

6-1-1971

Bull Frog Pond, Vol. III, No. 5

Grand Valley State College. Thomas Jefferson College

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JUN 18 1971



BULL FROG POND

VOLUME III NUMBER 5
JUNE 1, 1971



Memorialized

into

Dan Gilmore &
Mary TePasttE

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TJC - Townmeeting

ELECTIONS

**R
E
P.

C
O
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M.**

JUNE 2 & 3

TUESDAY
AND
WEDNESDAY

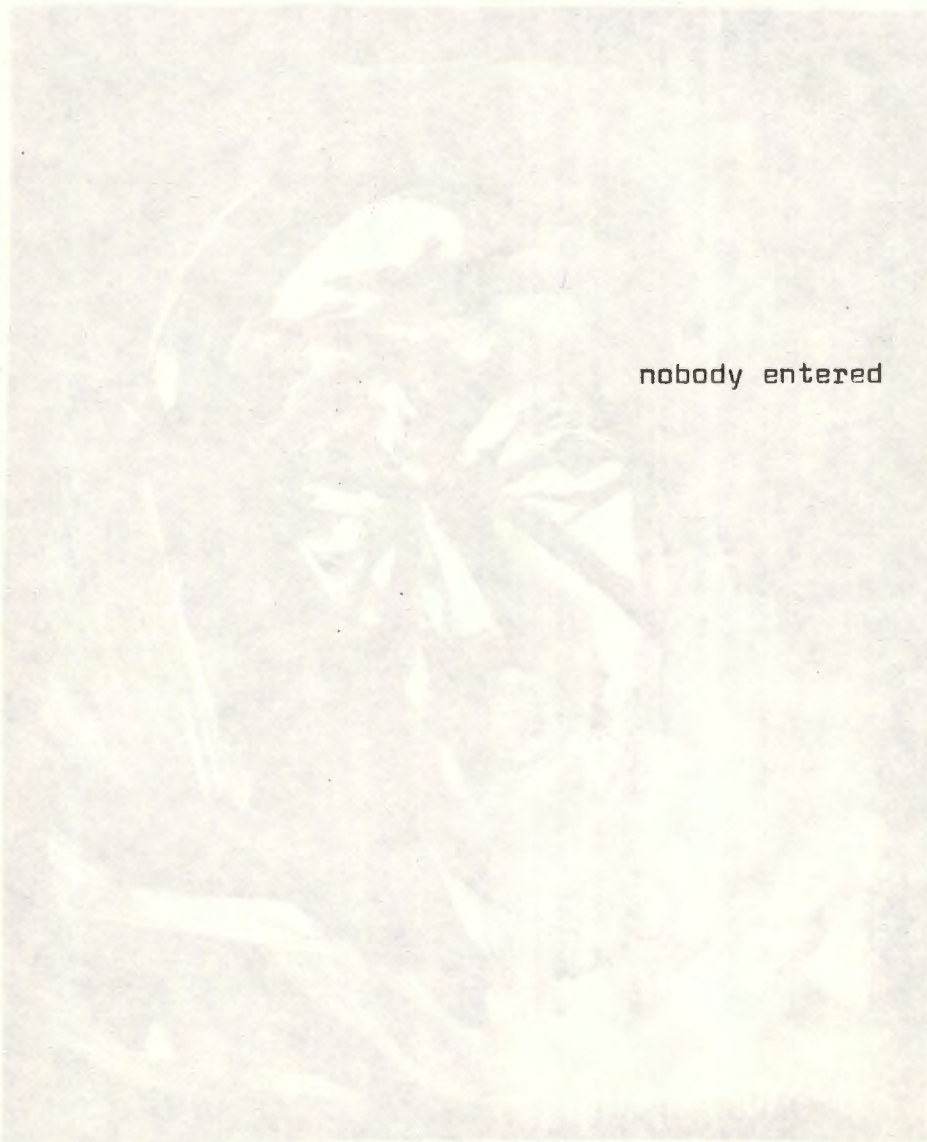


TJC - Town Meeting

CONTEST RESULTS :

JUNE 5 & 6

REPLY NOW



nobody entered

TUESDAY
AND
WEDNESDAY

Of late, Advance

Gus Linebach, the owner at Camp Kohana, called and expressed his appreciation of our leaving the camp in excellent condition and clean yet too. Enough said.

