

12-3-1970

## The New Improved Mike Bouterse BFP, Vol. 1, No. 11

Grand Valley State College. Thomas Jefferson College

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FEB 26 1971

I. 1. Meetings

- a. Finance Committee
- b. Admissions Committee
- c. Faculty Meeting
- d. Records and Research Committee
- e. Academic Affairs Committee

Every Thursday, 3:30 p.m., 129 LHH.  
 Meetings will be arranged.  
 Tuesday, December 8, 3:00 p.m.,  
 161 LHH. Agenda: Summer School Plans  
 to be Finalized.  
 Monday, December 7, 9:00 a.m.  
 Monday, December 7, 11-12, K. Gatov's  
 Office

The  
 new  
 improved!



MIKE  
 BOUTERSE!

B  
 H  
 P

Volume 1 Number 11

December 3, 1970

2. Events

- a. FORUM

December 3, 2:00 p.m., 132 LHH Film:  
 On Community, Cities and Utopias -

**WEATHER FORECAST  
 FOR OCTOBER**

By BARRY SCHILIT Meteorologist



RAIN



WARM



COOL



SEASONAL

II. In which criticism is easier than craftsmanship

TEACHER EVALUATION

This morning I visited Socrates' class. I was disturbed to discover that he was not inside the temple where I expected to find him. I observed a bunch of students sitting on the steps outside the temple and joined them to await his arrival. Socrates finally appeared, though I cannot tell what time it was because the weather was overcast.

Socrates did not start his class immediately and I had the impression that he was pensive or sleepy. He did not take attendance and obviously did not object to the fact that some students were lying on the ground and that some others were, I hate to say, bare-footed.

I was startled by the fact that Socrates did not remain standing in front of the class. On the contrary, he began walking, forcing all the students to follow him aimlessly.

Otherwise, Socrates' class was lively. He seems to know his subject and does not use notes. It seemed to me, however, that sometimes his constant questioning might convey a feeling of discomfort among the students. This might come from the fact that Socrates had obviously no planned activities and his only teaching technique is class discussion, which too often dealt with ideas which generally were far too advanced for the students.

Socrates' Greek was flawless.

Pierre F. Cintras  
Harvard University



- III. Students wishing to transfer from TJC to CAS or who, upon dismissal from TJC, wish to apply to CAS must pick up a transfer form from the TJC office, the CAS office, or the admissions office.



- IV. Last Academic Affairs Meeting is on Monday, December 7, 1970. If you've got anything you want approved by this committee, get it in before 11:00 a.m. on that day.

KG

## V. In which it is better to wear out than to rust out.

## FALL 1970 CREDIT GENERATION \*\* ( ) = ESTIMATED

	<u>CP</u>	<u>EX</u>	<u>SEM</u>	<u>SS</u>	<u>IP</u>	<u>ST</u>	<u>Students Credit</u>
Andersen	(18) 90	2 10	9 45	1 4	3 45	1 2	35 <u>196</u>
Clock		3 15		3 15			6 <u>30</u>
Davis	21 105	4 20		2 12	1 15	1 5	29 <u>157</u>
Gatov	19 95		13 65	1 5	1 15		34 <u>180</u>
Gilmore		45 225	13 65	8 35		mod 35+66 70	<u>325</u>
Haggard		14 70	23 115	14 49			51 <u>234</u>
Heuer	17 85	5 25	17 85	1 45	3		43 <u>245</u>
Iron	15 75	13 65	*3 15				29 <u>155</u>
Kaufman	20 100	9 45	23 115	1 5		1 5	54 <u>220</u>
Klein		9 45	23 115		2 30		34 <u>190</u>
Sevin			4* 20	3 12			7 <u>32</u>
Sonneborn			27 135	2 10		mod 28+29 56+145	<u>315</u>
Wilson	(18) 180	14 70		1 5	4 60		37 <u>315</u>

\*\* Because of our incomplete registration data, all these numbers are subject to revision. There are approximately 40 students whose names are not included in the class lists.

\* Shared Seminar

Ranked in order of	<u># Students</u>	<u>Credit Generated</u>	<u>FTE (Full-time Equivalent)</u>
Gilmore	111 (35 in a mod)	395	26
Sonneborn	57 (28 in a mod)	211	14
*Kaufman	54	270	18
Haggard	51	234	15
*Heuer	43	245	16
*Wilson	37	315	20
*Andersen	35	196	13
*Gatov	34	180	12
Klein	34	190	12
*Davis	29	157	10
*Iron	29	155	10
Sevin	17	82	5
Clock	6	30	2

Total Credit  $\div$  15.5 + variance from 20:1

\*Common Program Elements Included

TJC credit generated by Non-TJC Faculty.

