

11-12-1970

Lee Beckett Memorial Bull Frog Pond, Vol. I, No. 9

Grand Valley State College. Thomas Jefferson College

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I. Whether volcanoes are extinct or alive, it comes to the same thing for us, The thing that matters is the mountain. It does not change.

1. Meetings

- a. Finance Committee Every Thursday, 3:30 p.m., 129 LHH (Bud Haggard's office).
- b. Curriculum Committee Every Wednesday, 3:00 p.m., 161LHH.
- c. Admissions Committee Mon., Tues., Wed., 12:00 noon, 103 LHH.
- d. Faculty Meeting Tuesday, November 17, 3:00 p.m., 161 LHH, Discussion of C-CAP Proposal.
- e. Townmeeting Thursday, November 19, 12:30 p.m. Discussion of C-CAP Proposal.
- f. Academic Affairs Committee Every Monday, 11-12, K. Gatov's office.
- g. Records and Research Committee Every Monday, 9:00 a.m., LHH

2. Events

- a. FORUM  November 20, 10:00 a.m., 132LHH CONFRONTATION & ENCOUNTER: Discussion & demonstration. Clark Moustakas & Rik Craig, Merrill-Palmer Institute.
- b. Grand Valley College Theatre Presents "Afore Night Comes." Nov. 12, 13, 19, 20 & 21, 8:15 p.m., The Commons. Tickets at door.
- c. GVSC concert featuring "Joyspring." Satur., Nov. 21, 8:00 p.m., Grand Traverse Room, LMH. Admission \$1.
- d. Calvin Chamber Orchestra Recital Tues., Nov. 17, 8:00 p.m., FAC Auditorium.
- e. GVSC Music Dept. presents the Hope College Woodwind Quintet in a recital saluting the Beethoven Bi-Centennial Tues., Nov. 17, 8:00 p.m., 132 LHH.

VOLUME I
 LEE BECHTOLD
 THE JOYOUS & ANTELOPE BOYS
 FROM THE FRONTIER
 A MEMORIAL



II. **H**e found himself in the neighbor hood of asteroids 325, 326, 327, 328, 329, & 330.

NEED AN INDEPENDENT PROJECT ??

Work with Paolo Soleri on ARCOSANTI. 5 week workshops from April 5 to November 29. The main goal for 1971 is to set up a simple but well-working plant for the production of the structural units.

ARCOSANTI will be "A place where teaching and living go on in an environment", that is, in fact, the lesson itself. Applications available in TJC.

III. **I**f you please--draw me a sheep.

..... H. L. Hodgkinson (Center for Research & Development of Higher Education--CRDHE, Berkeley) lists fourteen assumptions on which his new conception of a college is based. We'll list them here, then sit back and await reactions:

A New Concept

1. Learning does not occur in equal units, nor on certain days of the week, nor at certain times of the day. When it does occur, it means that the individual's view of the world has shifted--learning is additive.
2. When twenty students read the same book, they have twenty different experiences.
3. Transfer of learning outcomes from one situation to another is highly unlikely. It is wiser to assume that transfer will not happen.
4. The universe does not seem to be organized by academic departments.
5. A good education program provides for the personal growth of faculty and administrators as well as students.
6. The present status and mobility systems of the professoriate are un-, if not anti-, intellectual.
7. The job of certifying people for jobs in the meritocracy should be moved off campus and into state agencies in which performance criteria will be established.
8. Administrative positions and committees often have the function of generating enough work to justify their continued existence.
9. The rigid lines between content and method, teacher and student, ignorance and knowledge, and teaching and research need to be made more interactive and processual.

10. Participation in governance should be direct, not representative, and should include all interested parties.
11. Standing committees, and the precedents which they enshrine, are major causes of the hardening of institutional arteries.
12. A student body should not be age-graded, but should be limited to those who wish to inquire about something. Inquiry transcends sex, age, nationality, and social class.
13. One of the richest forms of education involves imitation. Through imitation can come identification with the personality and values of the person imitated.
14. Cultural deprivation is not limited to the lower class--in many respects, middle class children know far less about the universe of humanity than do others.

Excerpted from UREHE Notes, No. 3 March, 1969

--Bud Haggard

IV. **I**f I ordered a general to change himself into a sea bird, and if the general did not obey me, that would not be the fault of the general. It would be my fault.

Meetings

Admissions Committee Meeting

6 November 1970

Two applications were accepted for the Winter term, 1971. Three applications for the Winter term, 1971 were placed in the "Withhold Decision" category.

The committee decided to schedule daily meetings beginning November 9, 1970 at 12:00 noon in order to deal with the increasing number of completed applications.

Curriculum Committee

4 November 1970

Present: Don Klein, Cam Wilson, Roy Sorensen, Gary Reed
Guests: Dan Gilmore, Jean Lawrence

- 4.1 The committee modified its previous decision and now allows 16 credits of modules to be applied toward Common Program credit.
- 4.2 The committee requests course descriptions for Common Program Elements:
NSPS: Winter--Klein, Spring--Wilson, SCS: Winter--Andersen, Spring--Heuer, JS: Gilmore, SC: Haggard
- 4.3 The committee recommends that Student Affairs (Counselling) hire the Teaching Fellow for 1971-1972 who will act as liason between Counselling & TJC; both TJC & Counselling will have approval of such staff candidates.

4.4 The committee determined the following staffing priorities to fill the expected six open positions:

3 TO BE FILLED: Artist, Drama/Media, Creative Writer

3 TO BE SELECTED FROM THE AVAILABLE CANDIDATES IN: Social Psychology, Musicology, Anthropology, History & Philosophy

4.5 The committee discussed various modifications to the TJC program, particularly the First Year Common Program and considered variations of the ICE plan as implemented at Newark State College. It also discussed possible common structure for TJC programs and/or schools.

