

10-15-1970

The Kim Wilson Memorial Bull Frog Pond, Vol. 1, No. 5

Grand Valley State College. Thomas Jefferson College


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 **HE KIM WILSON**
memorial bull frog pond
in which

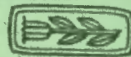


the FIELD AND STREAMS.

OR

Oh where, oh where, has my little dog gone?
Oh where, oh where, can he be?

Volume 1 No. 5



October 15, 1970

"Did you ever fly kites in the Spring? Did you have to have the biggest kite - or the highest - or was it enough that it was your kite up there and flying kites was fun.

Did you ever have a balloon at the circus with that magic stuff inside that makes balloons go up? Did your balloon have to be the biggest - or the highest - - or was it enough that it was your balloon and it went up and that was mysterious and fun.

Sometimes we have to compare to feel important - until someone comes along and likes my kites just because it's my kite - not the biggest - or the highest - in fact, my kite's a little lopsided and the ball of string keeps getting snarled and that doesn't matter, strangely.

I now like flying my kite and, you know. those other kites look great too. Look at that one over there. It's probably the biggest one out here. It fits in so well with all the other kites that dot the sky on such a beautiful days as today.

It's great having my own kite! Thank you for noticing."

By Goodwin Watson or anonymous
submitted by Bud Haggard.

Further wanderings of the Refugee, with some account of a good knight of Brentford who befriended him.

I. **W**hich has something to say about Dr. Franklin and the Latin Quarter.

Meetings

- | | |
|-------------------------|---|
| a. Finance Committee | Every Thursday, 3:30 p.m., 129 LHH
(Bud Haggard's office) |
| b. Curriculum Committee | Wednesday October 21, 3 p.m., 161-LHH |
| c. Forum Session of TM | Thursday, October 22. Discussion of specific Seminar proposals for Winter Qtr. Deadline for proposing seminars is Friday, October 23. |
| d. Admissions Committee | Will meet Friday, October 16 at 3:00 p.m. in 161 Huron |

Agenda: (1) Elect Chairman. (2) Determine regular weekly meeting time. (3) Discuss winter term admissions under present procedures--interviewing, anticipated student enrollment, admissions qualifications. (4) Discuss future admissions procedures under the proposed GVSC reorganization. Hopefully, Mr. Tweddale will be present.

His escape from the house, with various adventures following.

REACTION TO THE TEMPORARY SOCIETY BY BENNIS & SLATER



I have been watching freedom grow and the temporary society begin to come into existence and I am thrilled at finally becoming a part of it (TJC) and not being one who simply rejects, destroys but does not build. By viewing my own personality and relating it to a progressive and experimental society, I can see that it takes time and effort to build a creative, moving, learning, living entity. Trying to become fully human after being raped of potential is very difficult, and because of this, this generation will only become aware of a fraction of the possible human potential.

I feel that not only will this temporary society evolve but that it will have to come about just so that many of our social problems can be cured. A society full of individuals who are sensitive to themselves and others, who are continuously experiencing the joy of learning; who not only desire but need highly personalized relationships, will not need to escape life and we will see a society with a positive outlook on life. We must release ourselves.

Since we do have to start on small scales, I suggest we begin in our seminar. We have good discussions but I feel that some people haven't recognized a problem. Since some people are just not outspoken they have not been an active part of the group even though they want to be. I don't know if the active members think we do not want to speak or have nothing to say, but we do and will only if given the chance.

If we look at our group as a society comprised of numerous institutions, you see that it is important that not just a few of those parts can be "democratized". For us to build a temporary society we must recognize our problems, correct them and then discover new techniques for change for us to build upon, Revitalization.

Walter Robert Stine

III. ~~S~~amson among the Philistines.

NSPS

"Two hours of reacting to other people, who are acquiring status in the group by honing off their negativities to even more articulate decapitation of their fathers."



Somebody in our group (TJC) feels this
Do you care --- I do ---
but how do we change it?