The food in the coffee room, left over from the Advance, may be taken by TJC students. It's not doing anybody any good sitting in there. Whatever you can afford to donate to help cover the deficit, may be given to Steve Brown or dropped off in the TM Office, or give it to Mary Te Pastte. By the by, the coffee room is really cluttered. At least clean up the mess you make.

Thought after returning from the TJC Advance by a TJC student:

A much more relaxed feeling than last fall's advance. Things didn't have to be forced.... I could really "let" happen what wanted to.... I didn't plan one moment ahead of the other but played it 'by ear' and just really lived in the present moment and experienced who I was with or talking to or listening to or just being near. I think I learned to respect another's private space and also private quiet. I felt the freshness of the morning dew....warmth of the noonday sun.....cool quiet of the orange-gold sunset and gave myself up to nature and its pulsations for the weekend. What a joy to eat when hungry, run and skip when the urge hits you, doze when sleepy, and have someone to talk to when you feel the need to communicate or share.

The hillside wedding was fantastically beautiful in a crystal-clear-stream kind of way....so refreshing and real and bubbling with joy....hearts were open and sincerely waiting to taste part of the love and thrust between Jean and Jac which they so courageously chose to break open and distribute among us....as parts of their hearts gave to each one who could receive. This simple ceremony held out among the trees

and grasses was a strong reminder that real love is simple and basic and touches the very marrow of one's being. All pretenses can then be dropped like the skin of fruit that is ripe to be eaten...the fulfillment of a life is in giving in love.... allowing the "skin" of ego to be stripped away and the warm ripe beauty of a full heart be merged with another heart that is ripe. It takes courage to really love, for it possesses one's being completely and only in total surrender to the bliss of giving of one's self will we receive the self of another.

The gifts brought forth and given to Jean and Jac were beautiful and brought tears to many eyes....they were straight from the giver's heart with no middle man of commerce; what a lesson in simplicity and in the value being in the thought behind the gift. No comparison of value could be made as each gift came wrapped in the giver's loving hands....a true gift of joy, giving what each really loved and appreciated.

I returned to my home knowing I will always keep a part of this weekend with me. The feeling of closeness with friends was so warm that I still feel the glow of a more personal feeling of worth and self-esteem. These thoughts are my way of saying thank you to everyone.



1. As long as I want to do something, I am not doing it. Doing means giving up (the feeling of) wanting to.
2. If a person loves wanting to do something, it is not paradoxical that he avoid actually doing it. For to do it would be to give up wanting to (which he loves).
3. I do not need (want, lack) doing something when I am doing it.

Cam...

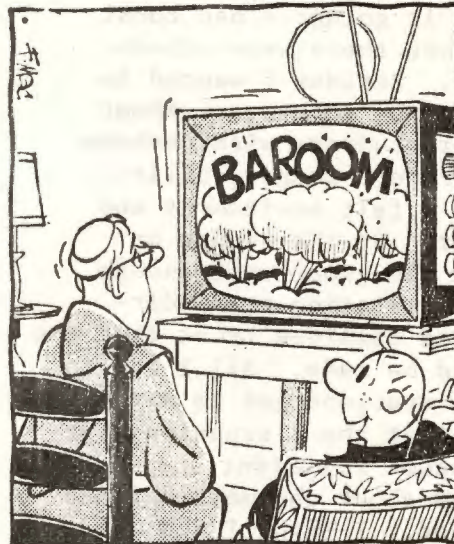
These cartoons appeared as is in the Detroit Free Press

BIG GEORGE by Virgil Partch



"Looks like they're practically within shooting distance of winning the peace."

