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VOLUME III, Number 1.

April 1, 1971

THE POND

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APR 14 1971



For: WALTER ANDERSON & GIL DAVIS

THE FOLLOWING IS A REPRINT OF A LETTER FROM A. S. NEILL OF SUMMERHILL SCHOOL:

18 March 71

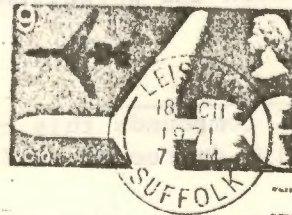
Dear Gilmore,
Tom Treadwell sent me your paper about your college. It is the sanest thing I have seen about college education. My only criticism is that it talks much about the academic but not much about the actual living. In 50 years I have not heard lessons on learning mentioned at our self govt meetings; they were about social behaviour. So I wonder what the set up is with your lot re self govt outside the acad mic so to say...the debates, the living together, the sex question and so on. Having State grants you may be less free in the living as opposed to the learning side. Not a real criticism; just an enquiry. The whole set up sounds delightful. Is a guy of 87 too old to enrol? I hope that a few of my USA 30 pupils will one day try to enter what looks like the best college in your mixed up country.

Yours,

Neill

BY AIR MAIL
AIR LETTER

PAR AVION AEROGamme



Tom Gilmore
Thomas Jefferson College
College Landol
Allendale
Mich 49401
USA

Hypothesis: We have a hard time working together in a course and to learn in depth from each other because

- a) we have had no practice in working with our classmates in twelve years of full-time school. Indeed, successful students, the ones most likely to be found in a college classroom, are those most able to ignore their classmates (that is, most able to "behave") and to work on their own. Hence the college population is chosen for its ability not to work with others.*
- b) Behavior that characterizes working with others has been consistently disapproved of for 99% of our classroom experiences. Consider the following warnings against classroom's cardinal sin, cheating.
 1. Johnny, in school we don't give the answers to our friends. Billy has got to learn to do it by himself.
 2. Did you get help in doing this homework?(ominous tone) -
 3. (classroom teamwork - the modern thing)
Don't show your answers to each other until each of you has done them all on his own.
 4. Jill, don't show Johnny how to do the problems. How's he ever going to learn how to do them if you show him how? (How indeed!).
 5. Now, I don't want you working together on this.
 6. Write on whatever you want but it must be your own idea. (corollary message: I mustn't talk with Jan about my idea because I may change it as a result and is it still my own or will I have broken the rule?)
 7. Keep your eyes on your own work.
 8. Don't talk with your neighbor.

It is a tribute to our learning ability that we walk around in isolation booths. We do so not because we are dumb, but because we learn so well what we are taught.

So much the worse, though, for joint learning in seminars!

Cam

*TJC compounds this characteristic by specifically choosing people with a high degree of self-initiative and ability to work on their own.

Submitted by HEM

"While Marxian theory remains irreconcilable with Christian dogma and its institution, it finds an ally in those tendencies, groups, and individuals committed to the part of the Christian teaching that stands uncompromisingly against inhuman, exploitative power."

--Herbert Marcuse

Marxism and Radical Religion

Philadelphia: Temple University Press, 1971

Admissions Committee Minutes, March 12, 1971

PRESENT: Dan, John, Cathy, Earl

1.0 Brief discussion of possible implications for TJC of admissions to William James College.

2.0 Sixteen applications were acted upon as follows:

Spring term: 1 Admit to audit status
5 Admit

Summer term: 1 Admit

Fall term: 2 interviews to be scheduled
4 N.A.
3 Admit

3.0 Admissions Actions to date:

Spring: 25 Admit
10 N.A.
1 Admit to audit status
2 Re-enter

Summer: 6 Admit

Fall: 26 Admit
11 N.A.

Submitted by HEH

"Any serious fundamental change in the intellectual outlook of human society must necessarily be followed by an educational revolution. It may be delayed for a generation by vested interests or by the passionate attachment of some leaders of thought to the cycle of ideas within which they received their own mental stimulus at an impressionable age. But the law is inexorable that education to be living and effective must be directed to informing pupils with those ideas, and to creating for them those capacities which will enable them to appreciate the current thought of their epoch."

Alfred North Whitehead

Admissions Committee Minutes, March 18, 1971

PRESENT: Angie, Chuck, Dan, Earl

1.0 Twelve applications were acted upon as follows:

<u>Spring term:</u>	3	Admit
	2	N.A.

<u>Summer term:</u>	1	interview to be scheduled
---------------------	---	---------------------------

<u>Fall term:</u>	5	Admit
	1	N.A.

2.0 It was agreed that admissions for the spring term is now completed.

- 28 New students admitted
- 6 Students re-entering
- 1 Student Guest/Audit

Submitted by HEH

The Family - biologically and/or psychologically defined - continues to be an helpful way of contacting "reality." If utilized sensitively and well, we may continue to see great things happen for individuals and society at large. I found the following lines, recently, and would share them, in spite of "the generation gap."

- *The Family Is for Loving*—Love is a universal need best realized in the family.
- *The Family Is for Growing*—The family is a setting in which persons mature, discover identity, develop social skills, and become disciplined human beings.
- *The Family Is for Sharing*—The family shares in triumphs, grief, disappointments, and the solving of economic problems.
- *The Family Is for Serving*—Through helping other families in the community and the world, satisfaction, joy, and a sense of well-being is achieved.
- *The Family Is for Enjoying*—The family provides opportunity for fun, humor, and family relationships, including the participation in leisure time pursuits, development of skills, etc.
- *The Family Is for Saving*—The family conserves the moral, religious, and cultural values, establishing an environment in which it is possible to maintain the family heritage.

Faculty Personnel Committee Minutes, Wednesday, March 9, 1971

PRESENT

Dan Andersen, Steve Brown, Dan Clock, G. Davis, Bud Haggard, Earl Heuer, J. Lee Kaufman, Don Klein, Mary Sonneborn, Mary Te Pastte, Cam Wilson, and several TJC students.

