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## The Memorial Jack Edmonds Bull Frog Pond, Vol. 1, No. 8

Grand Valley State College. Thomas Jefferson College

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VIII. **H**ow much pain have cost us the evils which have never happened.

The new masters degree programs devised by Psychologist Robert Belenky at Goddard College in Plainfield, Vt. is almost entirely non-resident with "no courses, no grades and no professors". Students work anywhere in the world on projects that interest them, advised by "field consultants" in the area. "Most of our staff are psychologists and educators," Belenky says, "But we're inter-disciplinary, we even have a philosopher working on an anthropology project."


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According to Dr. Louis Bright, Director of Research for the U.S. Office of Education, high-school drop-outs in large cities where the figures are available have higher I.Q.'s than high-school graduates. 

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From Behavior Today September 28, 1970:

Student dissidents have long claimed that emphasis on publication among university faculties has resulted in decreased teacher effectiveness. Now new evidence has come from Psychologists Ernest McDaniel and John Feldhusen of Purdue to add fuel to this argument. Assessing 76 university professors through student reports in research and publication self-ratings, the researchers found that the most effective instructors are those who write no books and limit their roles as paper and article writers to second authorship. McDaniel and Feldhusen have no relationship between research grants received and teacher quality but they noted that time spent counselling students or supervising laboratories is positively related to instructional effectiveness.

T. D. Gilmore 

NOTES ON COMMUNITY:

1. Community is visible to me when I freely (choice) undertake a task in the name of actualizing in me an ideal (connectedness), a task that in the abstract I may not enjoy (eg: sweeping up the gym after halloween).



Community is the result of individual commitments undertaken with no guarantee that and no dependency on whether or not anyone else will pitch in. When I act for my self-realization, I act for community.

3. The moment I act there is community for me. The moment you act there is community for you. No one "follows"? What is this nonsense about being alone?
4. Community as "group action" is mob action. To wait until we all agree is to commit oneself to an abandonment of self, to participation in a mob (mindless crowd), even in waiting together (a waiting mob).

Essential Paradox

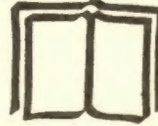
To hold to one side or the other always involves denying part of oneself. I am selfless and self-centered, sensitive and calloused, liberal and conservative. In short, the devil is "The Part Denied".

II.

**N**ever trouble another for what you can do yourself.

I, TEACHING IN THE TEMPLE

We see many bright pupils here nowadays  
 Upcoming out of our provinces,  
 Who start earlier, learn faster,  
 And rise to professional eminence at surprising youth;  
But he was the youngest ever to come to us,  
 And question beyond his years, beyond our years;  
 There was about him, in point of fact,  
 Some ultimate question: for he seemed to reach  
 Beyond our beginnings, past my own end, to question there;  
Yet it appeared he had no authorization--  
No scholarship, registration, word form a proper sponsor--  
And a young mother and father came after him,  
 The parents quite clearly embarrassed  
 Both at his intruding and at taking him sharply away.  
 One wonders, in the case of certain minority children,  
Our poor and our underprivileged, just what their future will be.



Nancy G. Westerfield  
 Kearney State College

III.

**N**ever spend your money before you have it.

QUARTERLY REPORT AND STUDY  
 prepared by Bud Haggard

Year	Budgeted Monies			YTD Charges		ENROLLED STUDENTS	BUDGETS
	JULY	AUG.	SEPT.	SEPT.	SEPT.		
68-69	\$ 50,731. 840. 5,020. <u>300.</u>	\$ 50,731. 840. 5,020. <u>300.</u>	\$ 50,731. 840. 5,020. <u>300.</u>	\$ 5,119.49 84. 448.35 <u>zip.</u>	80 80-69-77 (?)	Sal.xWag. Stud.Wages C.S.S.M. Eqpt.	
	\$ 56,891.	\$ 56,891.	\$ 56,891.	\$ 5,651.84			
69-70	\$143,853. 1,454. 6,520. <u>300.</u>	\$143,853. 1,454. 6,520. <u>300.</u>	\$140,873. <sup>x</sup> 1,454. 12,000. <u>300.</u>	\$ 10,819.38 zip. 1,576.38 <u>zip.</u>	169(-45) 45 Nasson N.D.ers 124 169-180-160	Sal.xWag. Stud.Wages C.S.S.M. Eqpt.	
	\$152,127.	\$152,127.	\$154,627.	\$12,395.76			
70-71	\$146,858. 1,000. 12,000. <u>700.</u>	\$146,858. 1,000. 12,000. <u>700.</u>	\$153,358. <sup>+</sup> 1,000. <sup>*</sup> 13,000. <u>700.<sup>§</sup></u>	\$25,317.62 101.15 1,480.67 <u>17.85</u>	229 229- - -	Sal.xWag. Stud.Wages C.S.S.M. Eqpt.	
	\$160,558.	\$160,558.	\$168,058.	\$26,917.29			

QUARTERLY REPORT AND STUDY (CONT'D)

x First estimate too high.