4.6 Agenda for November 12, 1970: 1) Continued discussion of Common Program. 2) Cam Wilson's request to run a pilot ICE Spring quarter.

Townmeeting Minutes

5 November 1970

ANNOUNCEMENTS:

The following announcements were made by John McNaughton:

- that since the Townmeeting is considered a college function rather than a student organization, the Chairman of TM may reserve any GVSC facility for a TM function. Functions not sanctioned by TM must be handled through Paul Drzewiecki at Student Activities Office.
- negotiations are currently in progress to obtain lockers in LHH for the use of TJC students.
- Finance Committee has a deadline of November 16 on proposals for what to do with our scholarship money.
- relative to the dog problem -- it should be noted that there is no state law prohibiting dogs on school property. The only requirement is that they have a license and be on a leash. If, however, they are disturbing a class and the student is asked to remove the dog, they should do so.

Bob Giddis announced that editorship of the Lanthorn is open and applications for the position should be given to John Stevenbaugh 478 Manitou Hall. The position pays \$375 per quarter.

BUSINESS:

Records and Research Committee report on student evaluations

Lee Kaufman read the policy and procedures on student evaluations which were printed in the October 29 Bullfrog Pond. He added that one thing not included

in that report was that evaluations do not have to be initiated at the end of a given term. They can be initiated at a later date. A student could go through his entire college career without evaluations and in the spring term of his final year decide to try to get them. The only difficulty in waiting too long would be that an instructor might have difficulty recalling the student's work or might have left the college.

There were questions as to whether grad schools would accept this type of transcript. The feeling is that those schools accepting our present type of transcript would actually be receiving a more meaningful evaluation. Little difficulty is expected.

MOTION was made by Bob Giddis that we accept the Records and Research Committees' proposal on evaluation procedures and policies as previously published. Motion was seconded. Carried.

Question of reducing quorum requirements from 1/2 to 1/3 of TM members.

Trista Strom stated that she did not think this would be a useful thing to do as no one has ever even counted those present at a TM before and we seem to be able to carry on business.

John McNaughton withdrew his original motion.

MOTION was made by Bob Giddis that we consider a functioning quorum to be 40 people. Motion was seconded.

Discussion followed that this would lead to control by a few. It was pointed out, however, that decisions made at one meeting with only a few present, could be reversed at a following meeting.

Lee Kaufman stated once more that the necessity for a quorum does not exist unless someone asks for it and that means that if most people feel that the kind of business which is going on can be handled without that, fine, but if someone feels that the decision is a major one, they could call for a quorum.

AMENDMENT TO THE MOTION offered by Lee Beckett that a quorum consist of 25% of members and that it be announced at the beginning of every meeting whether or not a quorum existed. Motion seconded.

Discussion: to vote for this amendment would say that we want TM to take a turn toward a more official and less casual form.

The amendment was lost. The original motion was lost.

Program for Experimental Teacher Training

John McNaughton referred to his original motion made at the TM of October 22 favoring the development and implementation of PETT. He announced that he was about to appoint a Task Force to work in this area and asked those interested in becoming involved to contact him immediately.

Gary Reed called for a vote of approval for this plan. Approved.

NEW BUSINESS:

TM Dues - MOTION made by Kathy Fox that student donations to the treasury be on strictly a voluntary basis. Motion was seconded. Carried.

Support for the Soup Kitchen - MOTION by Trista Strom that TM allocate funds to Glen Jones to keep his project going so that he can occasionally feed those who cannot always afford to buy their lunches. Seconded. Considerable discussion followed until it was pointed out that it would be simpler for students who wished to participate in this project to give the money directly to Glen rather than have it go through the treasury. Original motion was withdrawn.

Need for an office - from which to conduct daily business of TM was pointed out by Bob Giddis. John McNaughton stated that arrangements are being made to use Room 169 LHH and that we are presently waiting for office-type furniture.

Legal Aid Society - Lee Beckett announced that Ottawa County has no Legal Aid Society but that the Kent County Society would automatically represent students who live in that county and would also represent TJC as an organization or individual students even though outside of Kent County if we would appoint a chairman who lives in that county. Dick Blocksma volunteered to serve in this capacity.

Halloween Party - Cam Wilson pointed out that Steve Brown had done a tremendous job on the party. An official vote of thanks was extended to Steve from the TM.

Rumors that TJC might be moved into Grand Rapids were explained by Bob Giddis and Dan Gilmore. They had grown from a conversation at a dinner party, but have no foundation in fact. Dan did suggest that we all give more thought to ideas for TJC's future - probable or improbable!

ANNOUNCEMENTS:

Museum Trip - Whitney Sevin announced that there was space available for four more on the trip which was to take place this weekend (Nov. 6).

Evaluation of Faculty Members - Lee Kaufman announced that a subcommittee had been established to interview TJC faculty and students within the next week in order to get more input for the faculty which is at the present time considering the rehiring of Cam Wilson, Bud Haggard, Don Klein and Whitney Sevin.

Those on the subcommittee are: Kathy Gatov, Bob Giddis, Gil Davis, Kathy Fox, Earl Heuer and Lee Kaufman. It was requested that all students seek out these members and give them their frank opinions. Final decision will be made at the faculty meeting of November 10.

