

11-19-1970

The Mary Burke Memorial Bull Frog Pond, Vol. I, No. 10

Grand Valley State College. Thomas Jefferson College

Follow this and additional works at: <https://scholarworks.gvsu.edu/bullfrogpond>

ScholarWorks Citation

Grand Valley State College. Thomas Jefferson College, "The Mary Burke Memorial Bull Frog Pond, Vol. I, No. 10" (1970). *Bull Frog Pond*. 10.

<https://scholarworks.gvsu.edu/bullfrogpond/10>

This Article is brought to you for free and open access by the Thomas Jefferson College Publications at ScholarWorks@GVSU. It has been accepted for inclusion in Bull Frog Pond by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

I. In which the minutes tick by

1. Meetings

- a. Academic Affairs Committee
- b. Admissions Committee
- c. Curriculum Committee
- d. Records and Research Committee

Every Monday, 11-12, K. Gatov's Office.
 Mon., Tues., Wed., 12:00 noon.
 Every Wednesday, 3:00 p.m., 161 LHH.
 Every Monday, 9:00 a.m., LHH.



The

Mary

BURKE

MEMORIAL



*TRADEMARK

frog pond in which TJ sees!?

2. Events

- a. Grand Valley College Theatre Presents "Afore Night Comes."
- c. GVSC Concert featuring "Joyspring."
- d. Muskegon Community College Artist Series presents the Overbrook Concert Band.

Nov. 20 & 21, 8:15 p.m., The Commons. Tickets at door.
 Satur., Nov. 21, 8:00 p.m., Grand Traverse Room, LMH. Admission \$1.
 Tuesday, November 24, 8:00 p.m. Guest conductor Robert Jaeger of Norfolk, Va. Reserved seats \$1. Overbrook Theatre.

ARCHIVES

GRAND VALLEY STATE COLLEGE LIBRARY

FEB 26 1971

II. **D**reamer of dreams, born out of my due time, why should I strive to set the crooked straight.

Reaction to: C. W. Allport's Becoming

Not being integrated at this point I'm sure this essay will be full of errors - am stuck at points where feeling a truth (or some semblance of it) am unable to pursue it in any form of intellectual, logical matter.

Allport makes a case for tension that resides in a person because of the unattainable aspect of his goals and that the striving necessary to attain these goals is a vital process in becoming - Thus there is no endpoint that can be experienced by the person. I do believe however that these endpoints are reached but are limited in time, and that the reaction to the fall from integration, leads to an unnecessary conclusion that one was not there at all - There are points when one is - the despair of man is his inability to sustain this - Like Gisyphus we attain the heights only to descend again to take up the rock and begin the ascent. Can man's happiness Joy - be the experience of this ambivalence - this paradox.

Goals if unattainable - rather than helps to man - contain his despair - for man to act it seems he must have a belief (faith) - maybe an illusion that his particular goals can be obtained here and now - But hasn't man been criticized for his future orientation. What happens to here and now if one is existing in future time. Can one be oneself now - without destructive guilt - or building up ego defenses - if we are pointing always towards - the ideal - the unattainable - Being yourself in this context must I think lead to a very hollow enjoyment.

Francis Nawrocki

◆◆◆◆◆ The Ethical Case for Participatory Democracy ◆◆◆◆◆

- 1) **T**he nature of man requires democratic distribution of political power, which is the essence of democratic government. Reinhold Niebuhr has said: "Man's capacity for justice makes democracy possible; but his inclination to injustice makes democracy necessary."
- 2) Men need to participate in decisions that effect their own lives if they are to achieve the dignity of free and responsible men. This means that even if a select group of gifted leaders could produce a "better," i.e., more efficient and expedient, government than a democracy, it would still lack the educative ingredient by which men grow into maturity through self-government.
- 3) "Because man is by nature social and hence in need of his fellows, who have an equal claim to worth with all others, because in their fallibility and proneness to self-centered decisions, each must be corrected by all, and because they have personalities to actualize" they must all participate in the public dialogue that precedes political decisions. Only a society of free discussion and thought can allow for the total wisdom of the community to be made available for the society as a whole. This means that free speech is not only a right, but also a duty - the right and the duty are the same thing - differently considered.
- 4) A fourth consideration leads us to see that democracy is required by a humanity, which is in the dynamic process of discovering the endless variety of good that can emerge. If the good were already known and crystallized into fixed patterns of living, democracy might not be needed. It would only remain to impose those patterns on succeeding generations of human beings. However, that is not the case. And, therefore, to impose some traditional and rigid order upon man would be in utter contradiction to the dialogic freedom that is essential to every good that man can enjoy.

