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Bull Frog Pond, Vol. IV, No. 1

Grand Valley State College. Thomas Jefferson College

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BULLFROG

POND

beckett

CONTENTS

of the Thomas Jefferson College
Bullfrog Pond
Vol. IV - No. 1

Reflections of Mary Sonneborn-----	3.
From Bud-----	3.
Ideas Packed-----	4.
Recipes-----	5,6.
Education as Life-----	7 thru 10.
On Seminars-----	11.
Special Study-----	12.
On Summer Session-----	13.
Fall Registration-----	13.
On Graduation-----	13.
On Curricula Changes, Klein-----	14.
GVSC Black Students-----	15 thru 23.
National Anti-War Convention-----	24.
Faculty Committee Minutes-----	25 thru 28.
Curriculum Committee Minutes-----	28.
RC Election Results-----	28.
On Community-----	29.

THROUGH THE LOOKING GLASS: ENDING A YEAR AT TJC

I remember the first day I walked into Lake Huron Hall. Dan Clock scurried past me looking at his watch and muttering "I'm late, I'm late". Following this "white rabbit", I opened the door and encountered Joe Lewis, sitting cross-legged on the floor like some great, black, hooka-smoking caterpillar. From that moment on, I felt like a wide-eyed Alice tumbling into a strange wonderland. There was Bob Giddis--a very mad hatter-popping into my office mumbling insanities. Jim Pongones and Ernie Scheidler-Tweedle Dee and Tweedle Dum-dropped in and out of my classes with their synectic wisdom. In the perpetual Looking Glass, I kept growing and shrinking at an alarming rate. One moment I was so tiny that I could hardly avoid being unwittingly trod upon. "Stranger and Stranger," said Alice!

As winter approached, the madness began to resolve itself. Paradoxes became a way of life. When I was a student, I could sometimes teach. If ever I was a teacher, it was when I was truly a student. TJC became less of a mushroom dream. And the Looking Glass (somewhat cracked from overuse) ceased to be so important. My image was in my own head. By Spring, I genuinely felt part of the community. The importance of roles faded. Perhaps for a few months, I had a taste of what the ideal living-learning situation will someday be: a place where everyone is at one a teacher/student/participant. Of course, there will be pain and uncertainty. But everyone will be involved with his whole being. It seems a sane fairytale to me.

Before I close, a few personal messages:
LEE: So catch some nice girl and settle down, already! (I think you could make it this time.)
BILL IRON: Your sense of humor has sustained me. Continue to enjoy the show. CAM: A toast to your happy marriage of the mind and the heart!
BUD: Better to care too much than too little. Keep truckin'.
EARL: My admiration will remain unbounded for someone who can actually stick with the Chinese language.
KLEINE: Don't ever become really sane or you really will scare me!
D.A.: I'll remember you for our common secret that science can be fun, and for your Mock-Turtle-Neck sweaters.
MARY TEPASTTE & KATHY HONORE: Let's hear it for the ladies!
DAN GILMORE: Like the Cheshire cat, your grin will remain in my memory, long after the rest has faded.
KATHI GATOV: From one fellow to another, don't you know that your short haircut will make it easy for someone to bite the back of your neck?!

So long all--
Mary
Sonneborn



A FAITHFUL FRIEND from Ecclesiasticus 6

Sweet Language will multiply friends;
And a fair-speaking tongue will increase
kind greetings.

Be in peace with many:
Nevertheless have but one counselor of
a thousand.

If thou wouldst get a friend,
prove him first,
And be not hasty to credit him.

For some man is a friend for his own
occasion,
And will not abide in the day of thy
trouble.

And there is a friend, who being turned to
enmity and strife will discover they reproach.

A faithful friend is a strong defense;
And he that hath found such a one hath
found a treasure.

Nothing doth countervail a faithful friend;
And his excellency is invaluable.

A faithful friend is the medicine of life.

--Bud

ON HOUSING....

Mary T. came up with an idea for easing the housing problem, its hard to find and usually expensive. The plan is as follows:

Formation of a committee working out of the TM office to find good places to live.

People around give suggestions to this "organization".

People needing housing would get in touch.

All we have to do is do it. For further information and/or suggestions, talk to Mary TePaste, Jim Pongones or the TM office.



ON VISITORS....

