

10-29-1970

The Cathy Marie Honoré Memorable BFP!, Vol. 1, No. 7

Grand Valley State College. Thomas Jefferson College



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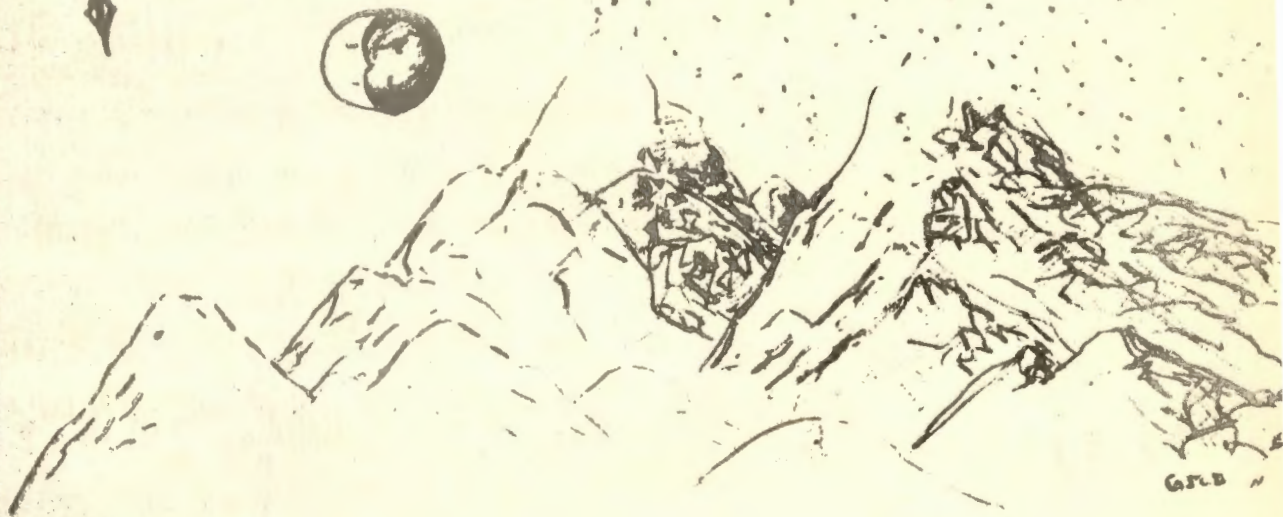
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THE
 CATHY HONORÉ 
 MEMORABLE
 MADRIE
 &
 XXX
 OR
 HOW THE ELEVATOR
 SHAFTS

I. **A**n instant delay in executive decisions may be fatal to the whole nation.

Meetings & Events of Interest

- | | |
|--|---|
| a. Finance Committee | Every Thursday, 3:30 p.m., 129 LHH
(Bud Haggard's office) |
| b. Curriculum Committee | Every Wednesday, 3:00 p.m., 161 LHH |
| c. Admissions Committee | Every Wednesday, 9:00 a.m., 161 LHH |
| d. Faculty Meeting | Tuesday, November 3, 3 p.m., 161 LHH |
| e. Townmeeting | Thursday, November 5, 12:30 p.m. TJC Commons |
| f. FORUM | Thursday, November 5, 2:00 p.m. 132 LHH
Film: VAMPYR, Carl th. Dreyer's
classic film |
| g. Film (CASC) | Friday, November 6, 8:00 p.m. 132 LHH
<u>The Prime of Miss Jean Brodie - \$.75</u> |
| h. Area Invitational Art Exhibit
Opening and Reception | Sunday -- November 8, 12-4 p.m., Manitou Gallery
Exhibit will be shown through December 4. |
| i. Faculty Chamber Music Program
by GVSC Music Department | Thursday, November 5, 8:15 p.m. 123-Manitou
All Music Dept. Faculty will participate
in this program celebrating the 200th year of
the birth of Ludwig van Beethoven. Music of
Beethoven, Mozart, Schubert, and Schumann
will be played. |
| j. Academic Affairs Committee | Every Monday, 11-12, K. Gatov's office |
| k. Records & Research Committee | Every Monday, 9 a.m. LHH |



Those who wish to build a bridge of groans across a stream of tears, allow your spirits to take your bodies hand in hand with friends To the field house on the most hallowed of October 31, 1970.