Bud Haggard



Something further of Ethan Allen; with Israels flight.

Thought: How to develope and utilize skills and resources within TJC.

Note: Debbie Lee in 318 Robinson will patch torn and worn clothing with great skill.

Thought: Have non-verbal interaction before Town Meetings.

Note: Dan Gilmore has offered himself to us.

Thought: Hear gossip? Send gossiper to gossipee.

Reality: Cam's coffee hour and/or hike, Mondays from 3-5, come and rap.

Thought: Sensitivity groups or weekend encounter groups.

Note: Dan has again offered to help.

Thought: How to generate a protective atmosphere so that people can attempt new things without concern for possible failure.

Thought: If you have any thought, ideas, or solutions, contact Kathy Fox or Debbie Lee.

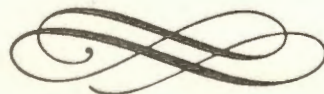
The fight of Serapis continued.

EDUCATION -- PART I, A REPLY

The fundamental defect of Professor Wilson's "Education -- Part I: Perspective," an analysis of our public schools and collegiate education, is his mistaking information gathering for the acquiring of knowledge. Schooling (i.e., information gathering), to which everyone in the western world is subjected, is what Professor Wilson describes and decries. Education (i.e., the knowledge that comes in a lifetime of acquiring and integrating information and experience), something all people undergo in one degree or another, is what Professor Wilson hankers for. But knowledge is more than information and may have nothing to do with schools, colleges, or universities, just as education may be completely divorced from schooling.

Ideally, the function of our pre-collegiate educational system is to bring schooling as close to education as possible, to facilitate the student's ability to integrate the information and learning process into his life and experience. In reality, some schools are better than others, some teachers better than others. Likewise, some students are brighter than others, learn faster, and see more subtle connections in the information; other students are not so bright, or not so interested, or have other things on their minds. At their best, the schools can be interesting, the students engaging, and the teachers inspired; at their worst, the schools produce bored students and rigid teachers.

But who bears the greatest responsibility for the psychic-emotional life of the students? Who "grinds away (the student's) sense of worth and connection to the world"? Surely not the school. Six hours a day, five days a week,



forty weeks a year cannot begin to compare with the impact of the home, the street, or even TV. For the bored and unengaged, learning a style to cope with dull schooling is not vastly different from developing the styles and strategies necessary at home, on the street, or even in front of the TV screen. Far from damaging a student's personality or character, the school is so easily ignored as to be an incidental irritant, necessary for the purposes of certification. In college, students continue their schooling with teachers who have larger funds of information, higher levels of skill, and easier access to more information and different skills. But nowhere is there a guarantee that this faculty will be knowledgeable and educated, not if we understand these terms to include such characteristics of personality as integrity, humanity, civility, warmth, maturity, decency, etc. Indeed, such characteristics are not the special province of academics and scholars, and may be as easily found in insurance agents, cops, waitresses, and students.

Professor Wilson's assuming that the characteristics of a mature personality are the goals of schooling suggests that he has either been taken in by the propaganda of the educational establishment, or that he seriously over-simplifies just how a well-formed Self comes into being. Maturity and ego-strength no more come from schooling than they do from "Encounter, group-process, self-exploration, problem-solving, body sensitivity" or any other faddish touchy-touchy-feely-feely enterprise.

Let's suppose, for the purposes of argument, that "Colleges could do no better than (to) provide us with experiences in seeing the bias (we have learned to hold against ourselves) and in alternative ways of being." These being the first and necessary steps in education, how would the college carry it off? Who would the faculty be? Surely almost everyone on the faculty of Thomas Jefferson would be disqualified for lack of the training and skill necessary to do such sensitive and potentially dangerous work. I for one would not undertake such delicate work, even if I supposed the intended goals could be reached in this way. And, for some students, is it not possible that the authentic responses and behavior sought in such activities could lead to posturing for the new kind of hustly?