BROTHER JUNIPER by Father Mac



"No. I like giant cactus but I was more interested in something a little smaller."

Reflections

Well...it's that time of year again. When this bullfrog pond comes out there will be less than a week left of school. Seems like a short year (of course I only started this school year in January) thought I'd use this opportunity to put together some ideas and feelings, partly as moderator of the TJC Town Meeting Representative Committee, for most of its existence, partly as a student at TJC and partly as me (oh good; I am only three people this year).

Last year at TJC (69-70; when it was still called SGS, for awhile) was a year of complaining. New forces with utopian visions suddenly swarmed over the school. Things didn't change fast enough and in the right directions so people complained.

This year has been the year of doing something. At the first TJC Advance (last September) there was a definite change in spirit. I was particularly pleased when

this big man who looked like Garth Hudson said that the town meeting (basically student controlled) would have one-third of the "power" in TJC. I went away on my private alone travels with hope for this place.

Winter for me was a glorious peaceful experience. I have never felt so close to nature and to the people around me as I have since January. I jumped right into involvement in as much of TJC as I could. Somehow in a matter of four weeks I made my presence known enough to not only get elected to the Representative Committee (RC) but to be elected to be the moderator; really surprised me.

I have learned such an unbelievable amount about myself, groups and even some academic stuff which I got into more than ever before. Being moderator I learned first hand how to be a facilitating and neutral force in a group. People tell me I did it well and though I would agree I hope to do better

someday. I finally felt the need to resign as moderator for a number of reasons: I had to devote more time to my schoolwork which my interpretation of my job role did not allow me to do; I felt the need for new blood, I had helped get the RC going so it was time for someone else to keep it going; I had total trust in the group that there were others who could do the job. Besides I wanted to do something exciting for a change. About the RC; this group of students with perhaps more power (and therefore responsibility). At the first meeting I felt excitement and expectancy in the air. By the second or third meeting I knew the group well enough to relinquish non-facilitating group-directing impulses; I had complete trust that the right decisions would be made. All I had to worry about was that everyone got to say what was on their minds, that the discussion kept moving and didn't become redundant and that people felt good about the meetings and about working together. I think I did all this fairly well. I really looked forward to every meeting. Except for some personality clashes, we worked together, I'd say, much better than our own faculty. Without these clashes we could have done amazing things sooner; as it is they will have to wait till the fall. We worked out lots of problems like bylaws and organization of the committee and group dynamics (being able to work together effectively and satisfyingly) and we got to know some new people. Just about everyone on the RC found their niche, somewhere they could fit into or something they could get into. This made it an effective group. Twelve members is plenty; any more and there would be people without niches.

I'd like specifically to thank Nub Yankee for the tremendous job she did in the town meeting office, and in being the best secretary the TJC-TM-RC has ever had. Seriously tho... She was great, always willing to do odd jobs and was around when people needed various services. (No Barthian pun intended). The Town Meeting Office became a place for people to hang around, for people to ask questions, to come to get something done; I saw many future TJC students come into the office and talk or ask questions. Its very important for students to have a place to go with problems

and questions and even more important that students be at that place to answer them. Lots of people were in the office unofficially and made themselves available. I think that's really great.

I hope this conveys some of my feelings about TJC. In January I was applying to two other colleges for next year because I wanted more academic learning, now I know how to get it myself. So I'm going to stay. You can't be happy with your surroundings unless you are happy within yourself. I believe that. Therefore, when I admit that TJC is not perfect I am partly admitting the same about myself. (See "cooperative realizations" on another page of this BFP).

Today Bob Dylan is thirty years old. The final whole earth catalog will come out on July 1 (448 pages). "What this country needs is sanity - Individual sanity and all the rest will come true." -Ken Kesey

Have a happy day.

David Ilya Schuchman
24 May 1971



The following is a letter from a prospective candidate:

Thank you for sending me the package of information about Thomas Jefferson College. It is exciting, and perhaps what impresses me most is that you are receiving financial support from the State of Michigan to carry out the experiment.