This is another idea Mary came up with. TJC has about three visitors a week (mostly prospective students). They are usually really interesting people who need a place to crash while here. TJC students have put them up in the past, lots of us would like to but often-times can't afford it. Try this one on:

Set up a fund (monies mostly from the visitors) to help cover the additional expense of another body for a couple of days; Money being available to TJCers hosting the visitor(s).

This would allow people who want to host, host and would give the visitor an enjoyable stay.

For further information talk to Mary TePaste, Jim Pongones or the TM office.

Betty Tryon has been accepted at Indiana University Law School, congratulations. Thats one of the things you can do with a B.Ph..



Kath. Fox
Lee Kaufman
Norm Peterson
Jim Pongones
Ernie Scheidler
Cam Wilson &
Jo Wilson

are all going to the Center for the Studies of the Person in LaJolla, Calif. this summer. The three week workshops train participants in encounter group facilitation. The program includes 150 hours of direct encounter group experience plus chats with humanistic psychology leaders such as Carl R. Rogers.

WHY NOT?....a few really good recipes.

GOODO SMELT

(This recipe should be good for most any fish)

6oz. of Realemon

1 tea. salt

1 half tea. pepper

Slash fish 5 times diagonally (///) on a side.

Soak fish in above mixture for about 4 hours. Roll fish in flour and fry.

Makes as much as you got. (note) It would probably be a good idea to clean the fish first.

DANDELION WINE

1 gal. dandelion flowerheads (use only yellow, no green)

1 gal. boiling water

3 oranges chopped fine

3 lemons chopped fine

3 lbs. sugar

1 oz. baker's yeast

Pick dandelions in early morning and wash them. Place in a large crock and pour boiling water over them, immersing them. Let set. Put cheesecloth or towel over and let set 2 or 3 days and stir occasionally, one or two times a day. After 3 days remove flowers, squeeze out juice and discard flowers. Add rest of ingredients to remaining liquid and boil for about 20 minutes. Let cool and then dust yeast on top of liquid.

PINEAPPLE CARROT NUT BREAD

2 c. sifted flour

1/2 c. sugar

1 tsp. Baking powder

1/2 tsp. salt

1 cup raisins

1/2 c. walnuts (coarsely chopped)

1/2 c. shredded carrot (fine)

1 beaten egg

1 tsp. vanilla

2 tablespoons melted shortening

1 - 9 oz. can crushed pineapple undrained

Sift dry ingredients into bowl; add raisins and nuts. Dissolve soda in pineapple, stir until just blended and add to other mixture. Pour into greased loaf pan or cans. Bake 350° about one hour.