French Seminar	20	4
German Seminar	10	2
Spanish Seminar	10	2
Pol. Field Wk.	35	7
Anthro. Am. Ind.	185	37
Personal Myth.	130	26
S. S.	<u>37</u>	<u>6</u>
	427	84 Head Count

$$427 \div 15.5 = 27 \text{ students}$$

THE ASS WILL CARRY HIS LOAD, BUT NOT A  
DOUBLE LOAD; RIDE NOT A FREE HORSE TO  
DEATH

--CERVANTES



VI. In which man finds the solution to world peace and revolutionizes his record.



#### PROSPECTUS FOR A "BILL OF RIGHTS" FOR INNOVATIVE FACULTY MEMBERS

I. The Problem: For all the current discussion of innovations in higher education, the plain fact is that far too few are actually being attempted. And Most of these are taking place at new "experimental" institutions or at a small number of older colleges with strong traditions of innovation. The vast majority of American college students are refreshed hardly at all by the winds of change.

Why should this be so? Many plausible reasons have been suggested, but this prospectus focuses on only one: the possibility that at many colleges and universities potentially innovative faculty members are constrained in pursuing their interests in experimentation beyond the "idea" stage because these faculty members constitute only a political minority in terms of the essentially democratic processes of faculty decision-making. To be somewhat more specific, there is considerable evidence that on most campuses the political majority of faculty members consists of individuals who are opposed to any but the most trivial changes in academic programs, and those who may be sympathetic to innovation in principle, but who fail to accord it very high priority in practice. Further, there is evidence that all too often this political majority will either impose or refuse to take steps to eliminate formal rules, informal understandings, and systems of priorities that stand in the way of experimentation by the more venturesome minority.

Assuming that relatively few colleges will in the foreseeable future have faculty majorities committed to innovation, and recognizing the futility as well as the foolishness of administrative efforts to "draft" unwilling professors to participate in experimental projects, some way must be found to liberate the minority to pursue novel academic goals and methods. At the same time, great care must be taken to insure that this process of liberation is carried on in a manner that represents the least possible interference with the salutary principle of faculty democracy.



II. The Proposal: It is here proposed that the task of reconciling democracy and minority interests in the area of higher education be managed in a fashion similar to the arrangement embodied in the United States Constitution; that is, by the formulation and adoption of a "Bill of Rights" for innovative faculty members. Sometimes in general terms and sometimes more precisely, the document might take account of such barriers to innovation as the absence of procedures for the facilitation and evaluation of experiments; shortages of faculty manpower and undesirable priority systems for its allocation; rigid college or department-wide rules concerning grades, course requirements, credits, class schedules, student-faculty ratios, faculty work-loads, student course-loads, etc.; insufficient rewards in terms of salary, promotion and tenure for imaginative teaching and for the preparation of creative instructional materials; and presuppositions concerning the intellectual "softness" of synthetic or interdisciplinary forms of scholarship, and of efforts to demonstrate the relevance of basic concepts in established disciplines.

Hopefully, such a "Bill of Rights" could be drafted in a sufficiently modest, sensible and fair-minded way that it could ultimately be adopted as a fundamental document not only by the Union for Research and Experimentation in Higher Education,

but also by larger educational organizations, such as the Association of American Colleges, and by the faculties or governing boards of individual institutions.

Carl M. Selinger  
Dean, Bard College

Faculty and Students of TJC Community:

I have shared the above because I believe that President Lubbers and Bruce Loessin and the College's Organization Committee (by way of the Reorganization Report) have placed TJC and GVSC beyond the need for this, structurally. We might be reminded that participatory democracy makes the way clear for "equality" and equality in turn points to wide-open areas for cooperation among members of the Board of Control, Administration, Faculty, Staff and Students.

20 November 1970  
Bud Haggard

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VII. FINEST TJC,

I write to feel..... I write to write ... Last Thursday and Friday were the days. One not altogether too pleasant but the other very very beautiful (TJC has its ups and downs too, we're human!!). It makes me sad to be leaving 'cause I am leaving such a fine place but also very happy 'cause I know I am leaving this good place in the hands of 'uply' good people.

Cab



VIII. Reaction to: Becoming by Gordon Allport

Sunday Night: I really enjoyed the preface, especially his statement "Personality is for too complex a thing to be trussed up in a conceptual straightjacket... The present essay argues for conceptual open mindedness and for a reasoned eclecticism." I was all set, after that, to sit down and read a big hunk of the book. I then got bogged down in his case for and against psychology and Lockean vs Leibnitzian....

Monday - went to class - really down on it - but I found people raving about it so I was fired up again. Tried again Monday night but I just couldn't get into it - and decided I wouldn't read the book.

Missed class Tuesday, but then on Wednesday Ella and Karen persuaded me to try again. Wednesday night I hit chapter five and it started to click... finished it in a few hours.