from- John B. Mayer, Religion and Modern Man
N.Y. Harper & Row, 1967, ppg17-319

III. You're not the only pebble on the beach.

ACADEMIC DISMISSAL POLICY

It shall be the policy that a student shall be academically dismissed from TJC if, after attempting 45 credits, excluding withdrawals, he has less than $\frac{1}{2}$ satisfactory credits, or if after more than 45 credits attempted, excluding withdrawals, he has less than $\frac{1}{2}$ satisfactory credits in no more than five terms immediately preceding.

Following notice of academic dismissal, the student may appeal to the faculty at a staff meeting for reinstatement, or he may after one calendar year, apply for readmission upon presentation of suitable material to the Admissions Committee to warrant his readmission.

It shall be the policy that a student shall be warned of possible dismissal from TJC if he has less than $\frac{2}{3}$ satisfactory credits in no more than the five terms immediately preceding.

It shall be the policy that academic dismissal from TJC shall be noted on the student's transcript, but that a warning shall not be. The warning does not constitute probation.

IV. The world is too much with us late and soon.

REGISTRATION

Scheduling for TJC students will be on the 4th and 5th of January. Registration for all offerings, TJC and CAS, will take place on January 6, 1970, from 9:00 a.m. to 1:00 p.m. Late fees begin on the 7th at the rate of \$20.00 on the 7th, \$25.00 on the 8th, and \$30.00 on the 11th. The following fee schedule applies:

	<u>Mich. Resident</u> <u>Per Term</u>	<u>Out-of-State</u> <u>Per Term</u>
12-17 credits (Full-time)	\$140	\$360
7 -11 credits	\$110	\$290
1 - 6 credits	\$70	\$180
each credit over 17	\$10	\$25

In addition to the basic fees listed, a \$3.00 student activities fee is required of all students. The accounting office requests that all payments be made by check or money order for the exact amount.

V. ATTENTION: ! ! ! ! !

Persons interested to participate in the Seminar No. 39, Contemporary Thought II, please register that interest with Bud Haggard, by means of a written note if I'm not in my office. I'm interested to assess the potential size of the group.

VI. Excerpts from "The Me Nobody Knows: Children's Voices from the Ghetto"
- edited by Stephen M. Joseph.

SEX



Most normal men are Notorious sex pots. Now boys is becoming intrested in it. They go around grabbing ladies asses and some just laugh because they like it. I'm intrested in it because I done it a lot with hoes. And if your intrested as to where you can find them 42 and Broadway. They make men pay but us boys if it makes them feel good maybe not. Their are lots around this neighborhood. I know because I've been living around here for a long time.

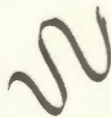
--Unsigned



I HATE PIGEONS

I hate Pigeons because they're one of the dirtiest birds in the world. In Harlem where I live all you see is Pigeon shit, and it's so dirty. One day when I was in the fifth grade a bird (pigeon) was flying over me and a couple of seconds later some pigeon turd was on my shirt. Also in Harlem Pigeons just keep flying around you, they annoy you because they fly so low and just keep dropping it all over the place. If it was up to me I'd kick a Pigeon straight up its god damn ass just as long as they didn't shit on me.