But, after all, why would one come to an academic institution for work on his personality, on his ego, on his Self? If he is in serious need, therapy would be better had elsewhere; if he's not in serious need, such narcissistic enterprises as "Encounter, group process...(et al.)" would feed his problem more than solve it. A late-adolescent identity search would, in my judgment, be better resolved by presenting the proper with role models for his identification, selection, modification, or rejection. Surely the role model he needs least is of one constantly gazing at his umbilical.

The most depressing part of Professor Wilson's "Perspective" on education is that it fails to recognize the real possibility that there is no simple solution to the evils and ills of society either through schooling or

psychiatry. To say that "When people feel free (in themselves) to be who they are (instead of who they feel they 'should' be), they turn their energies with joy toward life" is either parroting a slogan, or worse still failing to recognize that evil also comes from people who "feel free." Spiro Agnew, General Ky, and Charles Manson must surely feel as "free" as Professor Wilson; indeed, they are only too "free" in themselves to be who they are"!

To the true believer, his Truth alone will redeem the world. Conventional wisdom has told us that education would make us strong and free. Yet suburbs fill up daily with our best "educated" citizens fleeing their black and poor neighbors. Now--and here too conventional wisdom has been telling this story for over 40 years--psychiatry, group experiences, etc. are The Word and The Light. There are those among us who may remember when religion was The Way. But even true believers have to come to the painful realization that their solutions are no more useful or effective than those that went before. The world is far more complex than Professor Wilson's solutions would acknowledge, and the development of wisdom, maturity, and judgment ought not be placed in the hands of manipulators who may themselves lack wisdom, maturity, and judgment.

Let us teach what we know, explore what we would learn, and be what we are; if our students find anything worth having in all that, then we will have done well indeed.

G. R. Davis

"Shine On, Shine On ---"

Have you noticed that "big", bright, full or almost full moon hanging over the eastern horizon night after night lately? Perhaps you've referred to it as a "Harvest Moon". There is a phenomenon called the "Harvest Moon Effect" which causes us to be more aware of the full moon at this time of the year. Usually we notice the full or nearly full moon for a night or two, but a full moon near in time to the autumnal equinox seems to just "hang on" in the eastern sky night after night after night. It's rather nice -- a cheery note as the season for "frost on the pumpkin" comes along.

What causes the "Harvest Moon Effect"? Well, it has to do with the moon's orbit around the earth, the elliptic, the structure of the solar system, the tilt of the earth's axis, and things like that. Want to know more? See Dan Andersen, or take TJC Exam # 1!

Dan Andersen

A note to Cam:

I read with great interest your perspective on education that appeared in the Walter Stine Memorial Bullfrog Pond. I found it most enjoyable and, as you might imagine, I nodded cheerful assent to each paragraph

as I went along. There was an element regarding traditional education in the perspective that left me bothered, however. I guess that is because I have wrestled with this particular problem for years and have come to no personal conclusions about it. Let me explain.

I certainly agree with your idea that self-acceptance and a person's being at peace with himself are of ultimate importance, or all other aspects of socialization and education will fail. I agree that education in America has not only done a poor job in facilitating well-integrated people, but it has, in fact, practically ignored this most primary human need. I further am convinced, as you are, that recent history is living evidence that man's intellectual ingenuity has outrun his personal ability to deal with it. Man's emotional, social, and psychological abilities have not matured to correspond with his well developed ability to scientifically manipulate the environment that surrounds him. But it is where this last point ends that I begin to get personally a bit blurred in my own philosophy. It is at this point that I notice a sentence in your writing that makes me uneasy. You write "The college's facilitation of self-acceptance is not just a nice extra (to be undertaken because it will make people learn better -- aak!)". I agree that facilitation of self-acceptance is not just a nice extra, and that it is, in fact, essential. But I believe that you are too easily shrugging off a major issue here. It seems to me that one of the great advantages of a self-accepting and self-understanding person is that he does learn better, and that he is able to absorb knowledge in a perspective that makes it useful. When I finished your article I was left wondering exactly how traditional knowledge and academic skills fit into an education in which the primary goal is to develop integrated persons. I often wonder where traditional education (in terms of learning the facts and acquiring skills) dovetails with the education of a humanistic and self-assured person. Could one become a self-accepting individual that has a perspective on himself and the world in which he lives without learning facts about the world that surrounds him and cultivating an ability to work with those facts by means of the spoken and written word?