BANANA NUT BREAD

1 CUP SUGAR
2 tablespoons liquidspry
1 egg
1 tsp. vanilla
2 cups flour

1 TSP. BAKING POWDER
1 tsp. soda
1/2 cup orange juice
2 large bananas mashed
Nut meats

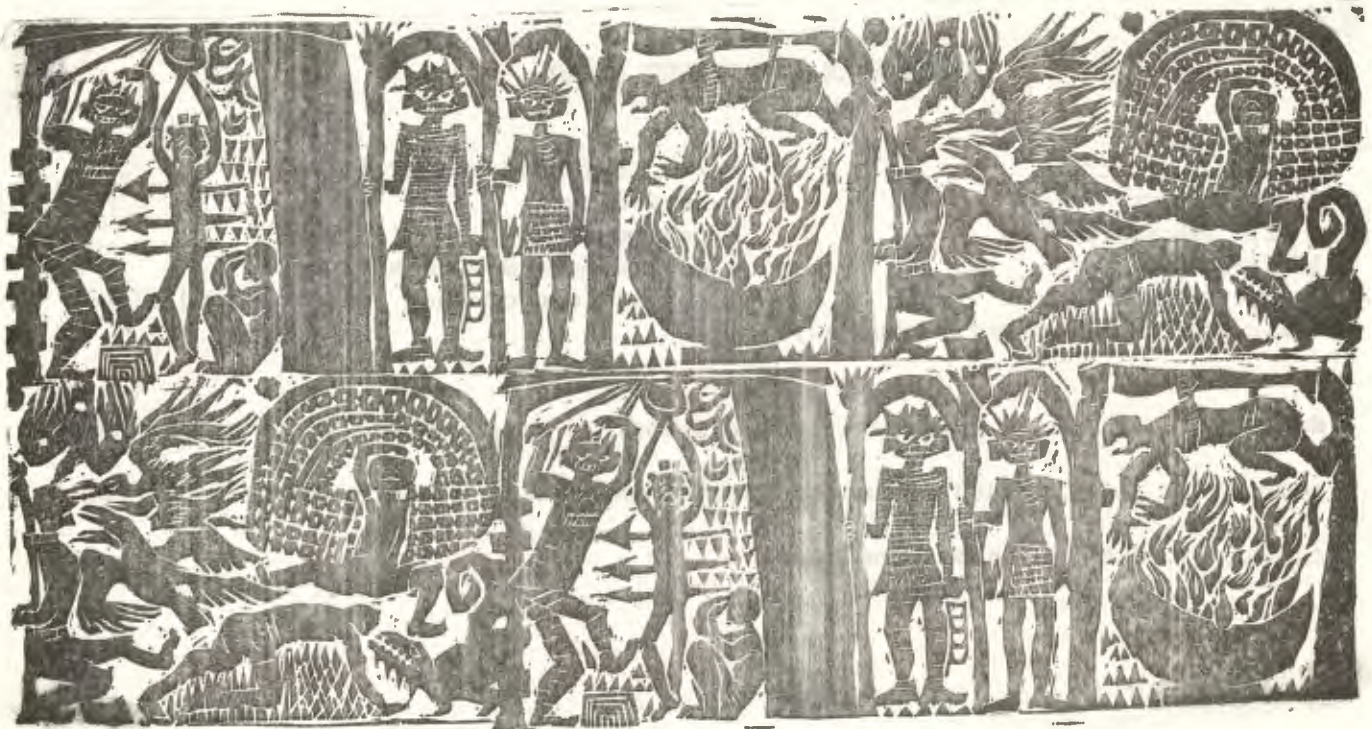
Combine above ingredients and mix well. Bake in 325° oven 1 hour in two loaf pans (or 3 to 4 cans a little over half full). Grease well.

PUMPKIN BREAD

1 2/3 cups flour
1 1/3 cups sugar
1 Teaspoon soda
1/4 teaspoon baking powder
3/4 teaspoon salt
1/2 teaspoon cinnamon

1/4 teaspoon cloves
2 beaten eggs
1/3 cup butter of margarine melted
1/3 cup water
1 cup pumpkin
1/2 cup nuts or raisins

Sift together first 7 ingredients. Combine next 4 ingredients and add to flour mixture. Fold in nuts or raisins; pour into 1 large or 2 small greased tins. Bake in 350 degree oven for 1 hour.



EDUCATION AS *LIFE*

Teaching

Some Observations on What Makes an 'Outstanding Teacher,' From Eight Persons Who Merit That Appellation

By **KENNETH E. EBLE**

Getting faculty members interested in teaching is a major problem in trying to improve instruction. Although faculty members do talk about it with one another, the talk tends to be insular, among those already absorbed in teaching rather than among those who might benefit from giving teaching conscious attention.

A recent study out of the Center for Research and Development in Higher Education at Berkeley tries to identify what activities distinguish the outstanding teacher from the poor one. The most significant difference seems to be in the various ways good teachers manifest an active interest in teaching. They talk about it with colleagues, examine it themselves.

Another finding in a related study points to the fact that faculty members tend to confine their close colleague relationships to like-minded

faculty members. The academic do-gooder, already faced with the likelihood that he is preaching to the converted, confronts the further fact that the converted are mainly talking with each other.

What can be done to give teaching wider visibility on a campus? To bring into the discussion those whose teaching might suffer from lack of exposure to other teachers and other ideas about teaching?

At Western Washington State College, Sam Kelly has worked out a modest and attractive program which seems to have such possibilities.

During the winter quarter last year, the college brought eight teachers from Northwest colleges and universities to speak on "Methods and Techniques of College Teaching." The speakers were nominated by faculty and administrators in nearby colleges as meeting the general description of "outstanding teacher." The eight, selected from a much larger list, were in chemistry, communications, economics, history, mathematics, physics, political science, and psychology.

What They Believed In

What they talked about was what they believed in and practiced as teachers. The extracts from their presentations, as reported in an "Occasional Paper" issued by Western's Center for Higher Education, are as valuable a set of observations on teaching as I have seen.