--Christopher Gamble



WHAT I HATE

It all started five years ago in the sixth grade. The teacher gave us an assignment to do and I was the first one finished so I thought that I would have some fun. So I drew a picture of a man committing suicide and I wrote that the man said that he was going to kill himself. And my teacher saw it and thought that I was going to kill myself. She gave it to the principal and the principal gave it to my doctor and he gave it to a psychiatrist up in New Jersey and the psychiatrist said that I was mentally disturbed.

--C. B.

VII. CANDIDATE JERRY DILLER

Jerry Diller prospective candidate for tutor's position at TJC will be visiting Monday and Tuesday, November 23 & 24. Jerry will receive his Ph.D. in Social Psychology from University of Colorado later this year. His special interests are in attitude theory, measurement and change; intergroup relations; small group dynamics; industrial psychology & personality theory; approaches in psycho therapy and counseling; social psychology of the educational process; psychology of social problems; theory and methods of promoting communication, self-awareness and personal growth. Itinerary will be posted later in TJC offices.



VIII. **T**he inevitability of gradualness....

Continuing Thoughts about PETT at TJC!

As I seek to put together the various aspects of a Program on Experimental Teacher Training for the: a) teacher who wishes to do innovation in a traditional public school system; or the b) teacher who wishes to participate in an already existing innovative or experimental system - I have found it difficult to move easily from the various courses which can be collected and put into a curriculum to an underlying philosophy that would concretely support each and every facet of a program. And, while I am not yet to an existential mode of the philosophy of education (I am attempting to work my way through several philosophies), I do not despair. I have from time to time run upon the thoughts of others that triggered my thinking and sent me off on other tangents that in turn took me down other corridors - some have been patently blind alleys, while others have been productive if momentary detours. I share below some few thoughts (see others in previous issues of the BFP) that came to me by way of the writing of Jim Rice, the Dean of Stephens College in Columbia, Missouri. These ideas are taken from the NEWSLETTER (July 1967 Volume XI, No. 10) of The Council for the Advancement of Small Colleges (You're welcome to borrow and read the whole article - LHH 129). The article is entitled: "The Liberal Arts: Past, Present and Future"; it is a bit old and perhaps too traditional for most of us in TJC, yet there maybe some value in looking at Jim's ideas, as we seek to think through the PETT.

- 1) Courses in the liberal arts must be changed to emphasize - inquiry, process and search; also they must be changed to expose the inductive principles and structures.
- 2) Teachers must be led to entertain the possibility that much of their stock-in-trade may have become irrelevant to the culture.
- 3) Flexibility must be introduced into the curriculum and into the philosophy(ies) which underlie the curriculum. Ex: The education of the student - it is no longer something that is done to him, rather it is something which he does for himself.
- 4) A place must be found in the liberal arts curriculum for the non-verbal.
- 5) There must be an emphasis on the similarity of human dynamics - no matter what culture; ethnocentricity must be transcended and the SLACS (Small Liberal Arts Colleges) must modify the tendency (in the teaching of, say, history) to keep alive the confidence in the parochial western tradition (at the expense of playing down the Eastern cultures and the Third World).
- 6) A place must be found in the curriculum for the contemporary, not because the productions are, or will be, great, but because they are relevant to the student's own life.

The following morsel is for "the hearty", who will "hang in there" to see PETT "off the ground" and work for its eventual establishment as a distinct contribution to the larger program of TJC: Anatole Rapoport in his "Cultural Evolution as viewed by Psychologists," (DEADALUS, December, 1961, p. 581) has observed (for those of us who are inclined to making "leaps of faith"):"...dilemmas are never resolved in the conceptual framework in which they arise, but only by a leap into another conceptual framework."

"Good Luck" to us all - as we leap and lunge - reading and searching - feverishly and frenetically - coolly and calmly - always bringing our best in whatever way to the continuing development of TJC!

IX. MINUTES

1. Admissions Committee Meeting, M, T. & W. 12 noon, Room 103-Huron

The Admissions Committee decided to change its meeting times to a series of noon meetings early in the week in order to keep abreast of the winter term applicants. They will be meeting at 12:00 noon in Room 103 on Mondays, Tuesdays and Wednesdays for a maximum of one hour when committee business is necessary.