Somehow I get the feeling that Thomas Jefferson College is also involved in this issue. I think that Thomas Jefferson needs an articulated viewpoint about how the more traditional aspects of education fit into the more important concepts that Thomas Jefferson is trying to evolve.

I hope I get a chance to talk to you in the near future about these problems. They are hardly new ones and they have been bothering me for many, many years. Long discussion is in order one of these days or nights. Again, all these problems notwithstanding, I thought your article was exceptionally well done.

Bruce A. Loessin

Maturity is the full development in an individual of a uniquely his, beautifully intricate and dynamically stable variation on the theme, humanity.

A note to Bruce:

It is now merely a decade since I was a sophomore at the Univ. of Wisconsin. At 29 I am hardly an old man, yet most of the facts* of my education are now history--whether they be the 1960 truth about the poems of Robert Frost or the details of gene action. It is not the hard-core facts of my 1960 courses that serve me now. (If anything, they "blind" me). Rather it is the thinking and problem-solving skills that I developed which serve me in the world. These skills I just happened to learn at college, by a combination of chance, conversation (over beer), and two good emulation models whom I very luckily met and interacted with for a period of months.

My ability to memorize facts (the skill most called for in my Univ. of Wisconsin courses -- e.g.: classics from W. Agard, ecology from J.T. Curtis) plus my (understandable) confusion of "memorizing" with "learning", became visibly detrimental when I was called on to do original thinking for my PhD. Luckily, I took the plunge and chucked the damn practice of trying to remember things.

Oddly enough, however, I didn't stop learning "facts" and specific academic skills. There is much traditional knowledge that I have mastered since and successfully use (the real test of knowing) in my life. The difference is that I learned the facts and skills when they were pertinent to the solution of a real situation. Then I learned them effortlessly (that is, without straining to remember them or to fit them to some frame of reference). Furthermore, I learned them. What percentage of the traditional knowledge and academic skills that we have been exposed to via classes do any of us (scholars all) remember? How often do we insiders hear each other say that the really important thing to know is where to go for information rather than to remember it? How often do we teachers give lectures without notes, knowing the material so well that crib sheets aren't necessary?

If a skill or other knowledge is pertinent to the successful implementation of my life, I will learn it. If it is not, why should I try to memorize? The very fact of effort signifies its (current) uselessness. "But what if it's a skill you'll need in the future?" The future never comes.

Finally, providing people the regular opportunity to learn traditional knowledge and academic skills is one of the major tasks of a humanist college. As I noted originally, what a "college needs to do, in addition to facilitating self-acceptance, is provide the resources necessary for each of us to explore the world in the way and to the depth that we desire." Thus access to traditional knowledge and the opportunity to learn specific skills (e.g.: paper chromatography) has a central place. The task is to provide them when pertinent to individual lives instead of when pertinent to course syllabi.

Deep learning of pertinent knowledge is inevitable. We needn't worry about its happening, but only about a) providing learning opportunities that people can tap into and b) understanding what knowledge the structure and process of school itself calls forth. The most deeply pertinent

* A euphamism for "right answers".

knowledge (behavior with high survival value) learned from the process of american schools and colleges is "passive receptivity" and "doing the right (acceptable) thing". Witness the prevalence of such traits in America at large. What is this? Am I suggesting that traditional educational practice actually arrests or hampers our development to maturity?