The thing that struck me in Chapter five was...pg. 23 "The outlines of the needed psychology of becoming can be discovered by looking within ourselves; for it is knowledge of our own uniqueness that supplies the first, and probably the best, hints for acquiring orderly knowledge of others... it is by

reflecting upon the factors that seem vital in our own experience of becoming that we identify the issues that are important. When we ask ourselves about our own course of growth such problems as the following come to mind: the nature of our inborn disposition the impress of culture and environment upon us, our self consciousness, our consciousness, our experiences of choice and freedom, our handling of conflicts and anxieties, and finally the formation of our maturer values, interests, and aims."! After that, I couldn't stop.

Another statement I liked was "Becoming is the process of incorporating earlier stages into later; or when this is impossible, of handling the conflict between early and late stages as well as one can." (pg. 28) I have always been bothered by the Freudian view that the personality is developed in the first five years of life. Knowing that I was not raised in any ideal, healthy atmosphere at this age I always felt a deterministic sense about life. It was like hearing -- You are already who you are and you can't change it. Allport's view, on the other hand, seems to realize that with effort and some maturity, a person can become who they want. This made me feel good.

The Proprium was a little fuzzy to me. It suddenly comes up in the book and I had to reread several times to get a notion of what he was saying. It sounds like quite a challenge to get yourself (proprium) together properly. "We are inclined to forget that the rational functioning of the proprium is capable of a relatively faultless solving of the equations of life." (pg. 46) This propiarte striving seems to require maturity and self objectification to an extent that makes me feel very underdeveloped, but not incapable!

The notion of "happiness" has always been a problem to me. I feel that I am going to have to be happy in order to stand life for too many more years. That is, I couldn't take it if I wasn't happy. But I was never able to convince people (when discussing this) that happiness was not the goal I had in mind, just the result of my mode of life. Allport said it: (pg. 68) "Happiness is far too incidental and contingent a thing to be considered a goal in itself. Happiness is the glow that attends the integration of the person while pursuing or contemplating the attainment of goals."

I feel I could go on and on picking out parts that hit me.

There is one thing I very strongly felt was missing: the idea of people relating with each other as being an extremely important ingredient in personal growth. You cannot grow by yourself, you have to be in contact with people, constantly communicating with others, considering their attitudes and philosophies, etc.....

I had in mind something along the lines of Erich Fromm's--The Art of Loving. I thought Allport should have included (or I should say I would like to read something by Allport on) the act of loving. It is only through the love between a man and a woman that either becomes fully human, only through love that the individual can experience the wholeness of both sexes.

The "class dissention" has me baffled. (?) People are complaining that we are the poorest group. They are in (or have ever been in), and that we never really get together. I have only experienced typical high school classes, where the

teacher talks at the class and the kids are "out there" sleeping or reading something). I guess I'll have to experience a real together group before I can understand what the people are complaining about. Until then I feel I can't be of much help in breaking the ice between us.

I kinda like the group. I never would have finished Becoming if the group hadn't turned me on to it.

Reaction to: The Pursuit of Loneliness - American Culture at the Breaking Point. Philip Slater.

I enjoyed reading this book. Slater definitely accomplishes his purpose, (To reach some understanding of the forces pulling apart our society), and he also brings up many interesting ideas. I had plenty to think about while reading it.

I should start with what inspired me to write this paper. I was sitting at the town-meeting (Thursday, October 29) and I accidentally sat down upon page eleven of the "Semi-official John Dowling memorial.... and the words Organization Development caught my eye. I then read pgs. 10, 11, 12 and when I was finished I felt like writing. I would like to say that these papers (Ella's and Betty's) had some kind of an effect on me and it was a good addition to the bullfrog.

In Chapter 1 Slater brings up the idea that life could be much less frantic if we could recognize the diversity of responses and feelings within ourselves, on the individual level we must understand that there are co-existing traits within us and the traits that are apparent in us are only the dominant ones (but there are also opposite traits within us and they are perhaps about to erupt if unrecognized). On the societal level there are outlets for these unrecognized feelings (traits) and they find expression in minority group themes and sentiments. If our society would only recognize that this co-existing of traits is natural and healthy perhaps we would not be so reactionary (and thus dangerous).

Three variables are then discussed, community, engagement, and dependency; which are all found to be suppressed in American society. These three variables are all quite interrelated. In Slater's discussion of them he states, "the desire for a simple, co-operative life style grows in intensity," a life style where individual independence is not stressed, where, on the contrary human interdependence is expressed.

In his discussion of the problems of engagement, he states that today we are uneasy, we have conquered nature and as a result we rarely come into contact with a force that is clearly and cleanly "Not-Us". Our world is only a mirror and our efforts to find engagement are merely shadow boxing

"There is a satisfaction that comes from relating to nature on equal terms...as the indian respects the deer he kills for food and the tree that shields him from the sun." In earlier times humanity was daily confronted with the immediate problems of nature's realities; everyone saw animals slaughtered so they knew what they were eating; everyone would shit in the same pot and then carry it outside; illness, death, age, insanity, etc. were all a part of everyone's

immediate experience. People experienced a more wholeness of life.