Long-range Planning - Dan Gilmore stated that the faculty is presently considering the direction TJC will take in the next five to ten years. Students having very strong feelings about the growth of TJC should communicate them to John McNaughton so he can represent their views at the faculty meeting. Students are also welcome to attend the faculty meetings.

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Hiring priorities - Bob Giddis raised the question of faculty priorities relative to future hiring. Roy Sorensen answered that the Curriculum Committee had found that we will have six additional faculty positions next year. This means that we can hire a full-time artist, dramatist, and a creative-writer. The other three would probably be from the following: historian, philosopher, social psychologist, anthropologist or musicologist and we may be able to find a combination in one person. The three areas to be filled were not necessarily for the C-CAP program as that has not yet been approved. These three positions would fit into the general program even though C-CAP should fail to be approved.

Halloween Party - Kathy Fox announced a profit of \$105 had been made on the event.

Townmeeting of November 12 - will be held, stated John McNaughton. The agenda has not been formulated yet, but we will have time to discuss faculty hiring priorities at that time. John Guest will not be appearing at the TM.

Executive Task Force - John McNaughton announced that he plans to establish this group of approximately 6 to 14 people. Each member will be assigned a certain group of TJC students whom they are to contact in order to determine their opinions and feelings about issues at TJC. They would then bring this information to the Executive Task Force meeting. This will give the chairman more information when going into a faculty to Townmeeting.

Meeting was adjourned at 1:35 p.m.

Marilyn Rector, Secretary

ANNOUNCEMENT !

Seniors interested in a Senior Colloquium-- A suggested topic for our experience together in the 3rd quarter has come in and sounds excellent to me: THE DESIGN FOR A COLLEGE IN THE LAST QUARTER OF THE 20th CENTURY. Think about it and come by the office and share some of your thoughts about it--both your ideas for the colloquium and the idea above.

Bud Haggard

MINUTES

1. Faculty Meeting, Tuesday, November 3, 3:00 p.m. - 161 LHH

PRESENT: Andersen, Clock, Davis, Gilmore, Haggard, Heuer, Iron, Kaufman, Klein, McNaughton, Sevin and Wilson. Kathi Gatov, Mary Sonneborn and Mary Te Pastte. Several TJC students were also present.

4.1 Minutes of Previous Meeting were approved.

4.2 Announcements

1. Dan Gilmore reminded Faculty members present at the dinner for candidate Carroll Arnett which was at Russo's Restaurant that the bill has been received and they were obligated to pay for their respective spouses who had attended.
2. With regard to applications for Sabbatical Leaves for those eligible, Dean Hills had listed the following procedure:
 - a. Apply first to Unit Chairman and receive signature of approval.
 - b. The Promotion and Tenure Committees of CAS, TJC, and that similar committee established for institutes, service units, and professional counselors will review the various sabbatical requests from their area, giving them a priority order.
 - c. Dean Hills, assisted by Deans Gilmore and Niemeyer and Professor Ronald Ward (Environmental Studies Institute), will then make a final judgment on the requests, based upon college funds available that year. This final screening is similar to that established by Dean Hills last year when he selected a small committee from the original AAPC to assist him in his selection.

Dean Hills had further stated that he was most anxious to have the merit of each sabbatical request the deciding factor in the selection process.

3. NSPS personnel will meet tomorrow, Wednesday, Nov. 4, at 3 p.m., to make final decisions for winter quarter '71, in 161-H.
4. Lee Kaufman announced that faculty as well as students will be interviewed regarding evaluations of faculty members up for re-appointment.
5. Giddis suggested announcing at TM that students interested in expressing their opinions as to evaluation of the four faculty members, contact the members of the elected Personnel Sub-Committee, Kaufman, Davis, K.Gatov, Kathi Fox, Bob Giddis, and submit their views.

Earl Heuer requested that this Personnel Sub-Committee of the Whole be allowed to report back in two weeks, instead of the one week originally suggested, since more time was needed. This was agreed.

4.3 Plans for Development for TJC

Dan Gilmore referred to the memo he had written on 10/23, outlining two of many possible ways TJC might develop and referred to them as Plan A and Plan B. We did have some preliminary discussion on this at the last meeting and it was decided to make this the item for the agenda for this meeting. Plan A just allowed for development to 350 students plus 16 faculty and Plan B allowed for expansion into several schools possibly, each with a different emphasis, or to simply allow other colleges to develop independently of TJC, setting a limitation on each college. We were compelled to submit a five year budget projection for TJC to the College and State. In the ensuing discussion, the following were some of the comments made:

There were many programs kicking around and we should decide which way to go. TDG

The State Board of Education has to endorse new programs and that usually takes about two years. DC

Plan B should be delayed one year to give us time to solidify the present TJC Program. We should check and get some of the faculty needed to start programs we want. JLK

We can have a program without major modifications. We could offer one class pertaining to the program without a big suprastructure. DK

There seems to be a lot of student interest in Teacher Training and it is impossible to serve all of the interest with one unit. DK

It is difficult to get joint appointments for two colleges. JLK

There is more strength and possibility for survival in an institution numbering 1,000 than one numbering 300. TDG

With a limit of 300 we can be more selective of applicants.

The more colleges a cluster college gets the less commitment to any one college. DK

Some students commented that we're already getting too large. It's nice to feel you know most everybody.

Everybody had never known everybody in TJC. Giddis.

We should have a General Studies Program of from 200-350; when this is filled, start another as part of TJC, etc. Doesn't understand delay of one year which would lessen enthusiasm and effectiveness. You can form program with no changes. Start it off by nurturing it and let it grow into a school. John MC N.

State Board of Education has long lists of anticipated new programs. They have to approve new programs not new colleges. D.C.