Then and there we shall feel our bodies writhe with the joy of The T.J.C. Halloween Concert and Costume Ball.

The Roy Sorensen Group, Circus and The Guerrilla Theatre will help us continue flowing through the universe.

One dollar or a ticket
at 8:30 P.M.

The Judges should always be men of learning and experience in the laws, of exemplary morals, great patience, calmness and attention.

II. **L**et us save what remains; not by vaults and locks which fence them from the public eye and use in consigning them to the waste of time, but by such multiplication of copies, as shall place them beyond the reach of accident.

EVALUATION POLICY AND PROCEDURES (Research and Records Committee)

Policy

- (1). In general, each student shall be responsible for initiating those evaluations of his work which he wishes to accompany, and in part compose, his permanent transcript.
- (2). The course instructor shall have the opportunity of concurring or not concurring with the student's self-evaluation.
- (3). All evaluations, before becoming part of the permanent transcript, shall be signed by both student and course instructor.
- (4). All evaluations shall be confidential and released only at the student's request. Within TJC, they shall be open only to the student, his permanent tutor, and the Dean of TJC. The student shall sign a release form for other use or dissemination of his evaluations.
- (5). All evaluations in a student's file shall be sent, upon release of the file, to a graduate school or other person or agency.
- (6). It shall be possible for a course instructor to initiate a student evaluation. In this case, the student would concur (or not) with the instructor's evaluation.



Procedures

1. The attached form shall be azographed and used as a draft form by both the student and the course instructor.
2. The student, to initiate an evaluation of his performance, development, etc., in a course, shall obtain a draft evaluation form, complete his portion of it, and give the draft form to his course instructor. The course instructor shall add his concurrence or remarks, and have a permanent form typed and filed.
3. The course instructor may, at his discretion, initiate an evaluation, in which case the draft form shall be sent for the student's remarks (if any).
4. After the draft has been completed, it shall be typed up on a similar permanent form, which is to be signed by both student and course instructor. Should either refuse to sign, it shall not be filed. The distribution and filing shall be as follows: (a) the original to the student's file, which will be kept in the Dean's office, (b) the first copy to the student's permanent tutor for the student's file there, and (c) the second copy to the student.

5. One free copy of the student's transcript of evaluations (accumulated to that date) shall be provided by TJC to the student or recipient of his choice. All further copies will be charged for at a reasonable rate, based upon cost of xeroxing or other reproduction.
6. The student may have copies of letters of reference sent to his transcript file. These letters may form part of his permanent transcript, if he so wishes.
7. Although the entire transcript is to be sent upon request, the student may have the privilege of removing excess evaluations once each year and upon departure from TJC.

NOTE: COPY OF STUDY EVALUATION FORM, ATTACHED



CONTRACT STUDIES PROCEDURES

A student wishing to do a Contract Study should pick up the appropriate form, Special Study, Senior Thesis or Independent Project, from the main TJC office and fill it out in conference with his tutor and supervisor if one is needed. Note: A supervisor is needed for a Special Study; the permanent tutor is the supervisor of a Senior Thesis or an Independent Project; however, an advisor may be needed.

The forms have a cover sheet of instructions, an NCR* first page and an ordinary third page. After the form is filled out, with the signature of tutors, supervisor, or advisor, the instruction sheet should be discarded. Forms for Independent Projects, Senior Thesis and Special Studies having the permanent tutor as supervisor, having a non-TJC supervisor, or involving an expenditure of funds should be routed to the Academic Affairs Committee. If the Academic Affairs Committee approves of the study, the form is routed to the Records and Research Committee. Special studies forms having a TJC supervisor other than the permanent tutor should be routed directly to the Records and Research Committee.