Cam



IV. **E**very hero becomes a bore at last.

TUTEE ASSIGNMENTS POLICY

Following receipt of the Admissions Committee Minutes, the various new students will be assigned to tutors with the lowest numbers of tutees first, although particular requests for tutors and tutees may be honored. Following receipt of each term's official print-out of TJC students, those students and admittees not registering for that term (excepting those who are guest matriculants at other campuses) will be struck from the lists, and new official lists will be circulated.

It is expected that teaching fellows will carry a tutee load equivalent to the full-time faculty and that when a teaching fellow leaves, their tutees be assigned, as a group when possible, to a new regular faculty member. It is expected that half-time faculty will carry half a load of tutees.

For a period of two weeks after corrected but unofficial lists are circulated in each fall term, a student may request to change tutors. If he wishes a particular permanent tutor, it is that tutor's choice as to whether to accept the student. It is expected that tutors with a higher than average number of tutees will be cautious in accepting added responsibilities, and that tutors with less than the average number of tutees will be generous with their time. It should be possible for students to arrange exchange. Permanent tutors should notify Records and Research in writing of the change so that permanent records may be shifted, personnel records changed, and, accurate official tutee lists made for circulation.

It is expected, in general, that movement between tutors will be small. That part of the tutor's role which calls for knowledge of the experience with the student's progress is best served if the tutor-student relationship is a relatively stable one. I would strongly urge that, during registration and for official matters, such as evaluations and contract studies, the tutors make an effort to sign programs and forms for only their own students.

PROCEDURE FOR SEMINAR GENERATION

During each term the Records and Research Committee will establish a date before which all seminars must be proposed and signatures gathered. At another date, established by the Records and Research Committee, the

proposals will be collected by Records and Research and forwarded to the Curriculum Committee for approval. The approved seminars are sent to the Records and Research Committee for assignment of seminar numbers, code numbers, and scheduling. All seminar proposals, whether approved or disapproved, are then filed by term.

V. In which all the principal personages think fit to leave Brighton --

People

Bill Baum, one of our favorite people at TJC and also at CAS, had an accident last week. This is a tremendous blow to all of us who like and respect him so very much. He fractured his leg and is at the Grand Haven Hospital in Grand Haven, Michigan. Word has it that Bill will be incapacitated for quite awhile at the hospital. We all wish him well and hope too much time won't elapse before we see his familiar and dear figure hobbling towards us down the hall.

M. T.

VI. In which we enjoy three courses and a dessert.

Minutes

Records and Research Committee, October 8, 1970, 1:00 p.m.,
Present: Lee Kaufman, Pam McCarty, and Magda Luebke.

1. Duties as a committee were discussed.
2. Program logs were brought up. These are the records of what the tutees do, student number, name, etc. These program logs will be made ready for circulation shortly.
3. The fall term tutee lists are to be distributed after the errors are corrected.
4. Seminar generation has begun for the winter term.
5. Personal records were discussed. These would be records on students that are now in TJC., and those who have transferred or graduated from TJC. We think that a file such as this, will be valuable for future research.
6. Earl Heuer is now revising the evaluation policy.
7. Lee Kaufman informed us that the official number of students in TJC is 229.

Faculty Meeting, October 13, 3:00 p.m., 161 LHH

PRESENT: Messrs. Andersen, Clock, Davis, Gilmore, Haggard, Heuer, Iron, Kaufman, Klein, McNaughton, Sevin, and Wilson. Kathi Gatov, Mary Sonneborn and Mary Te Pastte.