We should start considering faculty to be added for General Studies. Limit all units of TJC to 200 or so, but assure a diversity of faculty among these units. D.K.

If we decide to grow how can we prevent separate subdivisions like Art. Mary S. Plan B of 1000, how would it differ from Plan A of 1,000. DA

Building need would have to be considered.

We should start one program germinating next year. Would like to see 60 people in a separate group. DK

To fraction off TJC would take away from our major thrust. JLK

If we don't, we will have 350 students (13 faculty). A lot of new students could work separately with proportionate faculty and it would relieve the load. DK

Do we know what this would mean in regard to the fractioning? If we have separate programs, Art, for instance, it would be physically impossible to accommodate all in our Common Room. DA

The CCAP Program could probably use the facilities in the Fine Arts Building.

If we do have the CCAP Program it would involve a certain amount of faculty and extra budget allowance. HEH

Admissions is booming and we have at least double the applicants for the winter term compared to this same time last year. We can hazard a guess that the same will be true for Fall 1971. DA

We should limit growth to no more than 50 to 75 students per year. DK

Would like to limit General Studies Program to 300-350, so that we can have a diversity of faculty to serve a cross-section of students. JLK

The Freshman Common Program would have almost 100 people. Giddis

308 students seems a reasonable figure for next year. CW

We could raise the General Studies Program to 500 for security. JLK

At 400 to 500 there will be so many interests; it would be too difficult to satisfy. DK

Lets take a poll as to whether to go to 350 or let it grow to 750, or an indefinite number in the future. CW

According to Arthur Chickering, 250 people are a workable, manageable unit. Perhaps we could have units of 250. HEH

At this point a motion was put as to whether we should move in the direction of growth. The motion carried.

Why should these be TJC units? What distinguishes them? Why shouldn't they be in other colleges? GD

Talked to D. Kovats of the Music Department about a music program for TJC. Kovats stated that there should be one music program for the entire Grand Valley State College. In order to have a really worthwhile program, it would be necessary to draw for participants throughout a broader area. Divisiveness would jeopardize the quality of the program and involve extra expense, and hurt the existing program. EH

We need 17 faculty members for our General Studies Program so a proportionate amount of students required should be considered. Giddis

We need a budget proposal for five years, let's go for 350 with a possibility for growth. HEH

What is the advantage of growth and movement. Is growth protection? The place could be burned down. What if all TJC faculty were in one airplane that crashed. We should not commit ourselves now but take the time to figure out all angles. What are the arguments for growth? GD

Lansing needs data by December.

As a commuter college we could figure on a basis of 350 with 17 faculty. Giddis

The argument for growth is that TJC is the only institution with this type of independent structure and pliability in study, probably, in the whole country. If 250 is the magic number, hold it to that. If we need 17 faculty, have a CCAP and Experimental Teacher Training Program. The first item on the TM will be TJC, To Grow or Not To Grow. John McN.

We could have a non-degree program as a core and move the General Studies Program out as a satellite program. If we committed ourselves to a General Studies core, there is no rationale for spawning. If we would modify this there is reason for growth and good rationale for it. DK

Why not work out such alternative plans. Cannot buy assumption of 250 and 17. Do not feel like we should make plans because of Lansing for 5 years. EH

Should we just let things happen or plan on what we would like to see happen. It is not so crucial that we find the right answers now since we will have the option of changing this every year. Every year we have to submit a 5 year projection. I operate on the conviction that whatever we plan for 5 years from now will not happen. This makes it easier not to worry about details. CW

4.4 A letter was read from an applicant (Social Psychology) from Colorado State University. All agreed he was definitely worthwhile pursuing.

4.5 Adjournment

The meeting adjourned at 5:45 p.m.

v. **A** sheep--if it eats little bushes, does it eat flowers, too?

"Used By Leading Foot Specialists!"

1. What is the other name of Agitation? Claming down. What else can I call Rest? Getting active. Therefore, to adhere to one name denies it.
2. To identify self with thoughts is so partial! They are no more self than a cat scratching fleas! (no less, either).
3. I am typing-this-word. I am hearing-a-fly-buzz. . . Now, say all things I simultaneously am, simultaneously, and you will say who I am. You are reading-these-words. You are breathing-the-air.... Now, say all the things you simultaneously are, simultaneously, (including the saying of it) and only then will you say who you are. But you know already! You have merely to stop trying!
4. Emptiness, so that everything is clearly admitted.
5. To identify oneself with any nameable entity is to be shorn in two. Never can I feel whole until I abandon my defined self. Then: I am I and Not-I. Who is this I? Twigs swaying crosswise against the tree.
6. In any situation, I am engaged on both sides. Is it then crazy to express them both? -- or crazily sane?
7. The phone rings and I am reading. What is it but the ticking of a clock? When I want to see the time, I look. Who is this I who looks? In hearing the phone, just hear. In "ignoring" it, just "ignore". In not-answering, I does not ignore. I responds fully.
8. Nothing IS as it appears to be. Look around you then. Something IS as it appears to be. Then why inquire? Self IS as it appears to be. Then who can hide it?
9. In writing all this, I both write of it and say nothing of it.

--Cam

VI. **O**ne only understands the things one tames. Men have no more time to understand anything. They buy things all ready made at the shops. But there is no shop anywhere where one can buy friendship, and so men have NOTES FROM ANTIOCH COLLEGE no friends any more. If you want a friend, tame me . . .