Some samples:

- ▶ When opining, make this clear and request the student to do likewise.
- ▶ Don't expect the student to recite. Expect him to question, to draw comparisons, to pose problems for the instructor and his fellow students.
- ▶ A working definition of "relevance" is a student-generated question.
- ▶ Lectures that duplicate text as-

signments demean the student and devalue the instructor.

▶ Informal notes set a better atmosphere than does a script; they also allow for student interaction, interruption, dialogue.

▶ Emphasis is a devastating tool of the instructor. Listen to yourself. What do you emphasize? What you mean to? Everything? Nothing?

▶ Steal everybody's best methods shamelessly.

How to Identify Them

The idea is an easy one to carry out on any campus. Good teachers like to talk about their craft. And no campus is very far away from dozens of highly effective teachers. If a campus has wider ambitions, the roster of the Danforth Foundation's Harbison Award winners provides a source of identification. Over the nine years these national awards for gifted teaching have been given, more than a hundred outstanding teachers have been identified.

There are some dangers, of course, that the vanity common to college teachers will qualify the program's impact. On many campuses, distinguished teacher awards have aroused a good deal of wounded pride, criticism of the choices, and outright jealousy. Still, the program at Western Washington attracted a reasonable audience and, from the printed report, maintained a high level of disclosure.

It seems worth trying. It takes little money or effort to arrange. And it offers a possible way of giving discussions of teaching an attractive form which might reach out to those who could benefit most.

Mr. Eble is director of the Project to Improve College Teaching, co-sponsored by the Association of American Colleges and the American Association of University Professors. He is on leave from a professorship of English at the University of Utah.



Undergrad Changes Urged by NUY Panel

Changes in undergraduate education at New York University were recommended by a 21-member commission of faculty, administrators and students following a year-long study. Major changes urged by the group include enabling students to earn the bachelor's degree in as few as three or as many as six years; development of programs that would permit students to accomplish as much as one quarter of their course work in independent study; restructuring of the individual undergraduate colleges to offer students a variety of approaches to the goals that the schools have established for themselves; establishment of an "open college" to house alternative approaches to undergraduate education, and development of new methods of faculty evaluation.

"Students need to know the goals and purposes for which educational programs exist if they are to choose rationally among institutions and if they are to generate real commitments to learning," the commission said in the introduction to its 113-page report. "Institutions themselves must determine their roles if they are to provide appropriate curricular routes to those goals, and they must provide appropriate mechanisms to test and develop those alternative modes of education."

Students of communications at Howard University have established a Black Communications Society which they hope will become a national organization with chapters at all black colleges and universities. Students said the society was formed because of the need for an organization which will influence, stimulate, and cultivate an effective communications link for the black community.

Trustees of Antioch College approved 18-3 an agreement between the college and the Urban Law Institute of Washington. The opening of the school of law in September 1972 depends on the results of a feasibility study which will determine whether faculty, funds and other necessary resources and accreditation will be available.

TEACHER EDUCATION PROJECT BEGINS

In our country we can see many changes taking place within our elementary and secondary schools. Today students are challenging the very foundations of "traditional" education. Institutions such as compulsory attendance, closed campuses, no smoking rules, grading, compulsory physical education programs, dress codes, etc. are being radically reevaluated. Some students are asking for more self-determination in regard to their own education, while others feel a sense of alienation when they cross the gates of their schools. Many sit back and quietly go through the motions of learning, not challenging the oppressive atmosphere because they feel a sense of futility.

Are the teacher training programs in our colleges and universities sufficiently aware of these problems to be able to provide future teachers with the skills necessary to meet the demands of today's youth? From correspondence to the Center and from personal observations, it appears that in many instances the teacher training programs are in fact not fulfilling these needs.

Therefore, we are undergoing a study which we hope will serve a two-fold purpose. First, we hope to expose the irrelevance of many programs in this area. We hope to investigate the frequent criticism that, for the most part, the nation's education schools are caught up in a cesspool of conservatism and non-imagination. Secondly, we would like to gather information about schools which have either reformed their programs or are in the process of reforming them.

This is where your help is needed. We would like to know what is happening at your colleges and universities in the field of teacher training. We would appreciate any personal indictments against programs which you feel are irrelevant and which do not meet the needs of the people whom they are meant to serve.