Guests: Bob Giddis, Don Merrick, Norm Peterson and Jim Pongones

3.1 Minutes of previous meeting, Sept. 29, approved.

3.2 Announcements by T. Dan Gilmore

1. We have an established policy which is non-discriminatory with regard to the use of the azograph in 165-Huron(TJC). All student groups and organizations on campus may use the azograph providing they supply their own paper and masters and a \$1.00 fee covering operating costs for 500 sheets of paper. This money will be used towards fluid, etc., for the azograph machine. In addition, 24 hours notice is required for operation of the machine.
2. Committee Chairmen are asked to inform Dan Gilmore, one day ahead, of their committee meetings.
3. There will be an "Open House" at GVSC on Sunday, October 18, and Sunday, October 25, from 1:30 to 4:30 p.m. This is a good opportunity for publicizing TJC, and talking to prospective students and their parents. Kathi Gatov, Mary Te Pastte and Lee Kaufman will be there.
4. Don Klein was asked to initiate the application for an S & H Grant. He mentioned that a topic was needed before application could be made and wanted suggestions. This was referred to the Curriculum Committee.
5. Dan Gilmore asked Dan Clock to describe the conference on the New Academic Community scheduled for this fall, at the Residential College of the University of Michigan for students, faculty and administrators engaged in or contemplating residential experimental college programs. The date is Friday, October 30 - Sunday, November 1. He asked that those attending, read the material on it, and fill out the registration blank. Dan Clock said he thought this conference was very worthwhile and those attending from TJC last year, were quite impressed with it. They found the workshop and the people attending, interesting, informative, and stimulating. Those planning to attend from CAS are John Mc Tavish and Marilyn Hammerle. He asked that those planning to attend from TJC, let him know, so he can make reservations for the whole group at the College Inn. It was later determined that Bud Haggard and Lee Kaufman would be attending from TJC.

3.3 Long-range Planning of Priorities Especially in Regard to Curriculum Committee's Communication and Creative Arts Program.

Don Klein stated that this program was explained on page 10 of the latest bulletin, 10-8-70. He mentioned that the initial staffing for CCAP requires 2-1/2 positions, ie, artist, creative writer, theater/media, musicologist and technician.

Bill Iron was asked to explain what was meant by his diagram on the bottom of page 10, headed ARCHITECT. He said he saw this program not as a program in the mechanics or "how-to-do-it" of Communications, but a fundamental creative program embodying the creative media.

The Architect, he envisioned, as someone broadly based, interested in all the media, building from the pattern of the whole operation. It was suggested, as the name implied, that possibly architecture would be something he was familiar with as well. He would be in charge of the whole program.

It was suggested that possibly the technician could be listed as "staff", leaving an opening for another 1/2 time person on the faculty. Dan Gilmore will investigate this possibility.

Don Klein stated that the priorities for subject matter and people were gleaned from the questionnaire initiated by Lee Kaufman and The R & R Committee.

Dan Gilmore inquired of the faculty as to whether or not they conceived of TJC with a 350 student enrollment, more, or less.

After some discussion, it was stated by Dan Clock that 350 was the figure he had had in mind for TJC, and this would allow for more diversification in faculty and subject matter, by increasing faculty to 15.

Bud Haggard thought that individual faculty members should define for themselves what TJC means to them.

The subject of type of programs and degrees in TJC was discussed. Don Klein said the BPh degree fit in with our orientation at TJC, offering a broader scope of interests. Cam Wilson stated that this was a viable option and it seemed appropriate to start here. This would fit in with the General Studies program and eventually a human potential program.

Dan Gilmore suggested that the next Faculty meeting be a forum discussion in which TJC programs and potential could be discussed and defined. He mentioned that Cam's article in the last bulletin was very good and should be discussed further.

The mechanics of adopting the Communications and Creative Arts Program was brought up. Dan Gilmore said he had checked this out with Bruce Loessin and was told that if this program was approved by him, the Faculty and the Town Meeting, it could be forwarded to the Acting Dean of Academic Affairs, and if approved there, could become established. It was determined that this program would fit into the BPH degree as well.

A discussion on student interest in Experimental Teacher Training ensued. John McNaughton stated there was considerable interest among TJC students in such a program and one of our staff priorities should concern itself with someone to teach such a course. John also asked that each faculty member state his particular field so we know which area is weakest.