It almost seems possible to recapture this wholeness of life---- if everyone would just drop their frenzied-driving-lives and settle into farming communes, --- and sit back and enjoy a real down-home, earthy life again.

I see that this may be an answer to America's ulcers and mental illnesses but because of world conditions (population explosion is putting great demands upon food production which is creating pressure between starving nations and fat nations etc., etc.) it would be impossible to do this. We are caught up in an escalating defense program, where continuous developments are necessary to keep our defenses effective (if we had stopped developing the atomic bomb in 1946, Russia would be capable of annihilating us without threat of retaliation).

I guess things are just as Freud saw it... "civilization is an exchange of happiness for security". (Chapter four).

In chapter four the carrot-donkey syndrome is brought up. I find myself guilty of being a donkey. Although I previously expressed how nice it would be to be able to return to an agricultural society, I think (since I am a donkey) that I would become bored. Somehow the carrot is not just the promise of sexual satisfaction but also the promise of exciting things with the very first bite.

The discussions have improved. I really like splitting the group. Much more room for everyone's opinion.

Daniel Mac Innis  
CCTCP

IX. I'm late, I'm late said the white rabbit!

#### TJC REGISTRATION

As you may have noticed in the Mary Burke Bulletin, TJC Registration will take place January 6, from 9:00 a.m. to 1:00 p.m.. January 4 and 5 should be used for scheduling with tutors and finishing arranging for Special Studies, Independent Projects and Senior Theses. Students must schedule with their own tutors because each tutor will have registration packets for his tutees.

Each student should bring to registration on the 6th his white and yellow program schedules, the packet of filled out registration cards, and his tuition payment, as check or money order for exact amount. The following fee schedule applies:

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

Late fees begin on the 7th at the rate of \$20 on the 7th, \$25 on the 8th and \$30 on the 11th.

Registration will start in Room 103 in Lake Huron.

Some further notes:

- 1) Financial Aids. If a student is receiving financial aid (of any kind), he will be sent to the Financial Aids office during the registration period to pick up the authorization. It will be for an amount up to full time credit-- \$140 for in-state students and \$360 for out-of-state students. The \$3 student activity fee will have to be paid by the student himself. If he is taking more than a full load, he will have to pay the difference himself at registration. Financial Aids will reimburse him later. Each credit hour over 17 costs \$10 for in-state students, \$25 for out-of-state students.
- 2) Financial Holds List: Students who have outstanding traffic fines, library fines, short-term loans from the college, debts to the bookstore, or similar debts will not be allowed to pay their winter term fees. They will not be registered until those debts are taken care of and will incur late registration fees.

Be prepared! Work out a schedule with your tutor, fill out the registration packet, bring your tuition fees, pay your debts and we'll see you on January 6, 1971 at 9:00 a.m..

Think think THINK think THINK

X. A Significant Synectics Session

P/A/G How to wed "experiential" and "academic" education with a discussion group.

Goals:

- How to validate the whole person, so that the intellectual and emotional concerns are accepted.
- How to be sure communication is real.
- How to not worry about it.
- How to have a discussion about books.
- How to have a "touchy-touchy-feely-feely" about books.
- How to get commitment in a group and follow through.
- How to savor dissatisfaction as a possible way of understanding past experiences in preparation for the future.
- How to use the experience of stumbling as a potential guide to synthesis.
- How to be aware of the learning in stumbling.
- How to accelerate personal and group readiness for group experience.
- How to facilitate a person doing his own thing in class without being disruptive to group.
- How to say what's on your mind (thoughts and feelings) without being intimidated.
- How to use a book as a catalytic agent for development of a T-group situation.

Possible Solutions:

- To have designated leaders.
- To split the class into small groups.
- To have designated goals.
- To stick with agreed upon schedule.
- To keep group's goals from being torn down.

XI. Townmeeting Minutes  
19 November 1970

1.



ANNOUNCEMENTS:

Finance Committee to meet following TM - Bud Haggard.

PETT Committee to meet following TM - Greg Cox.

Whitney Sevin announced that the drummer with Roy Sorenson's band would be playing in the Grand Rapids Symphony Concert, Friday, November 20, 1970 at the Civic Auditorium.

Forum will be held on Friday, November 20, 1970. Clark Moustakas, leading existential psychologist and head of Merrill-Palmer Institute in Detroit, will conduct the forum.

Dan Gilmore reminded us that Jerry Diller, prospective candidate for tutor's position at TJC, will be visiting here next Monday and Tuesday. Those interested can meet with him on Tuesday at 2:00 p.m. in the Commons Room.

Evaluations on the four tutors who are being considered for rehiring are still being sought by the special sub-committee.

John McNaughton called for a quorum count. It was determined that the total number of students enrolled in TJC is 244. A quorum would then be 123. This number was officially counted as present.