President James P. Dixon, in reviewing Antioch College's First Year Experiment, wherein groups of 15 Freshmen were assigned to one professor and two upperclassmen in a open curriculum program says:

"This (FYE) seemed to be a reasonable kind of innovation in Freshman education, and it was made. But although we did not think the College

had been coercing students in our previous program, evidently we had been. For under the new first-year program the faculty suddenly found that the students were not there. A professor would go to great lengths to put together a lovely seminar to introduce students to, say, some concept of chemical genetics. He would find perhaps twenty-five students at the first session of the seminar, twelve at the next session, and only three at the third -- in a seminar scheduled to run for a whole quarter."

"This did not happen only in isolated instances. It happened as well to faculty members who perceived themselves as very elegant teachers of Freshmen. The result has been a shattering confrontation of reality in terms of redefinition of roles. I cite this as evidence that if there is any meaning in students' claims to autonomy in the use of their time and in the use of college resources, then colleges are in for some very difficult and perplexing redefinition of roles."

"You may not divide the seamless coat of learning. Culture is activity of thought and receptiveness to beauty and humane feeling. Scraps of information have nothing to do with it."

--Alfred North Whitehead

"Professor G. Beecher of Goddard College has proposed that a college curriculum should be organized, not around the so-called "disciplines" of traditional subject matter, but around distinct processes which are disciplines of mind and spirit in a more genuine sense. Among these true disciplines he suggests: Problem solving, Creativity, Valuing and Deciding. These are activities fundamental to personal growth and to social progress."


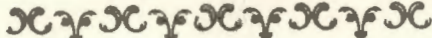
--Goodwin Watson, Antioch College

"When we state the objectives of general or liberal education we refer to open-mindedness, scientific method, critical thinking, personal integrity, aesthetic appreciation, ability to communicate and responsible citizenship. These can all be seen as true "disciplines". They are ways of behaving which characterize the well-educated person." (emphasis added).

--Goodwin Watson, Antioch College

"Know thyself."

--Socrates

VII. y flower is ephemeral and she has only four thorns to defend herself against the world. 

C-CAP TASK FORCE REPORT # 1

This task force was appointed to develop detailed plans for the structure and implementation of a proposed program in communication and creative arts. The following report is by no means exhaustive, but it does indicate the present view of the direction and substance of the C-CAP program.

C-CAP proposes to study media, individually as instruments of communication, collectively as powerful, interactive modes of expression. Sculpture, painting, music, theatre, dance, cinematography furnish the focus for the program. Technology in many forms (natural and man-made materials, electronic devices, photographic processes and architectonic constructions, to name a few), scripting and scenario creation and analysis of the social reverberation of media are additional dimensions. C-CAP's program will promote and encourage both media and multi-media conceptions and experience wherever possible, to blur the edges between specialties and to explore the implications of such activity.

SEARCH

tuned in CELEBRATION!
Integrative Studios
JOIN THE ORIGINAL METHODS
Mc. Big
spoiling
ginal

The C-CAP program is envisioned as co-curricular with FJC. Provisions for mutual course-taking and cross-registration for requirements would be mandatory for program planning. Administratively, C-CAP would function under the Dean of FJC, with a C-CAP representative designated as presiding officer and liason between the two groups.

C-CAP faculty will be chosen on the basis of competency in one or more of the media as well as evidence of flexibility and the desire to innovate. Faculty members must show interest in joint and cluster efforts with each other. In addition, the contribution of the individual faculty member should be more direct than derivative. He should personally produce so that students, close to his effort of creation, can examine it, question him or generate collateral or counter activity. In short, a major share of the member's contribution will be as an active master with the student as a critical apprentice.

Students whose primary affiliation is the C-CAP program of FJC are to be selected on the basis of a demonstrated ability to benefit from such a program. The criteria involved would be evidence of previous activity in one or more of the media, creative projects envisioned or completed or

personal recommendations of a faculty review committee. Graduation from C-CAP will require demonstration of a high level of competence in at least one C-CAP area as well as wide conversance with other areas as well as successful completion of FJC and/or other GVSC requirements. At the present time such graduation would mean a B.Ph. degree, though, on a long-range basis, a B.F.A. (Bachelor of Fine Arts) or some equivalent should be envisioned.¹

Courses in C-CAP would generally follow the pattern of FJC with common program elements, examination courses, seminars, independent study and senior project. C-CAP students would be assigned to C-CAP tutors, who, in addition would also serve FJC tutees as well. The same close association between students and faculty as that in FJC would be encouraged.

¹Profile of a C-CAP Graduate:

C-CAP Common Program	15 credits
FJC Soph Common Program	15 credits
Internship	10 (5-15) credits
Major Creative Arts project	15 (10-20) credits
Seminars and Special Studies	60 credits
Exams	30 credits
Other (FJC-CAS)	35 credits

SHOW STOPPERS
SEND FOR YOUR COMPLIMENTARY SAMPLE

SHAPES

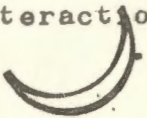
COMPETITION FREE!


The emphasis in C-CAP courses, however, would be slightly different. C-CAP's basic common program element, for example, would be a full-year fundamental course, designed to introduce students and faculty to each other and to the dimensions of fields open to study. It would consist of three elements in some sequential pattern: one, an intensive initial exposure to media; two, a programmed sequential series of media samples; three, an inventory of media interaction and potential interrelationships. The details and time spans of these segments are not to be bound to term length; rather, they are to be determined by the teachers and students responsible for that year's program. For example, seven weeks might be devoted to phase one, with listening to a multitude of tapes, records, etc., viewing films of many kinds and association with various objects, singly and simultaneously, without explanation or formal discussion groups. Twelve weeks subsequently might be used to show a progressive development of one or more media through examples which had historical, innovative or critical significance (a Bergman film series, or a sequential development of some music pattern, for instance). This might or might not involve discussion and supplemental sources. The remaining span of the year course would then be devoted to assessing the

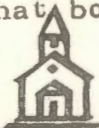
MAKE THE MOST
OF YOUR

ANIMAL ACTS
phics

DARINGLY
BARE!

implications of media combinations, with faculty interaction, group discussion and outside speakers and programs. 