I had anticipated being an applicant for a position in Philosophy; however, I am not sure but what this letter will disqualify me as an applicant.

You are doing what I have been talking during my six years of college teaching. Specifically, you seem to have taken the notion of an academic community seriously and along egalitarian lines; you have broken the lock-step of required courses; you have recognized that no competent teacher can assess the work of another in quantitative terms; and you give positive encouragement to the individual and independent development of each student. Of course, I commend the College for all of this (I have to commend you for this has been my own approach to students within more frustrating, "traditional" frameworks).

At the same time, I can't help but read into your material that the College is more concerned with psycho-therapy than with education, and, unfortunately, the therapy appears to be mainly Rogerian. Perhaps you have heard the story of the patient who met with his non-directive therapist and said:

"I can't take any more! I am going to kill myself!"

"You say that you can't take anymore and that you are going to kill yourself?"

"That's RIGHT! I'm going to the window right now and throw myself out!"

"You say that you are going to the window right now and

throw

yourself

out

...

Pity!"

What a pity it would be if what I read into your material is the case. Students searching for identity and meaning often use this noble quest as an excuse for not coming to grips with the intellectual tools which might make their search successful. Freedom (everyone's rallying cry) becomes freedom from responsibility instead of freedom to become responsible for one's own personal development. Unfortunately, many students have never been exposed to responsibility, and freedom becomes a reason for letting the intellectual motor idle. I see nothing in your admissions policies which would preclude admission of students with this naive view of freedom. While many, perhaps most, of your students are happier at Thomas Jefferson College than they would be at a more traditional school, that may not be entirely the fault of tradition and it might be happiness bought at too dear an intellectual price. It just may be that the products of American affluence (unlike their counterparts in other affluent cultures) are not highly motivated toward impractical (and thereby irrelevant) intellectual pursuits. What you seem to provide is not an alternative form of education but an alternative to education. Each person must judge for himself if this alternative best suits his individual needs and interests (that is, if we are able to demonstrate that freedom is exercised only by those willing to face the consequences of being responsible for themselves).

Don't identify my sense of responsibility with the postulates of existential freedom. My own philosophical temperament is analytic and anti-irrational. By analytic, I mean that I see philosophy as being concerned with the logical and linguistic analysis and explication of concepts. Philosophy is a tool of elucidation, not one of discovery. What this view of philosophy requires of me is adequate time to read and reflect. I'm unsure that your program would allow this. As my record will show, I am regarded by my colleagues and students as a student oriented professor who is seldom unwilling to sit and rap. At the same time, I am unwilling to 'groove with the kids' for 40-50 hours per week. This strikes me as a patronizing disservice to both students and myself. It seems to

presuppose that I will have gotten as clear about matters as I ever will independently and that future clarification will be obtained corporately. If education is to be the mutual quest for understanding involving more experienced learners called teachers and less experienced learners called students, each must have solitude as well as togetherness. Existentialist recipes for involvement and psycho-therapeutic theories of "meaningfulness" do not provide a panacea for educational inadequacies. Uniformly, these recipes and theories are built on foundations of conceptual sand. One could take a pragmatic view (as I take it Thomas Jefferson College does) and decide not to be troubled by this; but unless the College is troubled by it, the entire academic community is intellectually short-changed.

If my reading of your materials is incorrect, I would welcome the opportunity to stand corrected (although you may wish to review the materials to determine why I might have gotten the impressions I have). Further, if you believe that I have not disqualified myself as a candidate for 1972 or earlier and that I could make a contribution to the experiment, please let me know and I will be happy to send a full vitae. Thank you for your consideration.

Sincerely,



The following is a letter from a TJC graduate to Maggie. We think it merits reading by all of us.