+ Included new money for part-time tutors and fringe benefits.

\* Have noticed that the amount allocated for Student Wages went from \$840/  
\$1,454/ \$1,000.

§ Have noticed that the amount allocated for Equipment stayed at \$300 for two  
years, then jumped to \$700. Have you submitted your Equipment Request to  
the Finance Committee?

◇ My projection for next year on basis of past two years of data;  
I find it fun to try to speculate - have you considered it, as we seek to develop  
together?

IV. **N**ever buy what you do not want, because it is cheap; it will be dear to you.

Bust the Boob Tube!

Doctor the Documentary!

Rationalize those conservative media radlibs!



All that comes down to researching, writing, and shooting (videotape)  
our own Telly documentary. On what the war has done to Vietnam, say. On  
who has gotten rich from it here, say. On how CBS news has presented distorted  
coverage of it, say. Maybe "our program" could even be broadcast. Anyone  
interested, as a group special study, as a seminar, as a non-academic thing?  
See Earl Heuer, 162 LHH.

v. **P**ride costs us more than hunger, thirst and cold.

The following forms are available in Room 165 LHH. Please fill out and give to  
Lee Kaufman or Earl Heuer if this is applicable to you.

Date \_\_\_\_\_

To: Anyone, Everyone, esp. Lee Kaufman and Registrar.

From: Student same, number \_\_\_\_\_

I am actually enrolled in TJC class \_\_\_\_\_  
the fall 1970 term, but my name does not appear on the computer printout of the  
class list. That means I cannot get credit. But, since I wish to get credit,  
I herewith attach the following evidence of my membership said class. (See attached.)  
Please correct your damn computer.

(alternative)

Your @#\$\$%&\* computer shows me as a class member of TJC class, seminar, or examination number \_\_\_\_\_. I am not a member of said class. Please correct your @#\$\$%&\* programmed computer.

VI. **W**e never repent of having eaten too little.

RELEVANT EDUCATION

Robert L. Arnold  
SUNY at Plattsburgh



- 1) The first premise upon which relevancy is guaranteed is "the means are the ends" as opposed to "the ends justify the means." That is to say, the here and now is only satisfactory to the extent that it is consistent with the dignity of human beings, whomever they may be. Don't talk about what will be, do it.
- 2) What is relevant is that which has value to the individual. His values are assumed to be developmental and his perceptions are valid for him.
- 3) The perceptions of the individual are the starting blocks of any learning sequence and interests must be followed to their fullest development.
- 4) One cannot presume to pre-determine the experiences a student can best profit from.
- 5) The curricular experience must be "myth stripping". This places "self-understanding" as the central focus of the experience where basic values and beliefs are continuously examined; elaborated or destroyed.
- 6) The curricular experiences must focus on the liberation of the mind and spirit, on releasing the full potentialities of all students and faculties.
- 7) A wholistic and evolutionary approach to learning is most meaningful and relevant.
- 8) The total learning environment must develop and reinforce the ego-strength of each student. It's here that group identity and especially that which is based in one's culture is an extremely important factor. The group facilitates the freeing of the individual while allowing his identity to be always respected.
- 9) The community and cultural setting of the student provides (at least initially) a sound basis for communication and grouping arrangements for efficient and satisfying learning.
- 10) Curricular experiences must develop awareness of and skill in manipulating the forces of one's environment. An operational concept of ecology and to put it another way an open systems approach to understanding and changing one's environment is essential.

- 11) Evaluation procedures must be geared to the productions of the individual, not judged on single criterion measure.
- 12) People who "know the black experience" must give primary direction to the education of blacks.
- 13) The basic responsibility of whites is to re-educate their own people to more authentic, open and responsible action.

Without a doubt acting consistently with these postulates, destroys most of the conventional wisdom in present day education.

VII. **N**othing is troublesome that we do willingly.

Meetings

Records and Research Committee

9:00 November 2, 1970

Present: Earl Heuer, Lee Kaufman, Magda Luebke

1. Time schedules have been complete.
2. TJC students are not to register now, wait until TJC registration scheduled for December 7 and December 8. (This holds even if taking CAS courses.)
3. Contract study proposals can be made now, they should be turned in by December 11. (Senior Thesis, Special Studies, Independent Project)
4. The Academic Logs will be circulated this week to the faculty. The list of students whose logs must be completed will be circulated according to the procedure stated in the last bulletin. Note: The description of B.A. degree is in the catalog and the description of the B.Ph. is in the last years Faculty Meeting Minutes.
5. Work is progressing on the fall student profile
6. Because of a delay in requesting research money, we won't be able to have any money for internal research until the next time for requests scheduled for February.