NEW BUSINESS:

Mary Te Pastte moved that the TM reserve the Grand Traverse Room for the wedding reception of Patti and John on Saturday, January 30, 1971. It would be a pot-luck and those interested in attending and bringing food should contact Clare Den Besten. We would also have to provide a clean-up committee. Motion was seconded and carried - again, and AGAIN and A G A I N ! ! John announced that the wedding would be at 12:00 noon at East Congregational Church in Grand Rapids and that an invitation is extended to everyone in TJC (and other friends).

Discussion of C-CAP



MOTION by Trista that we defeat C-CAP proposal in its present form. Seconded. She feels that there needs to be a good deal more discussion on this.

Bau Graves stated that he feels there are a lot of good things in C-CAP, but it is a unitary thing, a separate unit in TJC. He questions whether this should be. Suggested that the motion should be that a new Task Force be appointed to come up with a non-unitary plan so that TM could have a choice. Trista withdrew her motion in favor of this one.

MOTION by Gary Reed that we adopt the proposal that those students enrolled in TJC but not doing any work on campus not be counted in total count. This would lower quorum qualifications to 119. Motion seconded and carried.

MOTION by Don Klein that we take the tabled item off the table. Motion seconded and carried.

SUBSTITUTE MOTION offered by John McNaughton, to read as follows:

"That we accept the C-CAP proposal, in principal, with two stipulations, and other changes as deemed necessary by FM and TM.

1. That the last sentence of paragraph number 3 dealing with administrative framework be changed to read, Administratively C-CAP for the first year should function as one of the college committees. The membership of this group should be of the C-CAP faculty, plus two C-CAP students, as well as one student from the general program. Liaison if necessary should be provided by the committee-elected chairman.
2. That this, and all subsequent programs within TJC, have, as an immutable principle: that autonomy in education is essential; i.e., that all participants in a program (or college) should have the power to determine their own education and make all decisions relative to curriculum, evaluation, staffing, policy, etc., with equal votes on a participatory democracy basis, subject, of course, to approval of the policy-making bodies within TJC."

#### Discussion

Of the lengthy discussion which followed, the most pertinent points are:

- the first part of the motion would give us a committee which would function now and carry on until C-CAP was working and the second part would provide a strong statement about student participation in this and all other programs in TJC.
- it was announced (Dan Gilmore) that Bill Iron had stated he will resigning from TJC at the end of the year to go to CAS. In speaking to the motion on the floor, Dan stated that to pass this would be doing an injustice to the men we will be hiring. We should let them develop their own program. (Spoke for John's motion).
- at our meeting of November 12, 1970 we committed ourselves to growth and this meant programs. We cannot refuse to consider the C-CAP program on the basis of objections to growth - unless we reverse that original.
- there was considerable confusion as to whether we were setting up a program or a new school. Don Klein attempted to clear this up by reading the definition of a program in the Reorganization Report which is:

#### DEFINITION:

A program is a curriculum designed to enrich or broaden the existing curriculum of a college or school. A program will normally lead to a special or interdisciplinary degree. It may: (1) remain permanently as a program (or be abandoned), (2) evolve into a department, or

The simple truth ?

Enjoy Your Life...

a homemade rice pudding

(3) evolve into a school which may eventually become a college. A program's evolution into a department, school, or college will depend upon its compliance with the criterial set for creating such academic units.

In creating new programs, the following criteria should be observed: The Reorganization Committee endorses the Academic Affairs Policy Council's guidelines for new programs. They are: (1) courses in such programs should be related to the general purposes of the college, (2) the programs should possess integrity, i.e., each course should serve a specific function within the program package and be inter-related with the package as a unit, (3) content and/or approach should be unique, i.e., not duplicated elsewhere in the college, (4) student interest should be demonstrated, i.e., a student survey or other evidence of actual or potential demand supplied, (5) programs should be sufficiently comprehensive to insure in-depth treatment of the subject matter.

- There was concern expressed by some of the faculty that a true participatory democracy will only be achieved by mutual work and trust on part of both students and faculty. The faculty should not be considered more important in decision-making, but then, neither should the students. It was stated that if the motion were interpreted to give students total control of decision-making, few prospective faculty members would be willing to come to TJC. Bill Iron stated that his decision was based on the wording of this motion which he felt would remove the role of the faculty in the proposed program. He did not feel he could participate on that basis.
- In explanation of his substitute motion, John McNaughton pointed out that:
  1. the second part of it actually restated the policy of autonomy in education upon which TJC is based.
  2. the motion does not say what policy should be. This must be decided in the future by those involved in the program. After that it can only be put into affect if it received approval through regular channels (FM or TM).

Don Klein suggested that :

- (1) We split the question (John's motion)
- (2) that we amend the second part by eliminating the section which reads "with equal votes on a participatory democracy basis, etc."

A quorum count was again called and it was determined that only between 90 to 95 persons were present. Lacking a quorum, no vote could be taken on Don Klein's amendment.

Bob Giddis pointed out that even though the TM could not take any formal action, we could continue to discuss C-CAP so that Dan Gilmore could see what the sentiment is in regard to this program.