15.01 Announcements

E.H. - Approval of previous meeting's minutes will be done at the March 17 meeting, as they have not yet been distributed.

John Williams (History) declined our offer since he had already accepted another position.

M.T. Candidate Father Jude Weisenbeck will arrive Thursday afternoon, March 10, and will leave Friday, March 11. His itinerary will be posted as usual and those of the faculty that wish to speak with him, let Mary know, and she will put it on the itinerary.

15.02 Staffing

E. Heuer reviewed credentials of prospective candidates including two people in Theatre who were recommended by Robert Vas Dias.

Discussion on hiring Michael Birtwistle (theatre) followed. It was voted that we defer a decision for one week.

It was voted that TJC offer a position to Ron Efron (Sociologist), and instruct TDG to follow up only on an extremely promising theatre candidate.
/ ___ NOTE: MR. EFRON ACCEPTED THE POSITION ___ /

15.03 Adjournment

Meeting adjourned 4:10 p.m.

AGENDA FOR FACULTY MEETING ON WEDNESDAY, MARCH 17, 3:30 P.M. in 161 LHH

1. As Personnel Meeting - a. Birtwistle
b. Weisenbeck
2. As Faculty Meeting - formal discussion & approval of TJC plans for "expansion."

Faculty Committee Minutes, March 17, 1971

PRESENT

Dan Andersen, Dan Clock, G. Davis, T. Dan Gilmore, Bud Haggard, Earl Heuer, J. Lee Kaufman, Don Klein, Betty Ryan, Mary Sonneborn, Mary Te Pastte, Cam Wilson and several TJC students.

16.01 Minutes 15.00 and 14.00 were approved as written.

16.02 Betty Ryan was elected by the Town Meeting Representatives Committee to replace Bob Giddis as student representative to the Faculty Committee and duly recognized.

16.03 Staffing

1. Michael Birtwistle (theatre) - It was voted to offer him a position starting Fall 1971.

/NOTE: Mr. Birtwistle accepted the position./

2. J. Weisenbeck (Philosophy) - It was decided to table decision until some other very promising candidates in philosophy were examined and possibly interviewed.
3. R. Efron (Sociology) - TDG said he has accepted the position on the TJC faculty with enthusiasm.

16.04 Announcements

TDG - 1. Rough draft form of the policy proposal on promotion, tenure, etc., was ready for typing and would be distributed well in advance of the next meeting .

2. Robert Vas Dias will be here this weekend and plans to stay for a few days. Contact TDG if you wish to see him. He has made considerable progress with the Poetry Festival and will have 5,000 brochures made describing it and listing participants. Some well-known poets will be taking part in this event.

3. Jerry Diller and his fiancée, Carol, visited here. He and Carol are planning to get married sometime in August.

4. Bob Schechtman (Music) - has recommended a New York dancer. Although she has a BA in dance, she is a professional dancer and has her own dance company. She is presently taking graduate courses in film-making, is a music composer, does graphic arts and ceramics. She will be visiting TJC for an interview around April 1.

JLK - The following students have requested that they graduate at the end of the winter 1971 term.

Anne Wright -----B.Ph
Thompson Clay -----B.Ph

The Records and Research Committee has examined these students' programs and recommends that both be recommended by the TJC faculty for graduation, subject to the completion of the 180 hours of credit by GVSC as a requisite for a degree.

It was so moved by the Faculty Committee.

JLK stated that student; and tutor will work a program out, and he will check it to make sure that academic requirements are complete, the present it to the R. & R. Committee and then to the Faculty for approval.

TDG - 1. President Lubbers has reviewed Dean Gilmore's recommendations for salary increases and approved them. Those who wish to check their salaries should see him.

2. In the last issue of the Higher Education Economic Affairs an article listing recommendations from the Commission on Higher Education was amazingly close to TJC goals and recommendations.

3. The Bookstore has requested that tutors who have secured books from them for desk copies should either return them or pay book cost.

4. The Finance Committee met and made tentative awards for summer projects.

16.05 Plans for expansion

(The Faculty Meeting adopted several policies relating to modes of expansion for TJC. A committee of T. Dan Gilmore and Don Klein will coordinate the several faculty resolutions into a coherent policy to be presented for approval at the next meeting. Accordingly, the several motions adopted will be published in their final form in the next meeting's minutes.)

16.06 Faculty Committee and Faculty Personnel Committee Meetings will be scheduled for 2 p.m. on Thursday April 1, and Thursday April 8, to discuss promotions and tenure statement and elect another chairman for the Faculty Meeting.

16.07 Adjournment

Meeting was adjourned at 4:30 p.m.

Following is a report submitted by an All University Committee of Undergraduate Education from Western Michigan University. This committee composed of the following members of the Faculty plus one student are:

Faculty: Robert Stallman, English Department
Larry Opplinger, Physics Department
Mary Cain, College of Education

Student: Julian Bond

PART I

"The weather seems colder at Grand Valley, like a little piece of Canada only fifty miles from home. The buildings are new and modern (large window areas!), but widely separated by a winter wind and ranks of frozen bare little trees. Inside, however, it is warm. After introductions and the usual awkwardnesses between educators who must determine each other's breed before opening up, it seems suddenly comfortable. As the day went on, I began to think it was where hippy students went when they died--a kind of hairy Valhalla, with, as one leouine young man put it, a single "right-wing dude somewhere around." Our host, T. Dan Gilmore is a psychologist, angelic of face, forehead extending back into great masses of brown curly hair that completely surround his smile, sort of like a god looking benevolently out of a small cloud. But I'm not poking fun. Mr. Gilmore is most gracious, studiously kind, and a benevolent despot in his position as "The Man" at TJC. There are also "The Townmeeting" and the "Faculty Meeting", but these defer to Mr. Gilmore at need.