Monday, Nov. 9 - The committee accepted three applications.
The committee denied one application.

Tuesday, Nov. 10 - The committee accepted two applications.
The committee denied two applications.
The committee withheld decision on two applications.

Wednesday, Nov. 11 - The committee accepted two applications.

2. Faculty Meeting, Tuesday November 10, 3:00 p.m. - 161 LHH

5.1 Minutes of previous meeting were approved.

5.2 Announcements

1. Lee Kaufman asked for an extension of time to consider the question of tenure for the candidates up for re-appointment. Report will be made two weeks from today when the faculty will meet as a Personnel Committee of the Whole, on Tuesday, Nov. 24, at 3:00 p.m.
2. Don Klein announced that the U. of New Hampshire is planning a symposium on educational reform to be held December 8 through December 12, in Durham, N. H. The conference, is entitled "Educational Innovation - A Brand New Ballgame?" This is geared toward sharing information about various experimental programs, and developing concrete plans of action around the issues of common concern.

Dan Gilmore thought it might be possible to send one student and one faculty member to this conference.

5.3 Forms for Development of TJC 1970 - 1976

Dan Gilmore mentioned the paper he had prepared and distributed, outlining some alternative plans for development of TJC. This was the basis for the ensuing discussion.

To grow or not to grow? A, B, and C, seemed to preclude the possibility of growth.

Community would be lost if we get too big. Make General Studies and all the separate programs smaller, e.g., 160 to 180, the number to be governed by the nature of the program. John McN.

Love is enough, though the world be a-waning.

William Morris

Unthought-like thoughts that are the souls of thought... Edgar A. Poe

We should decide first on whether to omit A, B and C, and discuss D, F & G as possible alternatives. The State requests we submit a 5-year budget and if we expect to grow we have to think along the lines of another building. If we add C-CAP we are committing ourselves to growth and new programs. TDG

Would like to explore the possibility of a living-learning complex where students could share the living-learning experience in a complex, for the first two years of college. HEH

Feel far away from deciding on the question of growth. If we grow will it be possible for us to function personally? Is being small essential to this? CW

Klein once asked if we wished to be elitists? Don't feel we should. Let's open TJC up and let other people share our educational experience. HEH

We have General Studies, suppose we add C-CAP, then we may get Z but not Y. Should we put a limit on the total for TJC and a limit on programs developing, depending on the nature of the program. JLK

Staying small helps toward consolidating what we have and striving to perfect it. 350 seems to be more realistic to cope with instead of trying to increase to a larger number. TDG

John Muir signed the death warrant of Yosemite Valley by advertising it and possibly we could destroy what we have in TJC by making it so much bigger. CW

What is so good about TJC? Giddis

You're having a voice in our faculty meeting. That's good for one thing. HEH

Communication, for another, the faculty and students can talk together and exchange views with greater facility and ease. CW

How many students can you personally say you are reaching? Giddis

Around 40, and if other faculty were reaching this many, and these students were in contact with others, this would cover quite a few. CW

There are fractional groups of all kinds in TJC and the separations are defined by different areas of interest. Some never get together. WLS

Handwritten annotations on the left margin: a question mark, an exclamation mark and question mark, a question mark, an exclamation mark, a question mark, an exclamation mark, and a vertical column of several 'Z' characters.

SMALL

BIG

Most of us are in contact with CAS students which we consider secondary to our contacts in TJC with which we identify. Student

It doesn't do any good to discuss limitation since we are already committed to growing to 300 by the Administration. Giddis

There has been no administrative commitment to a figure of 300. TDG

We should consider whether or not TJC should be a group with homogenous goals. Mary S.

Homogeneity could be a part of TJC and a heterogenous student body. JLK

Have a true common program among other programs, 1/4 C-CAP, 1/4 PETT, 1/4 BA, 1/4 BPh. Giddis

Shall we grow or not? We could reject A, B, and C, as possibilities and continue consideration of D, E, F, and G. John McN.