The Records and Research Committee will then assign a study number and a code number to the form, detach the first NCR sheet for their use and send the first copy of the NCR page and the remaining pages directly to the supervisor of the study for his use with the student.

The Records and Research Committee will make up a code sheet from the NCR original. One copy of the code sheet will be sent to GVSC records for their use; one copy will be kept in the Records and Research Committee files; and copies will be sent to permanent tutors for use in programming students prior to registration. The study number (SS,ST, or IP) must appear on the program study as well as the name of the study and the code number.

The NCR original will then be sent to a secretary for typing study numbers, codes, transcript titles, and transcript descriptions, thereon. One copy will be sent to GVSC records, one to the R & R Committee, and the NCR original page will be sent to the Academic Affairs Committee for filing and future study.

*No Carbon Required

STUDY EVALUATION FORM

Thomas Jefferson College
of General Studies
Allendale, Michigan 49401

Name:
Name of Offering:

Student Number:
Term of Registration:

Signature:
Date:

Instructor's Evaluation:

I concur -----
I do not concur -----

Evaluation initiated by
Instructor _____

Remarks:

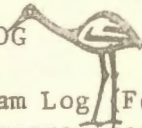
Signature:
Date:

White - Dean's copy

Yellow - Permanent Tutor's copy

Pink - Student's copy

ACADEMIC PROGRAM LOG



The Academic Program Log (Form 1020-70) is to be used when preparing resumes of the student's program for Records and Research to evaluate for graduation. If tutors wish, they may use non-standard forms for informal use with the student in counselling.

Policy

Pursuant to the already established policy, student's academic program logs will be evaluated (after the student has accumulated 135 crs.) to determine whether the student's past and projected progress toward fulfilling the requirements for his degree is satisfactory. Program logs also shall be used in recommending students for graduation. Such determinations will be made by the Records and Research Committee acting in lieu of the entire faculty. Satisfactory progress will be approved, and the log will be returned to the tutor. Unsatisfactory progress will be indicated on the log which will be returned to the tutor for further counselling with the student.

If the Records and Research Committee cannot determine whether progress is satisfactory and if the student and tutor disagree with the determination, the log in question will be submitted to the entire faculty at the next subsequent staff meeting.

The determination will be made on the basis of number of credits, stated requirements, state requirements for certification, distribution of credits for the B.ph. degree, and the general aptness of the credit to the category to which it is assigned.

Procedure

During each term, academic program logs shall be made up for students who have 135 or more credits (not counting the credits currently being earned). The Records and Research Committee will circulate a list of those students for whom logs shall be made. The logs shall be sent to the Records and Research Committee as soon as possible for their evaluation so that corrective counselling can be done before the following term.

Also, during each term, program logs should be up-dated and sent to the Records and Research Committee for all students who have 165 credits or more (not counting credits currently being earned). A list of such students will be circulated by the Records and Research Committee. The Committee, after examination of the logs, will recommend to the faculty meeting approval or disapproval of the student's candidacy for a degree.

III. You will find botany offering its charms to you, and at every step during summer.

"the Oldest Zen Poem"



The perfect way (Tao) is without difficulty,
Save that it avoids picking and choosing.
Only when you stop liking and disliking
Will all be clearly understood,
A split hair's difference,
And heaven and earth are set apart!
If you want to get the plain truth,
Be not concerned with right and wrong
The conflict between right and wrong
Is the richness of the mind.

-Seng-Ts'an,
Hsin-hsin Ming

Or, as Ben Beck would say, life is a zero sums game. The strain comes from denying that, from choosing and trying to maintain the choices. In hurting, just hurt. In laughing, laugh.

If these are the rules, what are you going to do to change the society, so we can have "good" rules — what about building a "new" society?

RULES OF THE GAME

The dead must not move
nor ever speak
even when a mourner
steps on his hand.

