an ultimately
important being that has to be given proof over and
over that the world is unknown and marvelous.

Anthropologist Carlos Castaneda has written three best-selling books about his apprenticeship with Don Juan, a Yaqui Indian sorcerer. The books have been labeled anthropological classics and literary masterpieces. Although they reflect today's preoccupation with hallucinogens and altered states of consciousness, their appeal is not limited to the followers of any particular spiritual or drug cult. The lessons of Don Juan present a new and profound way of thinking about ourselves, of living our own lives.

We will read and discuss these books in light of their anthropological and philosophical realities and will attempt to draw conclusions as to their impact on society in general.

Enrollment: Open for Hampshire College students; others need consent of instructor.

Prerequisites: None

Special costs: None

 CONTROL OF LIPID METABOLISM: AN INTRODUCTION TO BIOMEDICAL RESEARCH

Lirida Slakey

JT 138

This course is for students who want to participate in an ongoing research project in which we study the control of lipid metabolism in the artery wall. The project is medically interesting because it leads to a better understanding of what happens in atherosclerosis. It is interesting from the point of view of biochemistry because it opens up some basic questions on metabolic controls and because it is technologically challenging to study.

During the course students will:

- acquaint themselves with the background of the work in progress,
- consider funding problems, justification of work to the funding agency, accountability to the taxpayer,
- suggest and evaluate experimental design,
- work on ongoing experiments, and on analysis and interpretation of the data generated (most of the time will be spent on this activity).

We will work together at the UMass lab all day most days, and probably some evenings and weekend time.

Enrollment: 10

Prerequisite: Interview with the instructor

Special costs: None

 TEACHING AND EXPLORING WITH FOUR-YEAR-OLD CHILDREN

JT 139

Ruth Stamas

I am looking for three people who would like to spend four mornings a week (Monday, Tuesday, Thursday and Friday from 9-11:30) in a nursery school environment created especially for four-year-olds. Besides participating as teachers, I will ask these individuals to create projects as foci for their work with us in the nursery school. Interested people, please see me.

Enrollment: 3

Prerequisite: Interview with the instructor

Special costs: None

BALLET: LOOKING AT MOVEMENT AS CREATIVE EXPERIENCE
AND EXPRESSION

JT 140

Kathy Tobin

The development of classical ballet as an art form will be outlined by observing traditional productions such as "Swan Lake" and "The Nutcracker." Later, contemporary works by Balanchine and Robbins will be viewed. Ballet's relationship to other arts - drama, music, painting, literature, and sculpture will be investigated.

Students will attend about six performances by ballet or other dance companies in New York City. The ability to experience and then to analyze dance performances critically will become one of our major goals. Films, recordings, and readings will supplement these performances.

There are many ways to approach dance as the form of theater which bridges feelings to movement. Most important in this study will be the experience of dance, that is, attending actual performances in New York City (the New York City Ballet and the American Ballet Theater will be in residence during the month of January, and most probably there will be other visiting groups of interest). In addition to the performances, the art of dance and its influences can be experienced through dance films, recordings of musical scores, readings from journals and reviews, visits to art galleries whose works might serve to show themes of dance and movement, and hopefully lectures or meetings with dancers and dance critics. From the appreciation of seeing dances performed, an ability to analyze a performance critically should evolve. We should become more able to perceive and enjoy the relationships of dance to other art forms.

The extra costs of this course will be about \$120. This will include ticket costs, books and an allowance for the expense of transportation and general costs of days spent in New York City. Students interested in the course must make a deposit of \$60 with Kathy Tobin in Blair Hall by December 10 so that tickets can be ordered. Tickets are frequently sold out in advance. For this reason an early deposit is essential. (Since ticket prices are non-returnable, once the \$60 deposit is made, tickets will be ordered and the \$60 will not be refundable.) Transportation and overnight arrangements will be worked out once our group forms. Car pools and possibility of staying with friends in or near New York could make possible some savings.

Enrollment: 15

Prerequisites: None

Special costs: See above

THE OCCULTURAL REVOLUTION

JT 141

Harvey Wasserman

The political turmoil of the 1960s has transformed in the 1970s to a culture-wide search for alternate consciousness. The collapse of traditional religion and the rise of a drug culture, the influx of Indian gurus, the growth of the Jesus movement, are surface indicators of a mammoth young energy moving toward a new level of being.

This course will explore some pioneer methods and movements toward that new consciousness. Readings may include:

Carl Jung, Memories, Dreams and Reflections
 Paramahansa Yogananda, Autobiography of a Yogi
 Thomas Sugrue, The Story of Edgar Cayce (There is a River)

The Lama Foundation, Be Here Now
 Philip Kapleau, Three Pillars of Zen
 P.D. Ouspensky, In Search of the Miraculous

Carlos Casteneda, The Teachings of Don Juan
A Separate Reality
Journey to Ixtlan

C.W. Leadbeater, The Astral Plane
 Erich von Daniken, Chariots of the Gods?
 Dane Rudhyar, Astrological Timing

We'll entertain representatives of the various active religious groups and explore various forms of individual and group meditation. Problems of diet and health in relation to spiritualism will also be studied.