Do not feel ready to decide on this. Feel that the details should be made clearer, especially as to what growth would involve as far as physical facilities are concerned. DA

TJC should get bigger since as it stands now a General Studies program here does not allow for enough diversity in faculty. If we have 350 students and a number of programs, we could justify for instance, a science person if that was where the demand was. JLK

Would like to add two more possibilities to the Alternative Plans for Development submitted by T. Dan Gilmore, as follows:

Under G.

- (5) Non-degree core with satellite program.
- (6) D or E with two changes.
 - (1) As many schools or programs as needed, limited to no more than 250.
 - (2) General Studies should be reduced to 160-180.

BEEG!

John McN.

Possibly, we can be ambiguous about this. Start out with D or E and change as necessary in the next year. Student

One of the reasons we have to decide on a 5-year program is the problem of a building. We should know what programs to include so we can have the necessary facilities planned for that building. An enrollment of 350 seems too big, the only rationale for this is that we would be able to cover most of the disciplines. DK

We don't really know that 350 is too big. A stable 350 might work out well. DC

b
i
g

B
i
g

S
m
a
l
l

B I G

Small

Big

11/19/70



If program stays this ambiguous students will leave this precious little community. Student

It is not wise to leave things so ambiguous and make changes so freely; especially as far as enrollment figures are concerned. Lansing would not act favorably to a decrease in projected enrollment and it could very well backfire. Believes D seems most realistic. Don't promise more than you can deliver. DC

We should not project beyond the five-years. Let the future students decide.
John McN.

We need to make the 5-year projection since if we don't Lansing will do it for us and make their own charts. CW

I move that we adopt D, i.e., Four schools (e.g. General Studies, C-CAP, X, Y) based on total increment of 75 students per year, with G (6) stipulation.
John McN.

Move to amend the motion and G (6) by adding, programs to develop on demand. No program — over 250 (not 200 as stated), with increments of 50 to 75 students to be enrolled per year.

Amendment carried. Motion Carried. 7- in favor, 1- opposed.



5.4 Other Business

1. Don Klein mentioned the Faculty Meeting will meet as a Personnel Committee of the Whole, in two weeks, on November 24, usual time, to report on faculty members up for re-appointment.
2. Dan Gilmore announced that there will be a Faculty Meeting next week, usual time and place, to discuss the C-CAP Task Force report. He complimented this committee on the fine comprehensive report they had submitted and thanked them for devoting so much time and effort to this project.
3. John McNaughton asked that the C-CAP report be on the agenda for the Town Meeting of November 19.

5.5 Meeting adjourned at 4:30 p.m.


5.6 Present at Faculty Meeting were: Andersen, Clock, Davis, Gilmore, Haggard, Heuer, Iron, Kaufman, Klein, McNaughton, Sevin and Wilson. Kathi Gatov, Mary Sonneborn and Mary Te Pâstte. Bob Giddis and several other TJC students were also present.

Life isn't all beer and skittles; but beer and skittles, or something better of the sort, must form a good part of every Englishman's education.

Thomas Hughes

3. Finance Committee Minutes, 5 November 1970

Present: Fox, Haggard, Little, McCarty, Wilson, Gilmore

 5:1 Purchase Requests:

C.S.S.M.

- A-V (film)-Klein-FORUM Supported
- Instructional Materials-paper-Haggard Supported

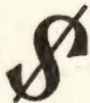


5:2 Reminder about "Deaf Language Seminar":

The committee received the reminder about the Deaf Language Seminar from Kathi Gatov and then invited her to explain a bit of the planning and preparation for it; she informed the committee regarding these matters. And the committee supported her request for appropriate funds, ear-marking the amount to be expended during the Winter Quarter.