C-CAP examinations would also be slightly different. They would be used as pre-requisites for enrollment in some of C-CAP's specialized seminars. A student would be able to take such exams at any time and, providing he thus demonstrated a knowledge of the basic skills required, could be admitted to certain advanced courses. The exam could also be a course in which the student or students could work with a tutor in order to master the necessary skills for advanced work. Thus exams are designed to avoid excessive duplication of skills courses and to insure that a student in a special pottery course, for example, will already be conversant with potter's wheel and the kiln. 

FJC independent study will become an intern requirement in C-CAP, where a student will be expected to spend a span of time off campus in an appropriate activity relating to his principal specialty. The time span involved will be flexible and will probably occur in the student's next-to-last year, so that both he and C-CAP may profit from a return to the campus. 

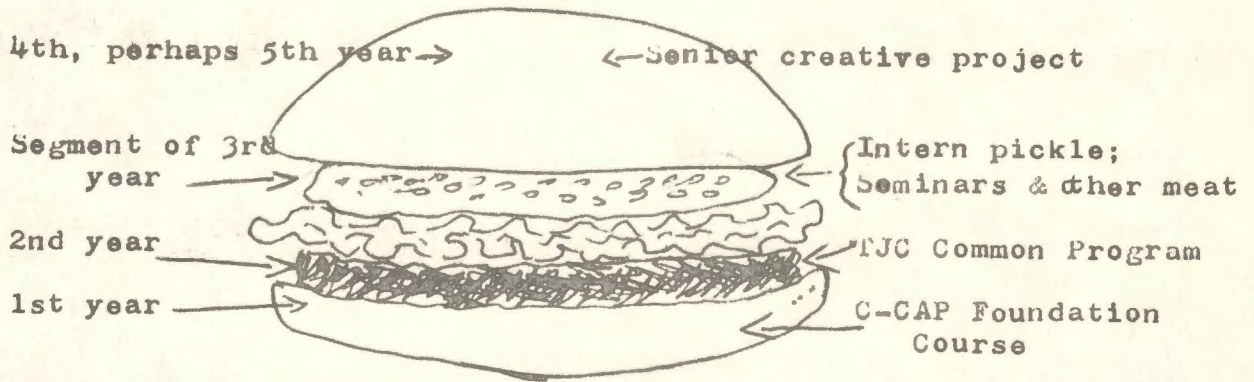
The equivalent of FJC's senior thesis will be an independent creative project, appropriate to his primary field of interest. That, plus evidence that he is conversant with

aspects of other media (through passing a minimal number of exams or other independent creative projects), plus the recommendation of a faculty-student panel, will certify his completion of C-CAP requirements.

One innovation in the C-CAP credit program will be the evaluation system. Instead of a pass-fail procedure for creative projects, the student will be given the appropriate number of credits. If the project is exceptional, it will receive more credits; if poor, it will receive much less. Credits will be given individually by those faculty and students reviewing the student's work. For example, a review committee might individually allocate (by secret ballot) how many credits the student should receive. The student who created the project (also by secret ballot) would include his vote as well. The result could then be adjudicated. In effect, this procedure is similar to the multiple judgments made in many European athletic contests (skating, etc.) and American gymnastic events.

In addition to C-CAP elements, the C-CAP student would be required to take three terms of FJC's common program. Ideally this would be the sophomore sequence, but NSPS or its equivalent would also qualify. In addition, the C-CAP student would be encouraged to take appropriate FJC seminars and exam or special studies as well.

In effect, the basic C-CAP program visually looks like a sandwich, (The Burger King School of Media) hopefully, a whopper.



Germinal staffing for 1971-72 would be predicated, as a minimal recommendation, on the curriculum committee's initial proposal.²

Artist	$\frac{1}{2}$	GSP	$\frac{1}{2}$	CCAP
Musicologist	$\frac{1}{2}$	GSP	$\frac{1}{2}$	CCAP
Creative writer	$\frac{1}{2}$	GSP	$\frac{1}{2}$	CCAP
Theatre/Media	$\frac{1}{2}$	GSP	$\frac{1}{2}$	CCAP
Technician	$\frac{1}{2}$	GSP	$\frac{1}{2}$	CCAP

Other staffing to be implemented as soon as possible would be the addition of an anthropologist with media interests,

²Staff impact on enrollment - 1-20 ratio
 C-CAP needs to generate 50 students for a beginning program next year. Since the faculty members will be $\frac{1}{2}$ in C-CAP and $\frac{1}{2}$ in FJC, an equivalent enrollment (1-20) for $4\frac{1}{2}$ full time additions means 90 additional students.

nt and faculty legal rights, as well as announcements of recent cases filed and articles
e \$7.00/year or \$13.00/ two years. College Law Bulletin, 2115 "S" Street, N.W., Wash

a media resource specialist, a cinematographer, a dancer,
a sculptor/painter and another technician.³

Student staffing should also be considered with pro-
visions for work-study aides to assist in set-ups, paper
work, etc. and in the setting up and maintenance of a multi-
media workshop, clearing house and newsletter.