Life is simple with ten faculty (10.89 the director of admissions corrected) and 240 students. As Larry remarked, "You can do anything if you're small." I found myself wishing for means to break 22,000 and 1,100 down into their hundredth parts so we too could "do anything". The most impressive thing at TJC is the pervasive feeling of happiness and intellectual curiosity. We sat in the student commons that afternoon in a ring of interested, voluble, curious students. Others were nearby, a few lounged by to listen once in awhile; a large fierce looking black man came by and casually studied our reactions to his presence. When there were none, he went back to a group sitting on the floor talking. (There were very few black people among the students, by the way.) But the life and vigor in the young people we spoke to! They knew all about the college, and about the administration of Grand Valley itself, and could draw up the whole administrative framework to illustrate a point. Some were on committees that decided curricula and courses (equal numbers with faculty), one young man who looked like the lord of the jungle touted himself as the only student anywhere in Michigan with his power (he has a private office and phone, but no pay). He is leader of the Town-meeting. Of course these were hand-picked people, each of them interviewed for potential in this type of environment. But beyond disclaimers, we must face our own dreary prospects: none of our students in none of our bland settings look anything like these, look nearly as alive as these.

When they found we were safe and, practically speaking, on their side, they ceased all efforts to convert us and concentrated on drawing up the plans of procedures and the history of TJC. The only one who spoke at length and a bit overbearingly on the subject of TJC's 'beautiful system' was a woman of forty or so who was enrolled and in a state of constant euphoria about the whole thing. The minds we met were sharp and aware.

The layout of buildings and their interiors was also revealing: the commons room was proclaimed the students' room. As far as I could see, the faculty shared it or else went without, as they did the toilets (none marked "Faculty" or "Students"). And all seemed to go well. There was no loud rock music at least not at the moment, and the long room (as long as the building, and half as wide) surrounded by full length windows, was warm and serene. It seemed like a good place to think, to talk quietly, to write on one of the study desks. And no one worried about students 'making out' on one of the sofas or on the carpeted floor. While the 'faculty meeting' went on in one end of the room later that afternoon, at the other end a young man in a green cover-all romped with his airedale. It wasn't noisy as they jumped about on the carpet, but so natural and uninhibited I could not stop smiling as I watched them. The faculty meeting was attended by whichever students were interested--probably a dozen were listening, some sitting on chairs near the table, some further back on the carpet, some standing back listening as Dean Gilmore told about new faculty he was corresponding with. Our group lolled on the floor and thought about coming home.

Where were our commons rooms? Why weren't they near the classrooms as here? Why were our buildings made with cells instead of rooms, and slits for windows? Why did these people get all this space? Who designed our buildings anyway -- convicts?

The most telling comment of the afternoon came from a student (18 years old) who is on the curriculum committee: "At other schools we always cussed 'them' for making things tough. Here we know who 'they are.'" And knowing this makes all the difference. Knowing this, and being part of 'they' makes the difference between slavery and active participation. The students remarked they had learned from failing at their first tries at running the college; they had failed by asking the faculty to be too permissive; they had failed by thinking it was all going to be easy. But they learned from those failures, and are continuing to learn. They read more books and use more per course than students in 'straight' liberal arts colleges. And certainly they learn that intellectual things are vital and interesting. Here is the real disappointment: the difference between attitudes at W.M.U. and at TJC. Our students too often--almost universally now--think of learning as an onerous chore that has to be done for a grade and some nebulous 'better-paying-job' at the end of the dirty academic rainbow. At TJC they are intellectually alive, curious, ready and willing to tackle new ideas and to work.

It's easy to say, 'Sure, but they are especially chosen, and they don't have to put up with eight-balls.' But even our chosen don't look or feel like those. It's a qualitative difference that will not be downed by financial excuses, or by statistical excuses, or by 'professionalism' excuses, or by excuses of exigency. They have simply applied what we know pedagogically to be true--and it is to our shame that we won't do more to put our own ideals into some sort of operation. There is really no excuse for us.

PART II

Some of the technical details and some remarks from faculty we spoke to give insights to the process that underlies this version of pedagogical heaven. TJC is almost completely autonomous from the rest of Grand Valley. A new college is in gestation now, to be born next Fall and to be named 'College Number Three,' or more formally, 'William James College,' and is to be 'professional' in that it will prepare students for professions in the humanities and social sciences. The only things the colleges share (TJC, GV-A&S) are the Records Office, the Audio-Visual lab, and the President. TJ College maintains at least twenty-to-one ratio. At present it is up around 25-1, but at the expense of the faculty: contact hours may run from 30 to 50 hours per week. This counts private conferences with single students, but it also counts many hours of 'seminars' and special groups. TJC is for dedicated faculty, not for those who wish to do research.

Dan, the director of admissions (among other things) remarked they had picked about one out of every three applicants this quarter, and that they were considering dropping the personal interview unless the student specifically asked for it. There is no particular commitment to a type of teaching or even organization at TJC, nor at Grand Valley generally. The attitude is, whatever works we will use. The new William James College will have a series of famous men in temporary residence who will give lectures. This seems appropriate for that college. It is not, at the present time, for TJC.

Dean Gilmore explained, 'we have seen that students learn if they follow the sequence of success--higher aspiration--more success. Our teachers try to initiate this process and keep it going in each individual.' There are no grades given at TJC. Courses and Examinations and Special Projects and Theses are 'pass' or no-credit; if the course is failed by the student, no notation appears on his transcript. 'We see no reason for punishing our students for failure,' Dean Gilmore said. He also spoke excitedly of new projects and plans, rather like a dedicated Marxist looking forward to the continuing revolution. 'We're trying out a new kind of class this Spring called 'Us-22,' he said. 'It's just 21 students and one faculty member...' and then there is the Town-Meeting where policy is argued about and suggested by students and faculty, but the the Dean is not satisfied with this: too talky and time consuming, and too many students are skipping it. Time to change again... time to keep changing. And it's easy to change with only ten faculty and 240 students--all involved in the process. While he is talking I am thinking of a certain educational policies council I know and of the two and a half years it has taken to get one tiny piece of pedagogy changed in that council.