5:3 Request from Town Meeting for Office Furniture:

The committee received a request from the Chairman of the Town Meeting for the purchase of office furniture to be used in Room 169, (the office of the Town Meeting, after the beginning of Winter Quarter). The committee agreed to look into the matter with Henry Van deVusse, the college's Purchasing Agent, and report back. Some discussion centered around the probability of a commitment on half of the cost of the requisite furniture listed in the Purchase Request: 1) a desk with locking drawers; 2) a secretarial typewriter chair; 3) a two-drawer, lockable file cabinet; and 4) keys (four sets) to Room 169, the desk and the file cabinet. Interest in the TM carrying the remaining half of the cost was expressed.



5:4 Discussion about the Student Scholarships:

Interest as to the policy on "Selecting Students for Scholarships" continued in the committee for some time. Bud Haggard called Ken Fridsma for a conversation with the committee and Ken cheerfully consented to come and share his ideas with the committee next Thursday, 12 November 1970, 3:00 p.m., 129 LHH. The committee continues to work with such nebulous and vague terms for describing the applicants for "scholarships" as: "Needy", "Very Needy" and "Acutely Needy", primarily because the committee has devised neither a method for selection nor a definition and criteria regarding the relationships among grants, loans, scholarships, student aid and work-study. Why not join the discussion? Your contributions regarding any or all of the above problems as they relate to Financial Aid for TJC students are "earnestly solicited" by NOVEMBER 15TH ... or the committee will do it for you.



5:5 Agenda for the Next Meeting:

- a) Equipment Requests...all of the \$700 of the Equipment Budget was to have been spent at the last meeting, 28 October, but there remains a useable sum. Let us hear from you!
- b) Purchase Requests will be reviewed.
- c) Primary time will be given to the conversation with K. Fridsma.
- d) The pattern of growth for TJC will most likely have been decided and ample data for proposing the 72-73 budget, as well as the five-year projection will have been provided. As the meeting ended,



Cam was sharing his concern that TJC be able "to design and develop an integrated and balanced system of growth".

- e) Please Note: The Finance Committee Meeting is full of opportunities for learning. You are invited to the meetings to teach and learn in your way.

4. Finance Committee Minutes, 12 November 1970

Present: Fox, Haggard, Wilson. Visitors: Elzinga and Fridsma

6.2 Elaine Elzinga:

Elain discussed her concern with the committee; she had been admitted to GVSC with considerable scholarship aid and was indicating her desire to retain the scholarships during her duration at TJC. Since TJC does not distribute scholarship aid on the basis of CGPA, this provided the committee with a new but not unresolvable problem. It was coincidental and fortunate that Mr. Ken Fridsma had come to share a conversation with the committee on just this subject of "How to select students in TJC for scholarship aid?" Elaine readily comprehended our concern.

6.3 Ken Fridsma:

Mr. Fridsma shared some information regarding his interest to outline an institutional (TJC, at least and probably CAS and III) answer. He promised to get back to us with a written description of the plan of distribution of scholarship funds; he indicated that one of the bases for awarding funds in TJC would be need. In trying to work out an answer, he indicated to the committee that scholarships, loans, grants and work-study would all be incorporated. He is concerned to work out: a) an administratable method of distribution of financial aid to student; and b) an attempt to meet the greatest-to-the-smallest needs with at least some support.

The committee appreciated Mr. Fridsma's interest to implement a plan of awarding financial aid to both - some freshmen and transfers, as well as students who may desire to renew previously awarded financial aid of some type. Currently, students are using short-term loans, National Defense Loans, Tution Scholarships, Equal Opportunity Grants, et cetera to defray the cost of their education.

6.4 Announcements:

Erve Bode has asked to meet with the committee on the 19th of November.

5. Records and Research, November 9, 1970

Present: Earl Heuer, Lee Kaufman, Magda Luebke

1. Academic dismissal policy and procedures were discussed and approved.
2. Interest Questionnaire II was discussed and adopted.
3. Our registration procedures were discussed. After consultation with the GVSC registrar, it was decided to have the TJC registration on January 6, 1971.

X.

* People *
* *
* Congratulations ! ! ! ! to TJC students, Kimberly Arp and Arlene Klein, *
* who will be officially tieing the knot this Saturday, November 21, 1970.*
* Lots of Luck to two Swell People. *