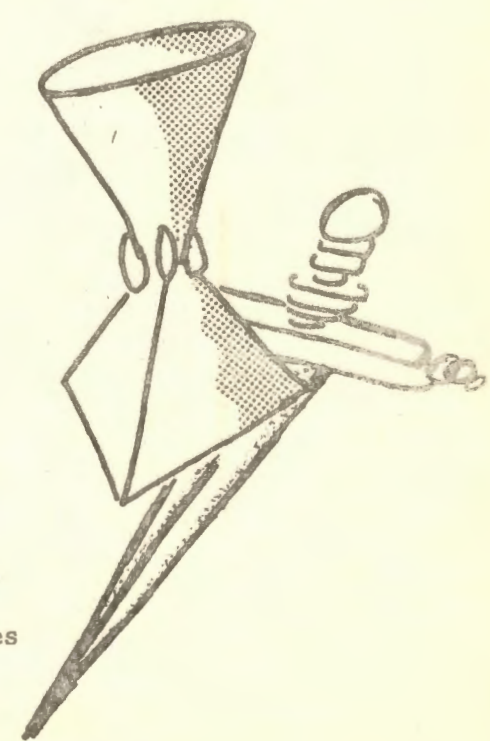
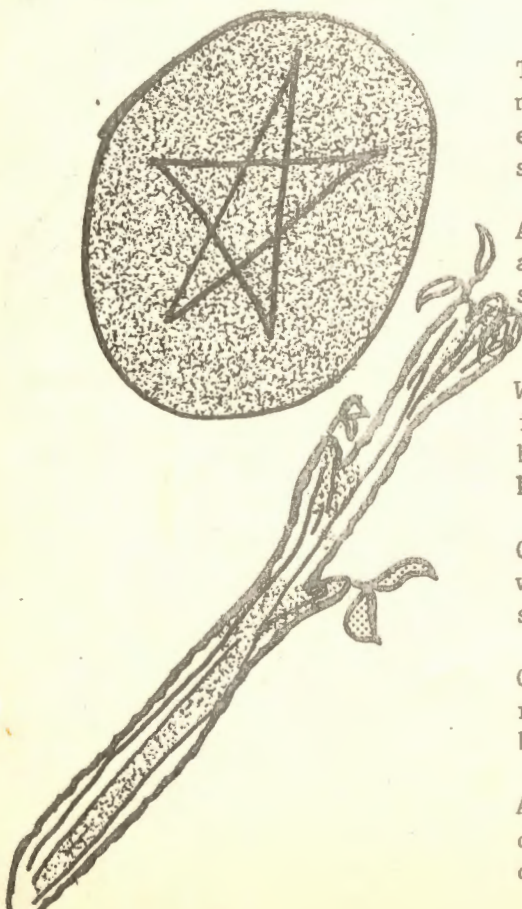
After the news of the day
all the corpses
should wash their hands
and eat their suppers.

When the torturing
is concluded
both parties must
kiss and make up.

Children with a napalm burn
which bothers them
should put some butter on it.

Corpses must have bullet holes
repaired and neatly sewn up
before morning inspection

Anyone with a shoelace untied
or who has to pee
can have kings.



A prisoner has rights!
No fair shoving
or tickling or talking mean.

Surprise attacks are okay
if the other side is ready.

And if somebody gets killed
he has to stay dead
until everybody else dies too.
And no exceptions!



— Wes Hartley

I took this from Tom Goss' door after he left. HEH

"READERWRITERING"



Late Monday afternoon this particular Brad-Cam began. We (that is, the We I)--- and please include the room, the swivel chairs, and all the universe) talked about reading books and drifting away from the book -- otherwise known as daydreaming. Assumption: if it happens, it has its use. If daydreaming happens when a person reads a book (A person reading a book can be succinctly described as a "readerwriter:), it has a use. Alors, the aim is suddenly no longer "How to read a book without daydreaming" but: How to make daydreaming more useful than detrimental to the event, readerwriter?