The regular meeting was adjourned at 2:10 p.m.

(Meeting continued in forum session, the result of which was the suggestion that before the next regular TM of December 3, 1970, all interested TJC students express their feelings or direct questions regarding C-CAP and the proposed motion to their Executive Task Force Committee member).

Marilyn Rector, Secretary

2. Academic Affairs Minutes 23 November 1970 and it's snowing, met at 11:10 and twenty seconds beep . . . .

Present: Andersen, Gatov, Iron, Beard  
Richard Heldman and Jack Frost visited (Taxi too)

On to business - Max wants to take NSPS winter term although he's not a TJC student. That's cool Max.

Richard Heldman proposed his Independent Project in creative reading, ponder ponder dwell SWELL, oh well -- its okay with us Richard.

Kathy Fox -- a Special Study in readings in psychology. Will talk with her for details.

Bruce Mort - Special Study proposal to work with Gil Davis and Urban Studies Institute -- keep on truckin Brucie.

Michael Green - Special Study electronic music. "Mass Media II". Bill Iron will discuss the proposal with Mr. Green.

Our meeting was adjourned at 11:30 to the last dying strains of Mozart.

Cab

3. Records and Research Committee Minutes 30 November 1970 9:00 a.m.

Present: Kaufman, Heuer

1. The following items are to be included in the next TJC Bulletin:
  - a. Note on transfer from TJC to CAS
  - b. Summation of TJC faculty load
  - c. Letter to students regarding registration
2. Memorandum to faculty concerning registration was prepared.
3. Faculty load was discussed.

4. Curriculum Committee Minutes 17 November 1970

Present: Kaufman, Klein, Reed, Sorensen, Wilson  
Guests: three

1. US 22 --- Pilot Individualized General Studies Seminar.

It was moved and passed to admit to the spring curriculum a trial run seminar, Us 22, of 15 credits, 20 students and 1 faculty member (Cam) who would forge the course's curriculum from the daily actuality of the members' lives.

- a) 5 credits of Us 22 will apply to fulfillment of common program requirements.
- b) Participants: It was decided that students joining TJC in spring quarter (as their 1st quarter here) would be given first choice to opt for Us 22. The balance of enrollment would be filled by volunteer from the on-going student body (Love that body!)
- c) Acceptance of Us 22 is contingent on Cam Wilson's writing up a program of what is entails in detail.

2. Teacher's Certification and Language Requirements POLICY

Moved and Passed: That students receiving teacher certification may take a B.S. degree rather than a B.A. degree. In TJC the B.S. degree has a major program and a minor program plus 1/3 of the credits earned in residence at TJC from the TJC Common Program.

3. Language Requirements & Linqustics POLICY

That an articulated sequence of 20 hours(or 15 hours by examination) in linqustics will be considered equivalent to a foreign language for the purpose of fulfilling the B.A. foreign language requirement. Moved and Passed.

4. Common Program

The committee decided to collect ideas for the Common Program, to develop them into alternative proposals for submitting to the faculty and town meetings.

5. Finance Committee Minutes, 19 November 1970

Present: Haggard & Wilson. Visitors: Bode and Klein.

7:1 Purchase Requests:

Erv Bode - A seminar and a module	Supported
Haggard - Travel Voucher for conference	Supported

7:2 Discussion on Faculty Compensation for Seminars:

It was agreed that the "informal procedure" described in the Bullfrog Pond, see Vol. 1 No. 7, Pgs. 9-10, should be made known to all persons who are working with TJC on a part-time basis or relationship early in the quarter.

6. Records and Research, 16 November 1970. 9:00 a.m.

Present: Lee Kaufman, Earl Heuer, Magda Luebke

- 1. Work onthe student profile is continuing for the fall term. A student profile will be made every term.
- 2. The Program Log on David Schroeder was submitted and Records and Research recommends graduation at the end of the fall term. (Graduation with a B. Ph. degree).

Note: All faculty are reminded of the memo from Lee Kaufman on November 9 relevant to the Program Logs.

The secret of  
teaching yourself

3. A request for six offices has been submitted to the space allocation committee. Dean Hills and Lee discussed the use of 253 Lake Michigan as an art and science room.
4. We discussed the recently calculated faculty load chart. (Noting that it is compiled from incomplete information.
5. Registration will be on Wednesday, January 6, 1971 from 9:00 a.m. until 1:00 p.m.. Letters will be sent to every student and a notice will be posted.
6. Eight new students have been added to the tutee lists.

7. Faculty Meeting, Tuesday, November 17, 3:00 p.m. - 161 LHH

6.1 Minutes of previous meeting approved.

6.2 Announcements

1. Jerry Diller, a candidate for the position of Tutor at TJC, will be here on Monday and Tuesday, November 23 and 24, respectively.
2. Robert Vas Dias has accepted the position at TJC.