Dear Bud:

This is the letter I have been meaning to write for the last six months, but am just getting to now. This year has been very busy, and very enjoyable. Mim and I find our marriage to be a happy experience. Our first baby, (of two, we hope) is expected Dec. 1. We are really dazzled by this--just beginning to comprehend it in its entirety.

I can honestly say I have not forgotten you or the seminars in religiology last winter and spring. I have forgotten much else from my senior year at TJC, mainly because there was much that was forgettable for me that year. There was too much talking that was

repetitious, too much arguing, especially in the Senior Colloquium.

But, to return to the seminars. In the winter of 1970 I had nearly given up on intellectual endeavour because so little really meant anything to me. Your seminars came at the right time because they allowed me to think and read about something that has always been important to me because of my upbringing. Yet because we were exploring many different views in the seminars, I did not feel that awful feeling of having to be committed to one view and defend it against all doubts--something that had been associated with religion throughout my life, since my training had been through a church that had a stake in indoctrinating me. For the first time I could find out where I was, not where I should be. After nearly a year, I know that I want to know more, my interest continues.

I haven't read much since last spring except in Tillich. A book that seemed most interesting, A Rumor of Angels by Peter Berger, was recently brought to my attention. I think I'll get it. I've done a little reading in connection with my job at the Pontiac State Hospital--Children Who Hate, by Redl and Wineman.

My job is as a Child Care Worker in an intensive therapy ward. I obtained the job through Civil Service after I had been granted C.O. status by the local draft board. It is an interesting job and can be emotionally satisfying. The kids, most of whom suffer from character disorders, can make intensive demands, especially when they "blow up" in fit of rage and need all the support you can give them. They have to be physically held, but, more importantly, they need someone to talk with. All the kids here, both those who tend to blow and those who tend to be quieter, need, not pity from the staff, but sympathy. Sometimes it is difficult to come up with sympathy for an emotionally disturbed child. Anger sometimes seems more appropriate, and occasionally is.

In short, the job is complex, and after six months I'm just beginning to understand its subtleties.

We'll try to stop at Grand Valley on our next trip to Holland; hope to see you then.

EDUCATION AS LIFE

Big Rock Candy Mountain, like its sister, Whole Earth Catalog, promotes products aiding in personal education. A "learning to learn" catalog, BRCM covers experiential learning narratives interaction process, school and classroom design, environmental spreading techniques, films on schools, outdoor classrooms, games, toys and playthings, yoga, child-rearing, classroom materials, audio-visual aids, books, simulations and more. Write Big Rock Candy Mountain, Portola Institute, 1115 Merrill Street, Menlo Park, California 94025. Summer catalog: \$4.00; fall supplement: \$1.00.

This Magazine is About Schools is a periodical devoted to experimental schools and teaching innovations. Although it is primarily directed towards primary and secondary schools, there are a number of articles regarding college and university level work. Subscriptions are \$3.50 per year (4 issues). Their address is 56 Esplanade Street, Suite 301, Toronto, Ontario, Canada.

FACULTY CULTURES AND INTERDISCIPLINARY STUDIES

(Excerpts from a research report by Jerry Gaff and Robert Wilson. The complete paper will be published in a forthcoming issue of the Journal of Higher Education.)

Recruitment of appropriate teaching faculty-- those willing and able to abandon old ways and adopt new--poses a serious problem for innovative educational programs. The evidence presented in this paper suggests a major reason: Faculty members are ensconced within their respective cultures. As a result, most interdisciplinary efforts must be staffed by "cultural outcasts," faculty who have resisted narrow cultural conditioning or have been exposed to more than one culture. Such persons are not easy to locate, and innovators should give a high priority to searching them out.

Interdisciplinary efforts are probably more likely to succeed if they try to merge fields in the humanities and social sciences than if they seek to make similar connections across the natural sciences, mathematics, and some professional areas such as engineering. This is so for two reasons: More faculty members in the former areas were favorably disposed to interdisciplinary study and the humanities and social sciences are less codified.