Wow! a good readerwriter (note: The real event in question is the writer and reader interacting, the readerwriter) is when the interaction is sustained. A "bad" one is when the event doesn't go. The book isn't good or bad, nor is the reader! Rather, the readerwriter exists or doesn't.

Drifting out: wherein something in the book triggers in the reader's head an example (a proto-daydream) from his own life. Thus the book material is integrated with the reader's own experience. Such a driftout is a useful (nay, essential) daydream. When the drift continues beyond the point where the book material is being "referred to" or integrated with the drift material, then the daydream is functionally not part of the readerwriter, the readerwriter has ceased to exist. Example: A paragraph in C. Rogers speaks of incongruence. That triggers a drift -- Joe comes to mind as an example in my life of incongruence. Joe at the party last Saturday night was really incongruent; no wonder it was confusing. The party. . .Man! That was some party last Saturday night . . . Now, suddenly, the driftout has become disconnected from the book and blocks the continued existence of the readerwriter. We can say that when a drift becomes just a recitation of old material which is not being reshaped by the new understanding gotten from the book, a full fledged detrimental daydream is under way. With awareness and practice, these can be prevented. The trick is to retrace the steps of the drift back to the original triggering material. Then, lo! I'm back at the book and able to go on. As soon as I become aware that I'm drifting, I can stop and retrace. Either I'll follow it backwards to the book or the effort entailed will be so great it's easier to start reading again. The event of reading becomes

itself a learning situation. In reading I learn not only (and maybe, at first, not even primarily) the ideas of the author, but also How to read a book. That is: How to be part of an effective readerwriter.

Drifting in: wherein something in the book puzzles me and I am aroused to wrestle with what the author is saying, to understand and master it. A driftin to the book is an active attempt to understand what the writer is saying, to get into his perspective. These are the "satisfyingly hard" parts of the readerwriter. A driftin, like a driftout, can go too far to be useful to the readerwriter. That's when so much new stuff is coming at the reader he get's overwhelmed and, if he persists, carries on just a "blanked out seeing of the words. No comprehension, that is: no Satisfaction. A trick here may be to "close in" on the hard part by working at its before and after edges on a page rather than attempting to plow straight through. Where the mind boggles, stop! Skip that part and go on to where the readerwriter works again.

In a satisfying readerwriter, there's a dynamic oscillation between drifting out and drifting in. The reader and book interact with sometimes the reader's experience coming to the fore (driftout) and sometimes the writer's (drift-in). Contact between the two is sustained; neither partner "takes over" the situation. The time duration of a driftout or a driftin is not the criterion of when it has swung too far one way or the other. Rather the question is: Is the driftout still connected to the book and, in the other case, is the driftin still connected to the reader? Some will last just micro-seconds; some will last for days.

There's more to this -- like what can the writer do to help the reader prevent detrimental daydreams (style helps, etc.)-- but the We I of this Brad-Cam's drifting out for now. And you?

---Brad Fay
Cam Wilson

THE PURSUIT OF LONELINESS - (Reaction)
- P.E. Slater



A child is a product of the old culture. He has been made to fear God, and finds that just about everything is wrong. His school forced him to fit a pattern, to learn things he had no desire to learn and to be someone he was not. Frightened of authority, frightened of failure, he is afraid to come out of himself. He is stifled, restrained, unhappy.

Suddenly he is expected to become a part of this world - a world that has deprived him of himself and that has left him lost and confused. He is expected to work, and to work hard for the system, to forget about his present and fight instead for his future. It will be eight-to-five tomorrow and tomorrow and tomorrow. Each day will be as the last. One must fit, one must conform, but never touch, love, or care.

That world, I now know, is not mine. That world is hard, cold and frightening. I ride the freeway to get away. It is stinging chrome and tangled nerves. I watch as little streets part beneath me in hissing rows of color. I know there are many people down there and that they are all living a repetitive, empty,

and sad life. They work for tomorrow, they work for materialism, they work in pursuit of loneliness, for they miss themselves in the process.