Curriculum Committee

Wednesday, 28 October 1970

Present: Klein, Gilmore, Wilson, Kaufman, Sorensen, Reed.



- 3.1 Seminars were approved on the basis of student interest and available staffing and turned over to Records and Research for scheduling and publication.

- 3.2 The subject of assigning credits to seminars according to the level of study rather than contact or reading time was discussed and generally approved, but the problems of implementation and the concomitant class load problems preclude any immediate implementation.
- 3.3 According to the Reorganization Report new examinations must be approved by the Curriculum Committee; we ask all faculty to submit new syllabi or suggested titles to us.

Finance Committee

29 October 1970

Members present: Fox, Haggard and Wilson.

4.1 Reminder about Kretchmer's Seminar:

The committee received the reminder from Dan Andersen concerning Ray Kretchmer's proposed seminar for winter term and an indication was made that there is adequate monies for remunerating his unit of work with us.

4.2 Purchase Requests:

C.S.S.M.	Filing Cabinets for Andersen and Gilmore	Supported
C.S.S.M.	"Blueprints for Counter-Education" Klein & Heuer	"

4.3 Equipment Requests:

Equipment	Alpha Wave Sensor - Klein	Supported
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4.4 Ear-Marked Funds for Title VI Request:

Dan Andersen shared with the committee his interest to secure some funds from the TJC budget for a set of equipment for a physics lab "set-up". The committee agreed to ear-mark \$200.00 from the "Institutional Materials" item and \$300.00 from the Equipment Budget to be available on the matching basis with the Federal Government.

4.5 Future Growth:

The Finance Committee is interested to hear from the TJC faculty regarding their ideas (collectively) concerning the procedures and plans for growth. This is for the purpose of writing ONE Proposed Budget for 1972-1973, as well as ONE 5-year projection for Lansing.

4.6 Financial Aid for Students:

**POLICY:** Each student on Financial Aid, whether with the Regular Operating Budget or with the Federal Work-Study Budget is expected to work only 10 hours per week, except in cases of dire need.

This policy provides for a wider distribution of available funds to a larger number of students, and we hope will, in general, meet the larger need, if ever so slightly.

4.7 Available Jobs for TJC Students in Other Units on Campus:

The committee made known its desire to help students in TJC find work-study jobs in other units on the entire GVSC campus. If YOU (being a cost collection center unit head) have available positions and need student help - PLEASE contact Bud Haggard or Bill Little.



4.8 ANNOUNCEMENTS:

- 4.8.1 The Finance Committee wishes to remind all members of the TJC community that you are invited to submit your proposal for "The Selection of TJC Students for Scholarships" - by 15 NOVEMBER 1970. See TJC BULLFROG POND, Vol. 1, No. 6, page 7.
- 4.8.2 Requests have come to the Finance Committee from our own secretaries that there is a need for competent typists; it is hoped that someone who requires Student Financial Aid and who also has the particular qualification of a fine typist will apply for Financial Aid.

Academic Affairs

2 November 1970, 11:00 a.m.

Present: Gatov, Iron, Beard, Frost, Andersen.

Accepted Thomas Viti's Senior Thesis on penal systems and Kathi will talk to Betty Tryon about her Senior Thesis on correctional institutions.

Accepted the neat Independent Project of Tari Fish. Hopefully, Tari will not find an Utopia at Twin Oaks and return to share his communal experiences with all of us.

We also accepted the Independent Project dealing with Latin America proposed by John Hendra.

The group of us will meet with Joan Sullivan November 9, 1970 to discuss the waiver of her Senior Thesis.

Meeting was adjourned at 11:45 a.m.

Cab

Admissions Committee

28 October 1970

Present: Andersen, Heuer, Reinhardt, Hoogterp, Benser, Bill Putnam (From the GVSC Admissions Office.)

Decided tenure for faculty members on the committee, as outlined in Reorganization.

Kathi Gatov - one year

Dan Andersen - two years

Earl Heuer - three years

Discussed selective ranking of applicants for winter term - Rather than just operating on a first come, first serve basis.

Interviewing of prospective students will be done in pairs, normally one student and one faculty member.

Meeting time was changed to 2:00 Friday afternoon.

Discussed what will be done by the GVSC Admissions Office, and what will be done by the Admissions Committee and TJC secretaries.

Discussed security and confidentiality of the forms. Decided to use the confidential part of the application, and to keep it confidential.

Discussed ways of further revising the TJC application.

Meeting closed at 10:30 a.m..

IX. **T**ake things by their smooth handle.

*The Irony of Early School Reform.*  
Katz suggests that the creation of modern school systems was essentially a conservative response to rapid industrialization. He contends that the customary view of public education as a triumph of the working class is a myth. By examining the historical record in small, concrete situations, he shows that this viewpoint has hindered reform by masking the extent to which weaknesses inherent in the system have contributed to the social problems that continue to haunt urban schools.