6.3 C-CAP Report

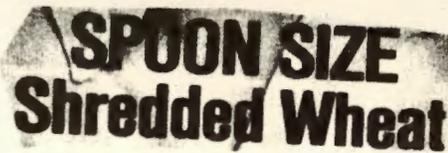
BG - submitted a 2-page response to C-CAP Report #1, which he had distributed. He mentioned that by next Fall we will have an additional 65 students to consider and have to decide whether or not to expand into a C-CAP type program or elsewhere. Since there seemed to be considerable interest in this program and a lot of work had already been done on it, he thought it would be a good place to go. He asked what procedure would be involved to implement it. He also suggested calling the program, CAMP.

JMCN - As a basis for discussion, I move that ----

We accept the CCAP proposal, in principle, with 2 stipulations, and other changes as deemed necessary by TM and FM.

1. That the last sentence of paragraph #3 dealing with administrative framework be changed to read, "Administratively C-CAP for the first year should function as one of the college committees. The membership of this group should be of the CCAP faculty, plus 2 CCAP students, as well as one student from the general program. Liaison if necessary should be provided by the committee-elected chairman."
2. That this, and all subsequent programs within TJC, have, as an immutable principle: that autonomy in education is essential; i.e., that all participants in a program (or college) should have the power to determine their own education and make all decisions relative to curriculum evaluation, staffing, policy, etc., with equal votes on a participatory democracy basis, subject, of course, to approval of the policy-making bodies within TJC.

**Funsters - the shoes that fit every move you make.**



Motion was seconded by Cam Wilson.

JLK - Does this mean there would be a sort of C-CAP Town Meeting which would also be subject to the vote of one of the other governing bodies?

TDG - If we had four different programs based on "S" or "U" grading, if one of them decided on giving a letter grade would it be possible to do this? Is this to be dealt with autonomously? If so, it would undermine the fundamental concept of TJC.

HEH - Is this a first year proposal?

JMCN - Will function first year as a committee and after that the people in the program will decide their own structure.

TDG - What happens if the C-CAP TM decides on a policy of some kind? Would this be reviewed by the TJC TM or FM?

JMCN - Any policy change would have to be reviewed and two out of the three must concur.

BG - Step #2 means to give C-CAP students an equal vote. Guarantee that students will always have someone to go to.

TDG - Must prevent giving C-CAP autonomy to go into a grading system.

JLK - Each program could have its own structure of internal government but policy decisions must be made by TM, Faculty and Dean.

WZI - Admissions policy for C-CAP will be defined and have to be approved by TM and Faculty.

Student - This would necessitate that TJC Gen. Studies would have to outline what constitutes policy change.

JMCN - As stated in the motion this allows for further changes as necessary. This just gives us something to start from.

TDG - If we go ahead with the C-CAP this would be the most expensive with regard to facilities and equipment and there is no guarantee that we can come up with the money or physical facilities. We should have an alternative program as a contingency.

BG - We could amend the first section to state that a committee be established today to get specifics relating to money in the next two weeks. We should get C-CAP committee rolling so that we can outline needs.

WZI - Sources of equipment should be investigated, as well as new staff on campus. Fine Arts Building is available to TJC and has tremendous amount of electronic equipment budgeted.

TDG - Faculty will have to work with limited facilities until money is available. By 72-73 another college will be on the scene, College #3, and funds will be tight.

*you may need whether you  
know it or not.*

JMCN - We underestimate the ability of people to make out on a shoestring until state moneys are forthcoming.

DK - We should request space for TJC in the Fine Arts Building, as well as check into equipment available there.

BG - We should request some kind of auditorium for TJC.

JMCN - We can deal with finances if the motion is decided.

## How to Cut Square Holes

Student - Am opposed to motion. Will C-CAP be beneficial to TJC? Most of this could be done within the framework of TJC General Studies Program, on student's initiative. A new department would create more bureaucratic garbage and destroy some of the community feeling at TJC.

GD - What is the answer to the above question?

BG - If you are going to develop a group of 500 people this would be too unwieldy for TJC. It has been stated that a group of 250 but not more 350 can be workable.

GD - Why can't C-CAP be developed as a seminar in TJC? Why set up a whole structure when it can be accommodated in seminars, special studies, internships, exams, etc.

WZI - This program would be geared to keeping people in one group, to inter-mingle and create. Sculptors to sculpt, painters to paint, etc. The whole pattern of the program would be non-verbal, non-book oriented.

GD - Why couldn't we separate these students and see that they are steered towards a BA? Why separate them from students in TJC. Our students could benefit from these students.

WZI - Any TJC student who could pass certain tests could take advanced seminars. They could see tutors and be briefed on necessary steps.

BG - In order to increase in size it would be better to have smaller groups and group identity rather than no identity at all. If we have a General Program of 250, and another set at 65, there could be cross-registration.

JLK - If we have a large enough college it will inevitably follow that groups with similar interests will hang together. It would be better to plan and organize rather than just let it happen. General Studies Program will have more identity. Relationship between G.S. and C-CAP would be loose. It would be well to have a pattern for setting up separate programs from GS if this is what we want. C-CAP could be the model.