University of Illinois - Experiment in Living and Learning - Unit I

Summary: It is proposed that there be established an experimental residential college at the Champaign-Urbana campus of the University of Illinois. This college is to commence operations in September 1972 with a freshman class of 200 students and approximately 150 upper-classmen and 50 faculty. Towards this end, there will be established a pilot, Unit I, in 1971-72.

Rationale for a Pilot Project: The need for a residential college implies that the college that will be developed should be suited to the situation, aims, and talents of the students in that college. This being the case, it would seem advisable for a new residential college to begin with a pilot phase during which a nucleus of the student body and the faculty would undertake major parts of the curricular planning.

Principles of the New College:

1. Faculty. There will be no faculty hired specifically for the college on an annual basis. Although faculty may have tenure in other parts of the university, they will remain at the college so long as there is sufficient demand for their services. Some faculty might be called upon to lead seminars or teach classes, some might be called upon

as tutors. In either case, their remaining permanently in the college is not guaranteed.

2. Student body. There will be no attempt to make the student body an intellectual elite in the sense that only honors candidates may apply. Nor is there a sense that the student body will not include students from a variety of academic programs, both those in general curricula and those in pre-professional programs. They will be bound by a community of interest.

Curriculum: The students would enroll in a "normal" program of courses during 1971-72. Special sections of some courses, Rhet 108, foreign languages, and the like will take place within the space allocated to the unit. As the unit progresses towards collegiate status, certain special courses and curricula may well develop. All of these would be reviewed by a committee of administrators, consisting of the deans of the colleges of Fine and Applied Arts, Communications, Education, Liberal Arts, and Agriculture and chaired by the director. The only course created especially for the unit and the college will be a course, U I 110, a variable hour, multi-topic course to provide credit for tutorials or workshops. Upon application to the department or college involved, work done in Unit I 110 may be counted towards fulfillment of general education or major requirements.

GVSC's College of Arts and Sciences is remodeling one of its rooms to resemble the Seidman Pit. Also being initiated are extended evening programs. Initially, the business curriculum.

The "New Schools Exchange Newsletter" is a nationwide central resource for information on new schools and a clearing house for all people involved in alternatives in education. "The most complete source of information about non-coercive schools." \$5.00 gets you five months of Newsletters. \$10.00 gets you 1 year of the Newsletter, plus the Directory of Schools, and supplements and free ad insertion in the Newsletter.

New Schools Exchange Newsletter
301 East Canon Perdido
Santa Barbara, California 93101

GOOD ARTICLE:

Axelrod, Joseph. "An experimental College Model" Educational Record (1967) 48 (4): 327-340

Outlines a model for an experimental college that would be established on a large campus.

COMMUNITY INSIGHT PROGRAM AT JOHNSTON COLLEGE

(Contributed by Bernard Fiskén)

Johnston College officials expect an enthusiastic student response in the fall to an expanded Community Insight program designed to expose students to cultures different from their own.

In the coming year, students at the experimenting college at the University of Redlands may choose to live four weeks on an Indian reservation, or in a Black ghetto, or in a White middle-class home.



SUMMER 1971 1st five
weeks

Seminar 8

Readings in CONTEMPORARY EDUCATION

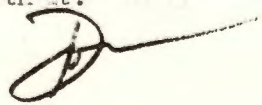
soon!

is going to discuss some wild books-- all published within the last 6 months & try to find out where education is going & how to get it there. You probably haven't heard of most of the authors or books but they're worth the reading:

But they're a rip-off: they may not be worth buying--it gets me that these radical thinkers/educators let their books be published at outrageous prices--and complain about the establishment on some fourth hand, but then the royalties are higher.