Equipment and space are crucial factors in this mix.
These aspects require immediate planning and implementation.
The task force needs inventory, as soon as possible, of the
available equipment on campus, plus that which is in the
process of purchase for the new fine arts building. It needs
also further assessment of the potential impact of the possible
ETV station at GVSC and the staff allocation for the C-CAP
program before much proceeding on a long-range basis.
Immediately, however, provisions must be made for a workshop
space where equipment can be stored and utilized as well as
an identifiable space for C-CAP students, with newspapers,
magazines and other media material immediately available.
Obviously, also, the addition of three full-time staff members

³If the full C-CAP program could be implemented by
1972-73, additions would be as follows:

Antro-media	$\frac{1}{2}$ FJC	$\frac{1}{2}$ CCAP
Media-resource specialist		1 CCAP
Cinematographer	$\frac{1}{4}$ FJC	$\frac{1}{4}$ CCAP
Dancer	$\frac{1}{4}$ FJC	$\frac{1}{4}$ CCAP
Sculptor/painter	$\frac{1}{2}$ FJC	$\frac{1}{2}$ CCAP
Technician		$\frac{1}{2}$ CCAP

ational Student Association Legal Rights Division. It contains a summary of recent court decisions concerning student
due process, search and seizure, and other issues pertinent to students and faculty. Subscriptions are

The COLLEGE LAW BULLETIN is a journal published monthly (except July & August) by the
of interest. The scope of the publication covers freedom of speech and expression.
ington, D. C. 20008

(plus 1/2 a technician) will further complicate NJC's present teaching space headaches. Here, again, some further investigation of space allocation in the new Fine Arts Building is in order.

Other immediate goals are also evident, if this program is approved. Recruitment of faculty and students should begin immediately. Publicity should also be generated which might be used to attract foundation and other assistance. Internship contacts should also be made now for the same reason.

In final form, in terms of long-range goals, C-CAP could become a full-fledged school of media, with an established pattern of inquiry and endeavor which sets it apart as an unique experiment where the media are not only sources of excitement and delight but also emotionally charged vehicles of cultural vision. This is why the ideogram, proposed at the outset, seems appropriate at the conclusion.

To contact the Education Exploration Center, write 3104 16th Avenue South, Minneapolis, Minnesota 55407 or phone (612) 722-1332.

The Education Exploration Center is a coalition of groups and individuals in the Upper Midwest who have come together because of a frustration and dissatisfaction with conventional education. They see their functions as

it, and a common need to exchange ideas about changing that system. They see their functions as two-fold: bringing people together and bringing information together - providing a place for rap sessions and workshops, a forum for people into changing education to meet each other and share ideas, and a home for a media center with information from schools, groups and individuals and in alternative learning in the public schools and in alternative learning environments. Aside from these efforts, they are sponsoring an Educational Alternatives Festival in St. Paul the first weekend in October. At the festival they hope to share the knowledge gained from educational experiments already undertaken, and to come away with knowledge of concrete courses of action.

This book brings together the speeches and articles that have been "the sharpest barbs in Illich's arsenal of constructive dissent" about society's cherished institutions. The author has also written a preface to each piece in which he sets forth its context. He attacks among other things traditional assumptions in the areas of national development, the church U.S. aid programs, and above all, school systems; all the while directing the readers' critical vision back to the people such institutions are designed to serve.

Celebration of Awareness: A Call for Institutional Revolution
by Ivan Illich
Published by Doubleday and Co., Inc., October 2, 1970
Price: \$4.95

VIII. Watch out for the baobabs!

Escape From Freedom

Fromm's whole discussion of the authoritarian character and automoton conformity supports the contention that the interpersonal process at TJC -- in classes, in decision-making at large, between faculty and students, etc.--is as fundamental in shaping the result of a person's having been here four years as is any course content. Independence, responsibility and academic curiosity in both students and faculty are either fostered or hampered by the class process, regardless of content.

To leave process to chance by ignoring or denying its role is irresponsible and anti-intellectual. When the process, content, and conscious intent of a class are congruent, then is a deeply rational experience underway.

--Cam

IX. **W**hat is essential is **invisible** to the eye It is the time you wasted for your rose that makes your rose so important.

we can't	look look look look look look look look look look
open up	I freely confess, I am in agony I am afraid I have
enough	lost my way LOOK AT ME look look look look at me
can't you	look look look look look look look look look look
see?	look look Here I am look look look look look look
I lift	look look look look! look! look! look! look! look!
my mask	look! look! look! look! look! look! look! look! look!
ever	look! look! look! Do you See Me! look! look! look!
so	look look look look look look look look look look
little	look! help me! help me! God help me! look! look!
do you	look! look! look! look! look! look! look! look! look! look!
know me!	look! look! look! look look! look! look! look! look!

The word is the prayer of the unbeliever to his belief
The word is the sigh of an angel
The word is the horror of a woman growing old
The word is the voice of the unsayable
The word is the way the rain falls
The word is the way a bird flies
The word is the way the hair grows

from the journal of Albion Moonlight

X. **T**hat is a hat .

I remember talking with friends about how we are all one and that every one of us is each the all that is one or everyone one of us is the universe or all of us God, and someone said I understand how we can be all one among the things we are with but how the stars and things unknown beyond.

I hope I helped by saying that anyone sees the stars, or dreams of unknowns beyond and sometimes tells others or writes a song or poem or paints a picture or just saves up an impression in their mind that sooner or later will come out among others in some form or another - so that when someone looks at the stars he really sees what many have told they have seen and many before them.

Or simply when I tell you the sunset is beautiful, and you look at the sunset, you see as much of me in the sunset as the sun and also as much of you for whatever reason the sunset was beautiful with you.