Later, Lee Kaufmann invited us to sit in on his first meeting with a seminar. Because it was new and partly organizational, I found it a bit dull. But what I did not find dull was the reaction of students who had already read some of the work (Herman Hesse) for the course and had definite ideas and views of the subject. In the seminar (not an outstanding one, at that), I found myself wondering how many of my colleagues would have invited four strangers from another school into their first classes of the semester. I recalled the uproar when our new department chairman suggested friendly visits by colleagues. What we were afraid of was obvious. What Kaufmann and his colleagues were not afraid of was also obvious. They laid it on the line as human beings--we often tried to pretend god-like attributes. Students have no trouble telling the difference.

I found the keynote among the professors to be difference in appearance, in point of view, in ideas about TJC. There was a certain restlessness and nervousness at times, but perhaps this was due to the newness of it all. Certainly I found it preferable to the staid resignation I often feel on 'straight' campuses when a new semester begins. But no one claims things are perfect at TJC. Quite the contrary. Everyone seems alert to the failures and mistakes, but at the same time, alert also to the possibilities in the future. This is due mainly to the fact that there is always possibility for change--the potential for change is always present. Our own system demonstrably cannot change in less than two years. Like the turning radius of a Volkswagen vs. that of a Mack semi-trailer truck. Often we have to go miles out of our way just to get across the street. TJC has been there and gone long ago. "

Bob Stallman

The above report was written following a visit by this group to TJC on January 13, 1971

The Teacup and The Furnace

There comes
A Time
when time
is gone
and all the
Love
is where
I'M WITH.

Before I knew,
Words were enough
But never said
The Way
TO BE.

home home
home home
home home
home home
home home
home home

(with sliding eyes
merge these to three)
COLUMNS!

To know
it will
emerge when born,
Always has,
and Never did

BUT NOW.
No thing changes.
Nothing changes!
Nothing changes?
No thing changes.
Nothing changes.

-- Cam



NATIONAL POETRY FESTIVAL

Robert Vas Dias

The National Poetry Festival will be a celebration by a little over twenty nationally known poets from all parts of the country, together with over 100 people who will enroll for the nine days of the Festival--from July 6 through 14, 1971.

What will happen at the Festival: poetry, translation, and other workshops; poetry events; readings by all the poets, with and without sound, light, and dance; exhibits of small-press publications, new literary mags, black poetry in America, &c.

It will not be a formal conference, symposium, seminar, or professional meeting--in other words, the situation that occurs when panels of "experts" talk at an "audience." On the other hand, it may be a bash.

The poets who will be here represent what is happening today in American poetry; that is, they are the ones who are extending the language, experimenting, who have generally rejected the safe and expected way of making a poetry. Not all are of the "avant-garde," but neither are they poetasters or academic hacks. Some of the poets, in alphabetical order, are: Carol Bergé, Ted Berrigan, Paul Blackburn, Robert Bly, Gregory Corso, Robert Creeley, Dan Gerber, Donald Hall, Jim Harrison, David Henderson, John Logan Jackson Mac Low, Joel Oppenheimer, Allen Planz, Jerome Rothenberg,

Sonia Sanchez, Armand Schwerner, Hugh Seidman, Diane Wakoski, and Al Young.

You may notice several younger black poets in that list (we hope to have even more). "Writers conferences" have always been exclusively white in America; the National Poetry Festival is not a conference, nor will it compromise over the fact that there is a rich and diverse literature being created in this country today.

The people who will enroll will be primarily young, primarily students of college age, in touch with or wishing to get in touch with contemporary American poetry and poets. They most likely won't be those who feel poetry can best be experienced in classrooms as a subject of study only, or those who feel that poetry should be squeezed into the "poetry" columns of newspapers. They may even feel that poetry is as important to them as food, drink, friends, shelter, or sex.

To attend the Festival, register with Mary Te Pastte in Room 165, Lake Huron Hall. A deposit of \$20 is required, which is deductible from the total fee of \$100; no credit will be offered. Housing on campus for the full period is \$32, and meals are available on campus. Early registration is advisable.

#####

The following is a sample of the registration form to be filled out by those planning to participate in the National Poetry Festival this summer. Forms may be picked up in Room 165 Lake Huron Hall.

Thomas Jefferson College National Poetry Festival July 6-14, 1971	Name _____	Registrant TJC Office Accounting Housing
	Address _____	
<u>REGISTRATION FORM</u>	City _____ State _____	Zip _____
	Age _____ Educational Level _____	

WORKSHOPS (Please indicate first and second choices)

<input type="checkbox"/>	workshop in translation from oral poetries	Jerome Rothenberg, et al
<input type="checkbox"/>	audio-visual poetry event, to be created & mounted during the Festival	Jackson Mac Low Iris Lezak
<input type="checkbox"/>	poetry workshop	(various poets)
<input type="checkbox"/>	other (workshops or discussions you would like to have at the Festival)	

Housing Indicate whether or not you wish to reserve housing on the campus (fee for eight nights is \$32): yes ____, or no ____.

This form must be accompanied by the \$20 registration deposit, which is deductible from the total fee of \$100.

GRAND VALLEY STATE COLLEGE MEMORANDUM

TO: Dean Dan Gilmore	FROM: E. F. Gearhart	DATE: 3-25-71
SUBJECT:		FILE NO:

This is to inform you that the Academic Planning Committee of CAS has approved reading courses in French, German, and Spanish effective Fall Term, 1971. We have thus fulfilled our part of the bargain and hope that we will receive a good enrollment in these courses in September so that they can be offered. I hope that you and your colleagues will publicize these courses among your students and that they will fill a need on our campus.