- Sarason, THE CULTURE OF THE SCHOOL & THE PROBLEM OF CHANGE
- Blackie, INSIDE THE PRIMARY SCHOOL
- Freire, PEDAGOGY OF THE OPPRESSED
- Brown, HUMAN TEACHING FOR HUMAN LEARNING
- Jerome, CULTURE OUT OF ANARCHY
- Illich, CELEBRATION OF AWARENESS
- DE-SCHOOLING SOCIETY
- Taylor, STUDENTS WITHOUT TEACHERS
- HOW TO CHANGE COLLEGES
- & the HEW Report on Higher Education

BUT THEN . . . the reason for all this is not to scare you off, but to ask that you don't let the prices of the books scare you off. If you can't afford it on your own, lets try forming book-buying coops: get together with one or two other people and buy a half or a third of the books. There's materials that won't cost at all: CIDOC Papers; BIG ROCK CANDY MOUNTAIN; THIS MAGAZINE IS ABOUT SCHOOLS; my library and the guy's next to you. I think it'll be worth it.



Open wide
and say
aardvark.

NOTE: From JLK

From time to time people surface in TJC who are going into teaching and who have either misread or not read at all the catalog statements on teacher preparation. The program leading to certification is not a difficult one to understand, but it is rather strictly structured. I have been working with the Educational Studies Institute and TJC teacher candidates for several years, and I strongly encourage students who think they are going to teach to see me and check over their requirements, programs, timing, etc. especially as they come close to graduation. There are people who have had to put in time at college they didn't expect because of some problem with certification. This in no way substitutes for normal program and degree counselling with your tutor; it is simply an aid to students going into teaching.

In order to save on secretarial typing of forms, the Draft Form of the Evaluation will be discarded. Students and faculty should write their evaluations directly--and legibly--on the NCR forms available from the secretaries. Please return the completed form to the secretaries.

Memo to T. Dan Gilmore, Dean, from E. F. Gearhart.

Although not yet formally approved by the Academic Planning Committee, it is expected that a new program called "Self-Instruction in the Neglected Languages" will be available to students in the three colleges this Fall. The languages which will probably be available are Arabic, Japanese, and Serbo-Croatian. Students may register at any quarter and successful completion of a unit's work carries 5 quarter hours credit.

Program works in the following manner. Upon receiving approval from the director of the program to sign up for a course a student is provided with instructional tapes which accompany a text he must procure from the bookstore. Arrangements are made for weekly conferences and conversational periods with a native speaker. At the end of the period an outside expert is brought in to test the student and evaluate his progress. The cost per credit is the same as regular tuition. I will have more information for you later but thought you might wish to bring it to the attention of your students.

SELLABIT

FOR RENT. Mobile Home on Plainfield across from Homestead. 2 Beds. For June 12 to August 31. Very cheap to responsible party. CALL JUDY - 361-7765.

FOR SALE, 1961 VOLKSWAGEN. Call 895-4207 or contact Norm Peterson.

3 GIRLS NEED 1 or 2 ROOMATES FOR SUMMER. Whole house in G.R. Rent \$45 -- own bedroom -- utilities included. 110 Grand N.E., 20 minutes from GVSC. Call - 456-7082, ask for: Jackie, Lisa, Ann.

FOR SALE: Custom T. A. Davis Tennis Racket, Recently Restrung, Black. 895-4207, Ernie Scheidler

Curriculum Committee, May 19, 1971

Present: Klein, Cox, Wilson, Sorensen, Reed, Kaufman, Tiny, McNaughton, McClintoh

1. Summer Seminars. Action on educational alternatives was deferred until more information and description is submitted. Audio Physiology was approved.
2. Teaching Assistants. The Committee approved the concept of Teaching Assistants in Examinations only if they are adjunct to the faculty and not in lieu of the faculty. Qualifications for the positions should be decided by the faculty offering the examination. Compensation should be monetary and not credit--thus application must be made to the Finance Committee.
3. Dan Gilmore informed the Committee that Kathy Fox and Jim Pongones would assist 1971-1972 Seasonal Seminars without compensation since TJC is financing their training this summer. It was not determined if they would assist for one or two quarters.
4. Limit on number of examinations. It was decided that the Committee could not set a policy of the minimum or maximum faculty load although it does advise on median and normal loads. It was further pointed out that an earlier policy had set a maximum of three examinations per faculty per quarter.
5. Seasonal Seminar. Dan Gilmore asked for specific definition. It was first noted that the enrollment priorities previously determined apply: entering freshman; other freshmen; other entering students. Further specifications are 1) the curriculum arises from the group with the possible exception of a minimal initial structuring by the faculty; 2) the character is determined by the participants; 3) the structure is at best loosely defined. Specific goals for the seminar are: a. promoting creative behavior; b. developing the capability to work individually and in groups; c. developing the capability to generate individual and group curriculum throughout schooling and