Some of us may wish to approach the course as an opportunity to study the occult as a sociological phenomenon: Under what cultural conditions does interest in the occult flourish? What sorts of psychological needs does it fulfill? Are there parallels between the rise of occultism in pre-Nazi Germany and in modern America?

Others may be more interested in a personal introduction to the occult itself: Is there a "next level of consciousness?" What is its nature? Who attains it and how? What sort of proof, if any, is available and how might it be evaluated?

A written project will be expected of each student.

A more detailed description is available in the January Term office, Apt. 20, House III.

Enrollment: No maximum

Prerequisites: None

Special costs: None

MOUNT HOLYOKE: NATURAL AND HUMAN HISTORY

JT 142

Lou Wilcox and Steven Berkowitz

This course is designed primarily for students who plan to participate in the Holyoke Range Project during the spring term, although any student is welcome. We will study the history of the Range from its time of origin (about 193 million years ago) to the present day, as a framework for meaningful analysis of what the Range is, how it works, and what its future should be. The heart of the course will be talks and discussions by and with people who have been intimately associated with some aspect of the Range, in history, science, conservation, etc.

This will also be the time for students continuing in the spring to do the background work for their projects. We will meet three mornings a week and probably some evenings as determined by our guests' schedules.

Enrollment: 20

Prerequisites: None

Special costs: None

The greatest cities of the world - London, Paris, Rome, New York, and Tokyo - are becoming the most uncivilized places of all, and for every year they survive, another decade is taken off the prognosis for the Earth as a whole. Something has to be done.

William Irwin Thompson

Make construction workers out of Idealists? Sometimes I wonder if it wouldn't be easier to make construction workers into Idealists.

Unknown

Paolo Soleri has developed an approach to deal with the evolutionary suicide course our society is following. He proposes a radical reorganization of the oppressive urban sprawl into a dense three-dimensional city - an Arcology. Arcology (architecture/ecology) presupposes that while the suburbs are isolating containers of people, the city has become a suffocating culture container. An arcology would serve as a vehicle for people - for a society not based on the annihilation of people and the ecosphere which supports them, but a society which deals rationally with the necessities of limiting our physical expansion and abandoning our ideas of private property. It is necessary to remember that, unless these directions are not only conceptually but also concretely built, their effect can neither exist nor be enjoyed.

A group of us will be going to Arizona to work with Soleri and other participants building the first arcology - Arcosanti. This will not be a regular class. It is construction work. It is learning through living in a task-oriented communal situation. It is seeing an idea take on real shape from the ground up. We will be working as pioneers in a semi-wilderness area. Participation will require a commitment on your part to the conviction that the urban disaster must be faced positively, optimistically, and radically.

Interested people, see Scott Tucker, Box 1152, X5599, immediately.

Enrollment: 10

Prerequisites: Interview with the organizer; reading to be distributed

Special Costs: \$234.50 plus transportation

ARICA TRAINING

JT 144

A 40-day intensive ARICA training will be offered, consisting of 320 hours of individual and group work. It allows an opportunity for total immersion in the body of ARICA theory and method and is totally experiential. Because the workshop requires 40 days, it will begin before January Term and extend beyond the end of it.

For more details, see posters on the January Term bulletin boards, leave a note for Peggy Arent in P.O. Box 424, or contact Apt. 32-A in House III.

FIGURE DRAWING

JT 145

I'd like to organize a group to do intensive figure drawing. It would probably comfortably involve 15 people and would meet for a minimum of 3 hours a day. There will be a model available every day with some continuity of models. By working every day with only a few different models, and by repeating and extending poses, there will be an opportunity to paint as well as draw. None of the present classes really provides an opportunity for this kind of concentration.

There would not be one permanent instructor involved. There could be a weekly critique with or without an instructor or no discussion at all. This will be decided by the participants of the class after it is organized.

If you have questions or suggestions, see:

Laurie Beth Clark
Box 308
Phone 4053

Enrollment: 15

Prerequisites: None

Special costs: possibly, models' fees

SUPPLEMENTARY ACTIVITIES

LAW MODULES

The Law Department at the University of Massachusetts again this January will sponsor a month-long program of short modules on law-related topics. The schedule for this January is not yet available, but it is expected to follow a format similar to last year's law conference, in which a large number of events on a wide variety of subjects were held. A full schedule for the month will be posted in the law program room, AB 1, Room 204, and additional information may be obtained from Gale Brown in Room 218, AB 1, or from Lester Mazor, Room 203, AB1.