**HEW-Sponsored Panel
Urges Major Overhaul
Of Higher Education**

HEW Secretary Elliot L. Richardson released to the press in Washington March 8 a wide-ranging report by a task force calling for a major overhaul of higher education and "a fresh look at what 'going to college' means." The nine-member panel, appointed in October 1969 by former Secretary Robert H. Finch and chaired by Frank Newman, associate director of university relations at Stanford University, declares in the preface to its 140 pages of commentary:

"As we have examined the growth of higher education in the post-war period, we have seen disturbing trends toward uniformity in our institutions, growing bureaucracy, over-emphasis on academic credentials, isolation of students and faculty from the world—a growing rigidity and uniformity of structure that makes higher education reflect less and less the interests of society. Rather than allow these trends to continue, means must be found to create a diverse and responsive system. We must enlarge our concepts of who can be a student, and when, and what a college is. We need many alternate paths to an education."

Although the report won't be generally available until it is published by the Government Printing Office in mid-April (copies of the manuscript were given to the press and to higher education associations in Washington), it bolsters the Administration's stand against institutional aid currently being considered in Congress. Rather than urging more money for higher education, the report states, "We believe the academic community must assess how effectively available resources are utilized." As reported earlier, Richardson told a Congressional committee last week that "I would hesitate to propose institutional aid that just underwrites the status quo" (see Vol. XX, No. 9). In calling for major reform the report also underscores the Administration's proposal for a National Foundation for Higher Education to encourage new approaches to postsecondary education.

When asked by reporters to explain his enthusiasm for the task force report when there have been earlier and similar studies by such groups as the Scranton and Carnegie commission, Richardson said that, for example, the Carnegie reports "seem to presuppose that we continue to do business with institutions we already have."

On this point, the task force report states: "Simply expanding the present system will not provide meaningful education for the ever-broader spectrum of students gaining entrance" and that "real diversity will require altogether new educational enterprises, both public and private, that are meaningful for today's students."

Richardson told reporters he has asked Newman to direct another study, exploring the Federal Government's future role in higher education. This additional report is to be completed by summer.

In its 13 chapters the report covers virtually all major aspects of the higher education process, from access and the community college through graduate education, minority enrollment and discrimination against women.

The task force said it doubted there is such a person as a "typical" entering college student, but if there is, he is something like this: "He is a member of the majority who enter but never graduate. He did only moderately well in high school. Pressured by his parents, concerned about the credential he needs for better job opportunities, and swept along by the general assumptions of his peers, he enters a nearby community college or a large four-year college. His hopes that this will be a significantly different and more exciting experience than his high school studies soon vanish. Within six months he has dropped out. His main gain is the name of an institution that he can put in the space on the application form where it says 'College attended.....'"

Declares the report: "We believe that there is a compelling need for new approaches to higher education—not only new types of colleges with new missions, but also new patterns of going to college. Only when basic changes occur will many segments of the American population find attendance at college a useful learning experience. The creation of new types of institutions, valuable in themselves, will have a second benefit—their competition can be an important pressure for reform of the existing institutions."

There has been reform the task force states, but virtually all of it has been "based on the assumption that growth, inner diversification of curricula, and changes in governance will provide the needed solutions." The panel writes: "We are convinced that the probable success of these kinds of reform is limited, for they leave unaffected the institutionalized past decisions as to what higher education is all about. The system, with its massive inertia, resists fundamental change, rarely eliminates outmoded programs, ignores the differing needs of students, seldom questions its educational goals, and almost never creates new and different types of institutions. . . . We believe that only an intensive national effort can bring about sufficient change before the present opportunities for serious reform are lost."

The task force said its study of access to higher education revealed "a major phenomenon: the surprisingly large and growing number of students who voluntarily drop out of college." It said it found that of the more than one million young people who enter college each year, fewer than half will complete two years of study, and only about one-third will ever complete a four-year course of study. "College is failing to capture the attention and engage the enthusiasm of many students," the report states. "For some, it is a decidedly negative experience."

"What makes this problem so acute," the report continues, "is that the great expansion in higher education in recent years has been in just those institutions where dropout rates are the highest—in so-called unselective institutions. . . . In interpreting these findings, we can assume that society fulfills its obligation simply by providing the opportunity for as many as possible to enter college. . . . Or we can assume that society's obligation (and its own self-interest, as well) is to provide more than just the chance to walk through the college gate—that there must also be access to a useful and personally significant educational experience."

"The time is critical for change," the task force concluded. "The present mood of uncertainty presents opportunities not likely to occur again for many years. Higher education is still more flexible than secondary and elementary education. But the adaptability of higher education will not last forever."

Preparation of the report was aided by a \$35,000 grant from the Ford Foundation. In addition to Newman, members of the task force were William Cannon, University of Chicago; Stanley Cavell, Harvard University; Audrey Cohen, College of Human Services, New York; Russell Edgerton, assistant to Secretary Richardson; James Gibbons, Stanford University; Martin Kramer, HEW; Joseph Rhodes, Harvard University; and Robert Singleton, University of California at Los Angeles.

Handwritten notes:
THINGS LIKE THAT. IT'S NOT
IT'S THINGS SO FAR, INSTANTLY FOR
F.R. 300 PARTS II
11

THE OPEN-CLASSROOM TEACHER
(A Concept and Some Values)¹

Hugh E. Haggard

I. Introduction

- First, I wish to thank Jack Bahrends and others² for the invitation to come and share some ideas with you. This opportunity is especially appreciated, since I live in Grand Haven and am interested in what is happening here educationally.
- Second, I wish also to say "hello" to the fellow participants in the In-Service Training course on Learning Disabilities.
- Third, I bring greetings from the faculty of Thomas Jefferson College. We are interested in you and the exceedingly important work that you are doing - providing the emotional solvency, the behavioral adequacy and the intellectual competency with which today's grade schoolers will contribute to the culture and be the civilization of tomorrow.
- Fourth, I want to facilitate a perception of your experience as a teacher, which will be radically different from the current picture you have of yourself. I mean to suggest a complete re-organization of your perspective toward the remainder of the academic year's opportunities in assisting children in their learning. The philosopher, Anatole Rappoport, once said about change - "One must get outside of the structure in which he has a problem, in order to view it, so that he can get back into it with a solution that will operate effectively." And so,
- Fifth, I invite and encourage you to jump outside your "business as usual" attitude for these next few minutes and let the routine pressures slip away - moving yourself into a free and flowing experience - considering with me, imaginatively - what your future relationships with your students might possibly be. I want you to ask yourself "How can I be³ an open, free and authentic person with the students in our classroom?"