But there are quick, impatient sounds in the air. A guitarist sends steel into motion and it penetrates my body and my mind. I look around me. There are people near. There is warmth in their eyes and they say young and trusting things. The music rises and I tremble to the joy of feeling.

There are restful sounds in the air. Perhaps there are other ways. Perhaps negation can be overcome. I am aroused. I am alive.

--Joan Tarte

IV.



Leave no authority existing not responsible to the people.

Minutes

1. Admissions Committee - Wednesday, October 21, 1970 - 9:00 A.M.

Present: Anderson, Heuer, Hoogterp, Benser, Gilmore

Dan Gilmore suggested that interviews be conducted by two or more members of the committee.

Things to look for in an interview: 1) Does the applicant know what he's getting into? 2) Can the applicant become "excited"?

Most interviews with out-of-town applicants will be conducted on Thursday afternoons after the forum, and CAS people will be interviewed on any day.

Dan Andersen will meet with Bill Putnam to work out the picky little details of admission under GVSC reorganization.

Winter term admissions was tentatively set at 30 or so with the "green light on full." Beyond that number further deliberation will be required.

The Committee discussed various ways of revising the application form.

The meeting ended at 10:00.

2. Finance Committee - Thursday, October 22, 1970 - 3:30 p.m.

Present: Fox, Haggard, Little and Wilson;
Pam McCarty served as secretary.

3.1 Remuneration for Courses:

The committee did not set a policy; rather it agreed upon an informal procedure for relating to requests for remuneration for units (seminars) served by non-TJC faculty. The following procedure was suggested:

It is difficult to familiarize a new coin to the people; it is more difficult to familiarize them to a new coin with an old name.

- a) Invite them to do it, gratis.
- b) If not gratis, learn what is considered equitable.
- c) If no equitable rate offered, learn lowest possible figure.
- d) If a lowest possible figure is not reached, the committee will meet to discuss the matter.

3.2 Proposing the Budget for 72-73 and the Five-year Projection and TJC's Growth Pattern:

Considerable time was spent in discussion "wandering over the curricular hillside". . . . speculating on the desirability of developing the potentially fine augmentations to TJC, such as CCAP, PETT and the Group Processes Program.

Dan Gilmore suggested that 2 budgets and 2 projections be drawn up allowing for a route that included the programs as well as one that did not. Don Klein reminded the committee of the need to take seriously the equipment budgets of the different programs.

3.3 Quarterly Report:

Bud Haggard indicated that he wished to put a quarterly report in the next bulletin. The committee agreed.

3.4 Items for Next Meeting's Agenda:

- a) Review purchase requests.
- b) Review equipment requests, which are due on that day.
- c) Conversation regarding alternative plans and procedures for TJC's growth.
- d) Dan Gilmore has asked that the Finance Committee take on the entire responsibility for Financial Aid for TJC students. This necessitates:
(i) learning of other units on campus that have possible job openings for our students; (ii) utilizing Mary Te Pastte as the person to whom all Financial Aid students report; and, (iii) setting policy regarding the amount of time and money which students are to receive.


Announcements:

- a) Proposals from students on "How to Select Students for Scholarship Monies" are due on 16th of November.
- b) Students interested in developing a "Student Operated Draft Counselling Center" should contact Erv Bode in the Cooperative Campus Ministry office. Phone Number 895-6611 Extension 111

3. Records and Research Committee - 10:00 Wednesday, October 21, 1970 at LHH

Present: Pam McCarty, Earl Heuer, Lee Kaufman, and Magda Luebke

1. We will meet on Mondays at 10:00 a.m.
2. The form, policy and procedure of student logs were approved
3. The procedures and policies of the contract study forms were approved. These forms include special studies, senior thesis, and independent project information.
4. Student study evaluation forms were approved.
5. Attrition report at Spring was 28.655%; graduates were approximately 8.1%. We lost 20% between Spring 1970 and Fall 1970.
6. The academic dismissal policy was discussed.
7. The Winter term schedule is being worked on.
8. Records and Research has ordered I.B.M. General Information and Cum Print-outs for student profile research.
9. Records and Research is applying for funds from the college to finance its' research.
10. Class lists for Fall. 1970, Common Program, Seminars, and exams have been circulated. Be sure to check to see if you are correctly enrolled on all your class lists. If not, you should come to Lee Kaufman with some kind of proof; white slip, yellow slip, pink slip, half slip, etc.