FRENCH CUISINE AND CHINESE GASTRONOMY

Lester Mazor

A few years ago, a French chef wrote an article in the New York Times Magazine in the course of which he decried the growing number of Chinese restaurants in Paris as "the new Yellow Peril." An outraged Chinese replied in a letter to the editor that he noticed that the chef had not dared to suggest in his article that the French cuisine was the world's finest, since everyone knew that the Chinese was, and that "the real yellow peril is the sickly sauce which the French use to cover their mistakes."

In an effort to explore this controversy as enjoyably as possible, I wish to join with no more than 10 people in preparing French and Chinese meals, alternately, twice each week in the late afternoon, in the kitchen of Merrill Master's House. We will cook and eat for approximately 3½ hours each time. Registration procedure to be arranged.

AMERICAN CULTURE IN THE 1920's AND 1930's: THE VIEW FROM MIDDLE AMERICANeil Shister

This will be a series of four lectures. They will address the major themes and presentations made in the pages of America's major mass medium of the early 20th century, The Saturday Evening Post. I will be concerned with identifying the key elements of structure through which the magazine addressed the popular imagination. I shall also be trying to demonstrate a technique of analysis applicable to other studies drawing on mass media. Of particular interest will be the nature of transitions made in the magazine as the country went from the prosperity of the 1920's to the depression of the 1930's.

SKI TRIP TO FRANCE

The Hampshire College Outdoors Program and the Amherst College Ski Team are planning a 3-week ski trip to France during the January Term. Tentative plans are to leave Boston on January 2 and to return on January 24. We anticipate spending a week each at Val d'Isère, Courchevel, and Avoriaz, with deluxe condominium accommodations at each.

Beginning as well as expert skiers are encouraged to join us, but the trip is restricted to members of the Five Colleges. Interested people, see Bruce Carroll.

Enrollment: No maximum

Prerequisites: None

Special costs: Approximately \$400 for air and ground transportation and room.

INFORMATION ON VISITING INSTRUCTORS

MIRIAM BARNDT-WEBB studied at the University of Vienna, the Vienna Academy of Music and the University of Illinois, among others. She has taught at several colleges, including Smith, and has also been active as a performer, conductor and vocal soloist.

MICHELE CURTIS is a resident associate of Dakin House. She majored in theatre arts in college and has worked in children's theatre before.

DIANE DAMELIO has worked off and on in the business office. She is an abortion and birth control counsellor at the Amherst site of the Family Planning Council of Western Massachusetts and has been a board member of that council.

KITTY DUFF is a Division III student whose project is fiction and autobiographies of American women writers at the turn of the century.

MARK ENGELMANN is a second-year Hampshire student. His interests include epiphenomenology and stock car racing. He is currently engaged in writing a book tentatively entitled Solipsism and Meaningful Interpersonal Relations.

PHOEBE LARKEY has appeared in concerts with the Morningside Consort of New York, the Bergen Baroque Ensemble and the Ad Hoc Consort. She has been on the faculty for chamber music weekends given by the Country Dance and Song Society of America, and summer schools sponsored by the American Recorder Society. Ms. Larkey teaches adult recorder groups and children's classes as well as private students, and is one of the founders of the North Jersey chapter of the American Recorder Society.

POLLY LONGSWORTH is the author of several books, including one for children, Emily Dickinson, Her Letter to the World.

JAY LORENZ was in the Hampshire Fellows program last year and is now a Five College graduate student.

DENNY LYON began as a sculpture student at the University of Texas. She has worked with Warren McKenzie at the University of Minnesota and at the Leverett Arts and Crafts Center but is mostly self-taught.

ROGER MELLEN has taken two television production courses and has done an independent study with Steve Gilford (an independent TV producer). He is an INTRAN employee and tapes the Human Biology lectures twice a week during the fall term; he has worked a lot in the studio and with portable equipment. He is now planning a concentration dealing with TV and mass communications.

MICHAEL MORIN, a Division II student, is a law program member. He has already taught in the Law and Education Workshop which is a continuing activity of the law program.

ERIC NEWMAN was a visiting instructor at Hampshire during the 1972-73 year and is now doing graduate work in biology at MIT, working with Jerome Lettvin.

KAY PETERSEN is a resident associate of Merrill House. She learned to weave in Denmark. She is a graduate of Antioch, where she majored in psychology and also did weaving and spinning.

JONATHAN RICH is a second-year Hampshire student currently interested in American literature. Prior to entering Hampshire, he spent a year in Paris studying French literature at the Sorbonne.

KATHY TOBIN has been working in the Treasurer's office since last January. In February she plans to resume working on a master's degree program in higher education at the University of Massachusetts.

**** NOTE:** Any course with a very low registration figure may be cancelled, at the discretion of the instructor(s) and the January Term office.

Cover design by David English

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