II. A Concept - Communication

The main concept that I want to share with you is "communication" - communication with students.

Let me first suggest some resources which will assist you in thinking, studying and attempting to facilitate "open classroom learning": Sylvia Ashton-Warner's Teacher; George Leonard's Education and Ecstasy; Herbert Kohl's The Open Classroom; Carl Rogers' Freedom to Learn; and Charles Silberman, Crisis in the Classroom. These are excellent authors and fine books.

In the "Open Classroom", an "everybody wins" structure is operative. This encourages the joy⁴ of learning and promotes the development and growth habits that accompany adequacy and competency. The primary operation to be performed in the classroom by you

¹Delivered at the Grand Haven Elementary School Social Studies Workshop, 10 March 1971

²Elementary School Principals in Grand Haven: Jim Kremer, Roger Smant, and Bryan Miller

³P. Tillich, The Courage To Be N.Y.: Yale University Press, 1952.

⁴Wm. C. Schutz, Joy: Expanding Human Awareness, N.Y.: Grove Press, 1967

and others will be to affirm and to validate the person behind the cliché, "student". That person is waiting for you to see and relate to him as himself, a real, genuine, authentic person...as real as life itself...the most real life you will know!

And so, a creative approach to students will involve you in helping them to use their two greatest assets - aggressiveness and sensitivity.¹ You will learn how to direct the student's aggressiveness to his new learning experience as well as helping him learn how to be sensitive to other students and what they are wanting to learn.

Learning how to facilitate that is not easy; it requires at least a willingness to be non-violent in attitude. And, there is a highly rewarding value for you and the students... a warm, human relationship... one that is quite appropriate for real learning.

First, Communication happens, when you listen...when you listen past his words to his self-crying out for attention, or love or forgiveness. Communication happens in your listening when you set aside your usual critical, analytical urges and try to get in your mind a full picture of the new idea with all of its rich ambiguities and incompleteness, its freshness, as it comes from your student, who is standing in front of you giving his statement or question.

Second, Communication also happens when you answer that person...when you let him know that he has been heard and that your response really registers his concern. Communication happens when you give a spectrum response to his concern; you can give a series of responses to let him know that there are a number of good things - positive things - about what he is intrigued by and concerned with.² But you must somehow earn the right to say "no" directly. Why? Because he has feelings just like you and one can only take so many "Nos" before one decides not to try anymore.³ Plus, you are his ever-present "shore-horn" into more new learning experiences. You have the privilege and opportunity, as well as the responsibility, to enhance and encourage his learning.

Third, Mutual communication, then, most frequently will move away from the attacks on another person or group to a problem to be solved - and when he feels you standing on his side of the desk with the warmth of your body, literally, next to his, looking at the problem he's working with - then, you become an ally, a friend, a buddy - a "trustable". Please don't scoff! His or her little ego suffers daily put-downs, in size, greater than those which you encounter and confront - and he is less able to cope and to defend himself. He needs your protection, your emotional shelter - at times that means a hug and holding, at other times that may mean letting him go it alone. But when basic communication is effected, then you are going to be a "trustable" with the whole group of students. And you are going to be known by your students as a good teacher - loved and respected.

III. Some Values

But what are the values of real communication between the one who has learned and the one who is learning?

There are a number of them and when I have completed my list, undoubtedly you will enumerate more. But to begin with, let's indicate that these values, to be personally and existentially important, will have to be practiced - to be acted out. You will have to deal with them on three levels - the intentional, the behavioral and the consequential: First, you will have to want to intend these values. Second, you will

¹G. Prince, The Practice of Creativity, N.Y.: Harper and Row, 1970, P. 34

²Op. Cit., 38

³Eric Berne, Games People Play, N.Y.: Grove Press, 1964, p. 91 and "corner"

have to want to act out these values. And, third, you will have to want to see good consequences flow from those intentions and actions.

For me, the following list of values are much needed in the reform of the whole system of education in the U.S. from the kindergarten to graduate school:

- 1) Be courageous. Fear motivations only produce little disciples who abjectly hang on every word; being dependent will become a barrier to his growing to full manhood. You weren't hired to provide your emotional hang-ups as an obstacle course for students. If he picks up on the brave way in which you confront situations, who knows, he may have learned something more important than a body of content. The student watching you may not know that you are afraid. Dare, for your own sake; it may happen that there will be some rub-off value for others.
- 2) Be Honest. Tell the whole truth. If you lie on a small thing, the student will hold it against you on a large one. And what's worse, you've lost your option to help someone to learn.
- 3) Express yourself candidly. Fitting your attitude with the student's or the principal's will not necessarily make you popular or well-liked. It may, in fact, kill your own good sense and image of yourself and who knows whether you need one more hassle or not - every day.¹
- 4) Give up on stultifying routine. Give in to the student's natural eagerness to learn. Paul Goodman has said that compulsory mis-education is the cultural fact that has given us a warped sense of values. We have placed material values, first and interpersonal relations, second. Students are curious - build on their natural curiosity.
- 5) Try objectivity. I don't say you will achieve it. But, I do know that students of all ages like impartiality. I know that because my students are concerned about prejudice... the black and white kind.
- 6) Students like to cooperate. Do you? Opposition and competition with students, parents and administrators will only get you... more opposition and more competition. Find a way to fit in with a plan the student has come up with and be an appropriate resource person. You will have found a friend and assisted a student who knows that cooperation is a more satisfying experience than the moral blight of competition.
- 7) A positive attitude and comment. Even under the heaviest fire, goes a long way to assist a student in a process of problem-solving. Negativity begets "nags" and "hags" take the fun out of life and the joy out of learning. Your sincere positivism supports the student's good feelings about himself. And while I don't believe a positive attitude is a magic wand, it does assist effective learning more than negativisms.
- 8) Flexibility. is a mark of a fine teacher; it is an indication that he or she does not have to prove himself or herself at each and every step of the way. A good teacher will devise ways of not being rigid with students and other persons.²
- 9) Self-confidence is the basis of a student's creativity and his interest to experiment and explore. If you are not confident, there is little chance that the