Faculty members declared their areas of interest as follows:

Andersen - Physics and Mathematics	Iron-Theatre and Communications
Heuer - Political Science	Klein-Linguistics & Lit.
Wilson - Geology, Biology, Ecology	Mary Sonneborn - Anthropology
Kaufman - Literature, English	Kathi Gatov - General Studies
Haggard - History of Religions	Gilmore - Psychology
Clock - Math and History of Science	Davis - Literature and Linguistics
	Sevin - Art

Dan Gilmore asked if the faculty would approve the CCAP in principle, leaving it up to a task force to develop it further.

Gil Davis asked first if he was eligible to vote. This, it was determined, had never really been decided. He had been listed as devoting more time to USI than TJC but in fact, he said, his time was divided equally between them. Whitney Sevin suggested that this group determine his eligibility to vote, if he declares primary allegiance to TJC, on the basis of the 50/50 division. Gil Davis said he appreciated this but wanted it to be more definitive and asked that it be submitted to Dean Hills for a ruling. Dan Gilmore said he would submit this to Dean Hills for action. Gil Davis then stated that the CCAP should be defined more clearly before any definite action or approval be given. He urged that the group table this proposal until it was more definitive and detailed. Dan Clock agreed with this. Bill Iron said we couldn't get a detailed proposal until a task force was appointed. Gil Davis asked that a task force be set up to present the details of the program and then present it for approval. Bud Haggard asked that the question be called. Dan Gilmore moved that we establish a task force to plan the program on Communications and Creative Arts, the implementation of which will be submitted for approval first to the Faculty and then the Town Meeting. This motion was seconded and approved unanimously. Dan Gilmore asked that Bill Iron be Chairman, and Whitney Sevin and Dave Doebel also serve in this endeavor. It was asked that five positions be indicated for staff priorities. After much discussion the following were listed:

1. Creative Writer
2. Musicologist
3. Social-Psychologist
4. Anthropologist
- 5.*Technician

*If this becomes a staff position, substitute Philosopher

Whitney Sevin stated it was very difficult to divide oneself 50/50 between the two colleges and hoped that something could be resolved on this. Mary Sonneborn suggested we look at some of the inter-disciplinary programs at various schools for prospective additions to our faculty.

3.4 Robert Vas Dias

The faculty were asked to indicate whether or not they were in favor of hiring Mr. Vas Dias as a faculty member for TJC, in the field of Creative Writing. It was decided to ask Vas Dias to join the faculty.

Dan Gilmore proposed a two-week poetry festival to be jointly sponsored by GVSC and TJC and conducted as a summer workshop in either late June or early July. The festival will be planned and organized by Robert Vas Dias. This festival will serve a dual purpose of (1), giving TJC and GVSC nationwide publicity, and (2), serve as a means of launching our new program in the Communications and Creative Arts. The staff of the Poetry Festival would consist of, Robert Vas Dias as Coordinator and Director, 3 internationally known writers, and approximately 12 younger professionals. This is to be

figured on the basis of an expected attendance of 100 people from across the U.S. The basic idea is to make the poetry festival a low risk, self-supporting enterprise and Dan Gilmore had carefully itemized the expenses as well as income from participants in this event, and would insert an escape clause stating that up and to such and such a date we have the option to cancel the workshop due to lack of applications. Thus at most we would lose the amount we spent on advance publicity.

Whitney Sevin moved we go ahead with the plans as specified above, amending it slightly to allow for listed figures to be shuffled if necessary. This was carried.

3.5 Announcements

Dan Gilmore asked that the faculty meeting be held next Tuesday, as a forum type discussion on "TJC, it's hopes and fear" at 3 p.m.

John McNaughton asked that it be determined which committee would be in charge of allocating scholarships. Dan Gilmore assigned this to the Finance Committee.

3.6 Adjournment

The meeting was adjourned at 5:10 p.m.