GD: The implementation of this program is immature. We should delay going ahead with it and consider other programs. Other recommendations could be made, with small beginnings and we could see which program would inspire the most interest and be most feasible. Probably some of the tutors have pet projects they would like to see implemented. All could start out at the same place.

JMCN - We have discussed the CCAP since the beginning of the year and a great amount of interest and work is involved here. Is this a "delaying tactic?" Let's go ahead.

Student - We could try it next year with seminars and see how interest develops. As a separate program this could hurt the GS program and mess us up.

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HEH - CCAP will have to operate on a shoestring for a year. There is need to move now to provide a model for other programs. PETT may be next. We should define how this is to happen.

JLK - What are we voting on if we vote this in.

TDG - If we vote yes, we are voting to start the C-CAP. A C-CAP committee will then proceed to check into needs for faculty, facilities, and moneys available.

JLK - Will the 4 positions open at TJC be earmarked for C-CAP?

TDG - No.

JLK - How much control does the Dean and the FM have over the C-CAP?

BG - This is stated in the two-part proposal, i.e., that all policy decisions are subject, of course, to approval of the policy-making bodies within TJC.

CW - Can't understand why so much stress on expense. We have three faculty members already equipped in this area, the use of the Fine Arts Building and their equipment, plus others who have indicated their willingness to help in this area.

DA - Can we interpret this as meaning C-CAP is a determinant for priority in staff hiring? Does Gil Davis agree with staff priorities as mentioned previously, for next year?

GD - There should be a careful, tactful approach to any program and if there is a ground swell of enthusiasm your energies will be committed to seeing it grow. Students can still pursue their goals with faculty being hired.

WZI - What priorities do you suggest?

CW - What constitutes careful consideration in your view?

GD - If seminars were offered we could judge response and get a careful look at what's involved. Another consideration would be in computing demands. Why C-CAP first? There may be other programs that merit more consideration.

CW - Since this is the one that's gone the furthest it makes sense to have C-CAP as a starting point. Which one do you have in mind?

WZI - Objections are vague. We need criteria or basis to select candidates.

JMCN - You ask for a careful calculated proposal. The people who worked on this program certainly put a lot of careful thought and consideration into it.

WLS - There has been a real vacuum in the arts for a program like C-CAP covering communications media. Wonder if this is the right time to move towards a C-CAP. Although there is strong support from a contingent of students for this program, facilities are far from adequate. Costs are frightening and especially so since there are no studio activities moving at this time. If the C-CAP proposal is turned down would like to propose that TJC hire a Tutor-Artist-in-Residence, for the next academic year to conduct two seminars per term in art theory or studio; the remainder of the time to be allotted for a semi-open office-studio for an artist-in-residence. Would be interested in this type of position. This proposal is not an alternative to C-CAP, but rather a plan to implement and help pave the

A cure for nail biters.

way for the goals envisioned for C-CAP. It would be appropriate for the Tutor-Artist to plug his two course load into the C-CAP when it's going.

GD - TJC does allow for fusing of different areas of interest.

JLK - If we do in TJC what we envision in C-CAP it will be a program.

JMCN - The point is if we call it a program, the people in it can determine it's direction. Think that W.L. Sevin's suggestion of TJC hiring a Tutor-Artist-In-Residence is a good one and would tie in with C-CAP.

WLS - In order to initiate a program two out of three governing bodies, i.e., TM, FM, Dean, must approve. What other approval is needed?

TDG - None, if it's just a committee. If a program is voted, it needs the approval of the Board of Control, V.P. of Academic Affairs, and the Committee on Organization has to review it.

WLS - If in the Fall of '71 TJC hires an artist, musician, technician, etc., on a half-time basis, what about the other 1/2 time? If it is a joint appointment this spells trouble. The proposal about hiring a Tutor-Artist-In-Residence could be worked out to 1/2 time in C-CAP and the Artist in Residence portion could be taken up with Special Studies to some extent.

The question on the original motion was called.

5 - in favor, 2 - opposed

TDG - I believe there is considerable doubt about C-CAP, so will send this for further discussion and action to the TM which meets Thursday, November 19.

GD.- Move to table this motion until we are in a position to vote on it.

Motion tabled.

JMCN - TM will discuss this proposal and vote on it at it's regularly scheduled meeting on Thursday, November 19.

#### 6.5 Announcements

TDG - Next Tuesday, November 24, the FM will meet as a Personnel Committee of the Whole to take up the discussion of retention of 4 tutors, up for renewal.

HEH - Let's move to a bigger room for Faculty meetings. Suggest the Common Room.

CW - Please have the section of the meeting closed dealing with me. Believe there is better communication if it is closed to only voting FM members and students who have served on the sub-committee.

This was so ordered.

#### 6.6 Adjournment

Meeting was adjourned at 4:55 p.m.

# Free