¹Michael Argyle, The Psychology of Interpersonal Behavior, Baltimore: Penguin Books, 1967

²Mimeographed statement by Senior High School Students of Stevens Point, Wisconsin

student can feel comfortable in his classroom; there is little chance that anything will happen except that he may be alienated and isolated and begin a trend of self-hating attitudes and acts.¹ Positively reinforcing your students, about the fine things they do, is a way to build confidence.

- 10) Be Creative. It will be the attempt by you to put old and new things together into a new arrangement. Being imitative is the opposite of being creative, and that will not suffice for the student's experience of creativity. Your permission provides his psychological space and distance and that encourages him. It also enhances the opportunity for him to try out his logical reasoning and originality, and to continue doing so.² Encourage with the students, the new formulation of personal meanings and synthesis; these are experiences of creativity. Creating more new alternative possibilities with the student will increase the sense of freedom and freedom encourages a sense of personal responsibility. He will begin learning that for his reasons and that is what your up to - first, last, and always.
- 11) Encourage your students to experiment; Provide spaces, where when they are in it, they are free to do everything but tear the roof off. Confirm the student's chances to be his real self - let him loose. He has the music of his own person inside him to live out for a whole life-time. You are there primarily to provide facts, demonstrate methods and "role model" the requisite behavior - but only, if asked and when needed. This is a respecting of the person of the student.
- 12) Be Clear. This is a concern for students and teachers of whatever age. If someone uses a word you don't know - chances are, you missed the whole thought. Making a child confused, makes him afraid and vice versa. Fear and confusion are not real helps in learning. However, the maximizing of small successes in verbal behavior is a way to assist in clarification of the thought patterns, also.

The last thing which I want to offer before sharing a poem, is this:

Assist children in the learning that they are doing; and emphasize the teaching of disciplines for a day each week. Children's play is more important than "the filling of their little heads". When knowledge is asked for and used, then you will know that real learning has happened. You will still be important - but the child learning in your class is moreso!

IV. In Summary

Your children are not your children;
They are the sons and daughters of life longing for itself.
They come through you, but not from you;
And though they are with you, yet they belong not to you.

You may give them your love, but not your thoughts;
For they have their own thoughts.
You may house their bodies, but not their souls,
For their souls dwell in the house of tomorrow, which you
cannot visit - not even in your dreams.

You may strive to be like them, but seek not to make them like you;
For life goes not backward nor carries with yesterday.
You are the bows from which your children, as living arrows, are sent forth.
Let your bending in the archer's hand be for gladness.³

¹S. and G. J. Putney, The Adjusted American: Normal Neuroses in the Individual and Society: N.Y.: Harper & Row (1964) 1966, p. 374

²Wm. D. Hitt, "Toward a Two-Factor Theory of Creativity", The Psychological Record, Vol. 15 (1965), Pp. 127-132

³Kahlil Gibran, The Prophet, N.Y.: 1923

Brief description of Spring TJC Seminar 74, "Science and Society."

This seminar should provide students the opportunity to explore some of the multitudinous and intricate inter-relationships between the enterprise of science and the society which supports it. In fact, the nature of that sometimes tenuous, sometimes enthusiastic support is one such possibility.

I have in mind a few basic readers:

Science and Society -- a potpourri of selections dealing with several of the inter-relationships mentioned above. Some sections scrutinize the enterprise of science in elementary ways and thus provide a sort of low-level approach to the philosophy of science.

The Atomic Bomb - fateful events leading to the use of the bomb in WW II, implications of the bomb for the world today, a list of science/technology/morals/society.

The Two Cultures and Science and Government -- two classics by C.P. Snow.

The periodicals Saturday Review and Science and Public Affairs will provide lots of relevant material.

There are plenty of books and periodicals for students who wish to explore areas of interest apart from the focus of the group as a whole and provision will be made accordingly.

Daniel Andersen

Love is always
slow to belittle - quick to appreciate.
Slow to suspect - quick to trust.
Slow to offend - quick to defend.
Slow to expose - quick to shield.
Slow to reprimand - quick to forbear.
Slow to demand - quick to give.
Slow to provoke - quick to Conciliate
Slow to hinder - quick to help.
Slow to resent - quick to forgive.

Attention:

There will be a short meeting for anyone interested in or planning to attend law school; Friday, April 2, at 1:00 in 103-Huron. If unable to meet at this time, contact Dave Aussicker through the TJC Office. (165-Huron)

For TJC people and other kids: Something about Roses and Teaching

. . . There was me — Carolyn — and there was Mrs. Jane. She had a long braid and told me some ladies didn't like being asked their age (but she was 29). I had braids too, and I was eleven. She KNEW all there was to know about them — ROSES: when and how to move them from the nursery to the ground. And clipping them, and dusting so the bad bugs would die, but not the good ones. She knew just which poisons to use, but somehow she never got around to using them. I don't think she liked killing things. Supposing, she said, a bug was bad for one kind of plant but good for the one next to it? She asked a lot of funny questions — I never expected her to answer them.