beyond. d. maximizing choice situations.

6. Teacher Preparation. Specific TJC requirements were discussed. TJC is promoting a three minor/no major degree, and if approved may not accept candidates for major certification. TJC may offer a continuing seminar on education modeled on the Seasonal Seminar with changing faculty which interested students could take on and off.
7. The Committee assumed responsibility for the Independent Project, but will probably turn it over to Academic Affairs in Fall 1971.
8. The next meeting is Tuesday, May 25, at 10:00 a.m. Agenda: Independent Project Resources, Goals 2 & 3.

Academic Affairs Committee, May 17, 1971

Present: Gatov, Gulian, Iron

Olive Lomasiewicz's program for graduation with a B.A. in English was reviewed and approved.

Joan Peryam's request for a substitute Independent Project proposal was approved, but not unanimously.

Some contract studies were approved and some were sent back to the proposee.



Michael Thorn, a TJC student, died in an automobile accident. What can we of the community say except we're sorry and most of us would have liked to have known Mike better. I ponder... sigh...not knowing what else to do.

Jim Pongones

Faculty Committee Minutes, 5-13-71
Room 161-Huron 3:00 p.m.

PRESENT: Earl Heuer, Chairman, Dan Andersen, Steve Brown (TM Rep. to Personnel Com.), G. Davis, T. Dan Gilmore, Bud Haggard, Lee Kaufman, Don Klein, Betty Ryan (TM Faculty Com. Rep.) Mary Te Pastte, Cam Wilson, and several TJC students.

22.01 Announcements

EH-An Open House for GVSC will be held on Sunday, May 23, from 2 to 5 p.m. at Seidman House. Pat Koepp of the Public Relations Department requested that someone from TJC attend, bring literature, and talk to interested visitors.

Lee Kaufman agreed to attend on May 16, and T. Dan Gilmore on May 23.

22.02 Personnel Committee (re retention of Bud Haggard and Don Klein)

Earl Heuer stated that each member of the faculty had received summaries of ratings by the following, all on "overall teaching effectiveness."

1. Random selections of students who had taken work with the various faculty.
2. The TM Representative Committee
3. The Faculty. Summaries of the Faculty's ratings on service to TJC and GVSC and professional achievement were also distributed.

All but two of the TM Rep. Com. turned in evaluations, although some of those that were turned in were not filled out completely since they were not familiar with all of the faculty being rated or for other reasons.

Faculty also did not turn in ratings for all members since some felt they were not familiar with the teaching, professional achievement, or service of all of the faculty members.

TDG stated that he noted a certain consistency in the ratings and felt the Random Selection of Students seemed to give a better indication of rating of faculty on teaching than the others.

EH noted that strong objections both to the substance and procedures of the evaluations had been received, and that faculty should be aware of these objections.

It was explained that Messrs. Haggard and Klein were now being considered for 1972-73 contracts because: a) both had contracts for the 1971-72 academic year and; b) college regulations require 12 month notice of any non-renewal of contract for faculty who have been at GVSC for longer than two years. It was also emphasized that recommending 1972-73 retention carried with it a recommendation that tenure be granted.

After an open discussion, non-voting members and each candidate were asked to leave. Upon their return, a ballot was taken. Retention and tenure was recommended for each by a majority vote.

22.03 Adjournment

The meeting adjourned at 4:30 p.m.