G. Jones

The University and Urban Education: An English Program for the Inner-City School

David M. Zesmer

Sometimes a situation may degenerate simply because we give up believing that it can be improved, and this has in large measure been the case

In an address delivered June 25, 1970, Frank Greenberg, outgoing president of the Chicago Bar Association, laid down a challenge to his colleagues: "In the decade of the seventies, this Association cannot dwell in an ivory tower, quietly pursuing its scholarly inclinations. Disturbing as it may be, our windows must be open to the shrill cries of a society in the process of profound change. . . ." Although Mr. Greenberg's remarks were directed to an audience of lawyers, they apply with equal force to the academic community as a whole—especially the urban universities, like IIT, which must now open their windows and their hearts to meet a need that is becoming increasingly more urgent. I speak of the demand for quality education in our inner-city schools.

Conditions in the inner-city schools in America are deplorable and are rapidly deteriorating. At a very early age, overwhelming numbers of the young men and women, mostly black, who make up the student body have learned a lesson more compelling than any contained in their textbooks—namely, that they have been systematically excluded, either by design or through inadvertence, from participation in the material and spiritual blessings that America bestows upon certain of her

with inner-city education. It would be catastrophic, however, if we surrendered to lamentation or wallowed in individual and collective guilt under the comfortable delusion that breast-beating constitutes a kind of moral reparation sufficient unto itself. What is needed above all else at this critical juncture in American life is practical action intelligently planned to meet concrete emergencies. Henry McGee, the Postmaster of Chicago, makes the point eloquently in "Crisis in Black and White: The American Dilemma: (*Technology and Human Affairs*, Spring 1970): "All responsible citizens, both white and black, must become more involved in constructive programs to correct the inequities which exist . . . programs which will enable black people to move into the mainstream of American life."

IIT Responds

Insofar as the inner-city schools are concerned, it is gratifying to report that for the past several years IIT has been trying to meet its responsibility and that it has done so in a manner befitting its position as a major urban educational institution. Although the university has embarked upon a variety of projects in several areas (for example, Professor Lawrence Machtinger's unique

more favored children. In their deepening frustration these young people come to feel, rightly or wrongly, that the society which has denied them full equality and justice is not worth preserving and that its resources and values are not even worth mastering. They resent the fact that they are almost never treated with the dignity and compassion to which human beings are entitled, but, instead, are casually exploited by intellectuals in graduate schools eager to "study" or "explain" their curious behavior. It is hardly surprising that they should enter the classroom day after day with an exasperating attitude compounded of cynicism, hostility, and, what is more

To make matters worse, their teachers, who were never adequately prepared psychologically to cope with the special problems that fester among the poor and the alienated, respond in kind. Beginning their careers with abundant enthusiasm, they soon become discouraged. If the teachers do not actually leave the system, they seek transfers to more congenial suburban settings, where they hope to be blessed with students who presumably have not been incapacitated by despair. And when escape is not possible, they remain in the inner-city schools and resign themselves to perpetual failure.

XI.



thought that I was rich, with a flower that was unique in all the world; and all I had was a common rose.

People

To the Townmeeting:

I am negligent, I suppose, in extending to you my deep and liver-felt appreciation for the spirits. I almost sent you a fabricated letter from a Dr. Masson of "Drying Out Hospital" which would have thoroughly reprimanded you for giving wine to a wino.

But you can see that the humor is that was at least debatable and it would also have failed to express my gratitude which is genuine. And it does prove a community spirit of compassion in TJC.

It is good to see the community spirit growing in TJC. But don't think for an instant that you have a monopoly on that commodity.

Item: Lubbers has offered me his left leg.

Item: The CAS faculty has taken up a collection and I now own a Rolls-Royce wheel chair with wire wheels and twin curbs.

Your friend,

Bill Baum

Notice from the IDIGENT WEDDINGS TALENT SCOUT COMMITTEE:


Of course you know John and Patty. Well, they have fallen into an incurably romantic mood and have decided to get legally and ceremonially hitched. But their surplus bread is not stupendous, and they would truly appreciate TJC talent in (a) Baking a wedding cake, (b) Sewing a wedding dress.

Talented people see them or me.

Mary Sonneborn
President IWTS

TJC REGISTRATION DEC 1 & 2

DO NOT REGISTER DURING THE CAS REGISTRATION
BUT BE SURE TO COMPLETE TJC REGISTRATION BY
DECEMBER 2: LATE FEES WILL BE CHARGED ON DECEMBER

XII. ook up at the sky. Ask yourselves: Is it yes or no? Has the sheep eaten the flower? And you will see^{tw} how everything changes . . .

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TO AN UNKNOWN CORRESPONDENT

4 Patchin Place
February 9, 1949

Chère Madame-

what a pity I'm not a "critic", who can "explain" the poems which puzzle you!

poem I (Poems, 1923-1954, 435), you'd then understand, tells how time will gradually take away everything from a human being & leave nothing (i.e. zero, or the letter 0). This poem says: two old once upon a (no more) time men sit (look) dream. A couple of old zeroes-who are physically two (o o) but spiritually one(o)-are sitting& parenthetically looking & dreaming of once upon a time(a time which is no more)when they were really men. Toward the poem's end, these two lonely zeroes (o o) have moved closer to each other (oo). Notice how the words "men" and "dream" are opened, revealing "me" & "am"- in this way the poet says "it's not simply these men who are old; I am an old man myself, the poem's actually about me"

. . .ah well; as Gilbert remarked to Sullivan, when anybody's somebody
everyonewill be nobody