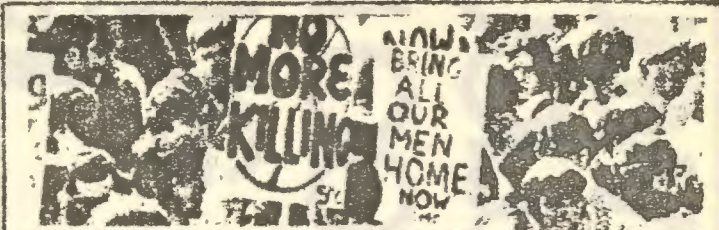
Weeding was another thing we had to do. She wasn't very good at that. She would pull, and the top of the weed would come out without the roots — which didn't do any good. She kept saying perhaps we should wait until it rains and the ground gets soft. But I showed her that if she took my squirt gun and squirted around the place where the stalk went into the ground, then she could pull out the weed without even getting her feet muddy. She was really happy about that and I was really proud to teach her something for a change. The funny thing was, that when I was older and stopped doing the weeding for her, she just let them grow up. Maybe she liked weeds and bugs, too.

When it got hot outside Mrs. Jane would take me inside to rest. I was much better at squeezing lemons and opening bags of Fritos without ripping them than she was. She taught me to spell "CEILING," "MOCCASIN," "CANTELOUPE," and "MAYONNAISE." I got a B+ in spelling that year and my father stopped laughing at my shopping lists. Besides spelling, Mrs. Jane taught me how to turn burnt rice into an eatable dish for dinner and how to grind pebbles in a special machine with sand so they would come out smooth and polished. She also told me that some ladies can't have children. She learned about Babylon, gypsies, and tidal waves — which was what we were learning in school. She explained why "BABYLON" and "GYPSY" were spelled with a "Y", but not "TYDAL WAVES." I showed her how to empty the vacuum cleaner bag without getting dirt all over the room and how to keep the dirt in front of the broom in a neat little pile instead of it flying all over. My father asked how anyone could be 29 and not know how to use a broom. She asked me how my father could be 54 and not know how to grow roses.

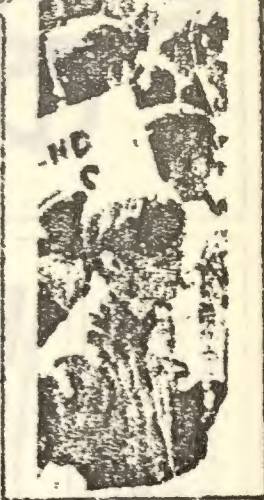
Mrs. Jane lived with a man whose name was David. Our housekeeper, Mrs. Grundy, said it was impolite to call Mrs. Jane just "Jane." But she didn't say anything about calling David "Mr. David." Mrs. Grundy didn't like to talk about him. She told my father that I shouldn't be allowed to visit Mrs. Jane and David because they weren't really married. My father said he didn't know if they were or not but it was none of his business. One day when I was showing Mrs. Jane how to rinse dishes without splashing, (you don't turn the water on so hard) I decided to ask her if she was married because I was curious. She said, "Yes, of course." I asked her if she got married in a church or by the Judge. She said "neither." So I asked "who married you?" She said, "we did, David and I." That seemed a perfectly good answer to me. Looking back, it occurs to me that Mrs. Grundy would have learned a lot of things if she had asked the right questions...

Mary Sonneborn

april 24



march on washington



ANNOUNCEMENT; Two candidates for positions on the TJC Faculty will be visiting on April 1 and April 2, 1967. They are, Merrill Rodin (Philosophy) and Christine Loizeaux (Dance).

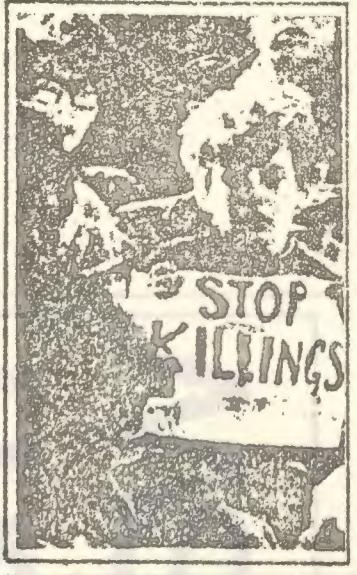


Sad
Sue,
Glad
Sue



TOO HASTY A WITHDRAWAL
AT THIS TIME COULD RESULT
IN TURNING VIETNAM
INTO A
BLOOD BATH!

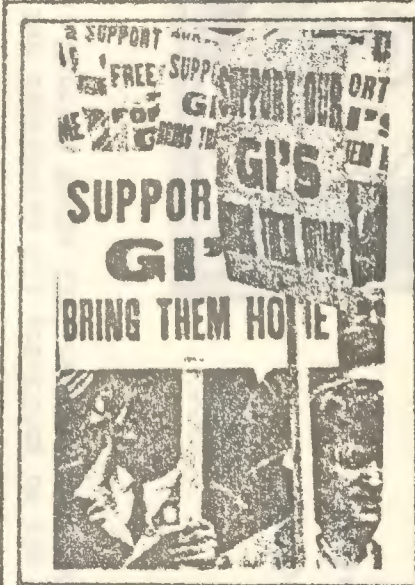
VIETNAM



11 am--assemble:
the ellipse

1 pm rally: on the front
steps of the capitol

noon--march:
down pennsylvania avenue



bring
all
the
troops
home
now

END THE DRAFT!



Write: Jessica DeForest, Secretary
Grand Rapids Area Peace Action Coalition
125 1/2 College SE
Grand Rapids, Michigan

THINGS TO BUY AND SELL FOR: or "a day in the life of a classified ad"

Well now, I've got an FM tuner I would like to sell or trade. In trade, I seek after a turntable. If you have one to sell call too.

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Classified and unclassified are peachykeen.....
do it in mary's office