4. Records and Research Committee - 10:00 Wednesday  October 26, 1970

Present: Earl Heuer, Lee Kaufman, Magda Luebke 

1. We will now meet at 9:00 on Mondays instead of 10:00 on Mondays.
2. The preliminary steps for registration were discussed.
3. Experimental Teacher Training Program was discussed.
4. We would like to determine the extent of interest in the above mentioned program. The interest questionnaire was discussed and a form drafted.
5. A final questionnaire will be completed at the next meeting.
6. We also discussed and drafted student profile research forms and questions. We have decided on the information to be put on these forms.

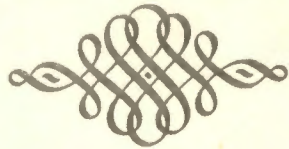
--Magda Luebke

5. Townmeeting, Thursday, November 5 - AGENDA

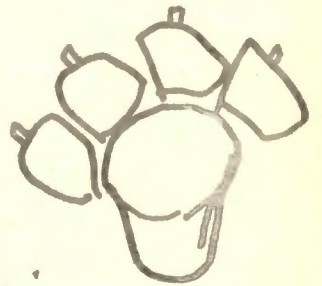
1. Records and Research Committee's recommendations on the new evaluation procedures.
2. Quorum - Motion to be considered if it reaches the floor, that Townmeeting reduce its quorum from 1/2 to 1/3 of the total membership, amending the TM By-Laws to accomplish this.

3. Program for Experimental Teacher Training (PETT) - Motion to be considered, that,

The TM Chairman appoint a TASK FORCE to conduct preliminary investigations into all the potentialities for a Program for Experimental Teacher Training, both short-range capabilities not requiring State approval and long range programs requiring extensive development and State approval; and to present their findings to the Curriculum Committee for further action, with the understanding that they may or may not continue and present specific recommendations, at the discretion of the Curriculum Committee, the Dean, the Faculty and Townmeetings.



Hi Folks-
Woop Woop - its me again.
i sur miss everybody
since they banned me
from campus. I HAVE
DIARRHEA. have TAXI



V. **O**ur people in a body are wise, because they are under the unrestrained and unperturbed operation of their own understanding.

People

Bill Baum - He was so pleased and touched by the gift purchased with money collected from the Townmeeting members.

He is recuperating nicely at Grand Haven Hospital. Even from his hospital bed he exudes enthusiasm, competence and is tremendously active. His lectures are being taped and he is carrying on energetically with all the correspondence and paper work involved with his Beethoven Festival project. He is so enthusiastic that he has arranged for his therapist to accompany him on a special trip he has been asked to make, as Director of the Beethoven Festival.

Clare den Besten - Is our coffee pot jinxed?

After many efforts to get the TJC coffee pot on a "going basis," we finally got Jeani Cowley to do yeoman service on "the pot." We were going great guns!! Then Jeani (as reported in the last Bullfrog) was in a bad car accident in Illinois, was hospitalized, and her room-mate, Clare, took over. Clare also diligently tended the "pot" until she slipped and fell into the ravine (by Seidman House) and is now on crutches and unable to make the coffee. We are concerned about still a third room-mate, Linda, who has taken over the coffee pot chores. Please Linda, watch out for black cats, ladders, hobgoblins, etc.!

mt



Education is not a branch of municipal government, but, like the other arts and sciences, an accident only.