This could be an opportunity for action through constructive criticism. Also, if you know of any programs where you feel real progress in teacher education is being made, we would very much like to hear from you.

Please address all mail in reference to this topic of teacher education to Warren Blumenfeld, Center for Educational Reform, 2115 S Street, N.W., Washington, D.C. 20008.

With this information we hope to compile an article for our publications series which will be given out on request from the Center. Your help will be greatly appreciated.

Graduate Fellowships For D.A. Degree
Awarded

The U.S. Office of Education reported that the first National Defense Graduate Fellowships for the pursuit of the Doctor of Arts degree have been allocated to four institutions for support of 24 candidates. Preston Valien, acting associate commissioner for higher education, said the allocations are being made "to help fill the need for more broadly trained teachers at the undergraduate level." He added: "People coming out of these programs will fit ideally into two- and four-year institutions where, in addition to a depth of knowledge in their own subject matter areas, instructors often must have an understanding of university governance and be able to provide counseling services to students."

The four participating institutions offering D.A. degrees may distribute the fellowships among approved programs as they see fit. The institutions and the programs in which they will offer the degree are: Claremont University Center-- history, government, modern European languages, linguistics, and humanities; University of Illinois--economics; University of Michigan-- English; and Carnegie-Mellon University-- mathematics, English, history, and fine arts.

Valien said the D.A. fellowships are among 2,100 new and 5,272 continuing fellowships awarded for the 1971-72 academic year to persons interested in becoming college or university teachers. Until this year, all have been awarded to persons seeking the Ph.D. He said a total of \$47.2 million is available for the 1971-72 program. From this amount, \$5 million is being reserved to cover the cost of fellowships for returning veterans and for fourth-year fellowships that are awarded occasionally.

Registry Shows 34% of Ph.D.'s Without
Jobs as of June 1

The Cooperative College Registry reported this week that 34 percent of the Ph.D.'s who have listed themselves since last October were still without jobs as of June 1, CCR is a nonprofit organization in Washington which assists college teachers and administrators in finding and filling positions at its 315 member institutions.

Mrs. Elizabeth S. Fisher, director of the registry, said 6,007 Ph.D.'s in 24 disciplines registered themselves as available for positions as of September 1971. As of June 1, 2,040 had still not found jobs. Included in the total were all earned doctorates except M.D., D.D.S., and D.V.M., plus those who said they would have the doctorate in hand before Sept. 1.

Chemistry, with 865, had the largest number of registrants. As of June 1, there were 348, or 40 percent, still looking for employment. Speech and drama disciplines had the largest percentages of registrants--53 percent and 52 percent respectively--still on file.



These are the additional seminars for fall, 1971. Some of the titles may be changed slightly as we work around the 20 space limitation.

Food/Nutrition--Efron
On Being More Human--Bode
Psych. of Advertising--Rodin
Instant Theologies--Haggard
Technology/Society/Technocracy/Counter-Culture
--Andersen
Mind and Knowledge--Rodin
Creative Writing (fiction)--Vas Dias
Poetry Ecology-- Vas Dias
Aldous Huxley--Kaufman
Fall Seminar--Wilson
Music Composition--Schechtman
Materials of Music--Schechtman
From Art to Theatre--Birtwistle
Psychology of Human Sexuality--Woody
Borges, Barth, and Cage--Klein
Psychology of Social Problems--Diller
Improvisation & Dance Production Workshop--
Loizeaux
Film Making--Loizeaux
Speed Reading--Morris
Ouxpensky, Gurdjieff--Schechtman
Contemporary Black Lit.--Kaufman
Writings of Thomas Jefferson --Heuer
Velikovsky--Andersen

The rest of these are possible.
Gestalt Psychology--Kretschmer
Audio-Visual--Doebel

BOOKS

Student Legal Rights: What They Are and How to Protect Them

by Michael Nussbaum

New York, Perennial Library P210, 1970

160 pages, \$1.25

For some time now, a short, readable book on student legal rights has been needed. Recently, students interested in their legal rights have been inundated by statements affirming their rights, but although it is comforting to know that these rights exist, affirmation of them is the only function of these statements. Student rights statements have been issued by such organizations as the National Student Association, the Association of American University Professors, the American Bar Association, the ABA's Law Student Division (LSD), the National Education Association, and the American Federation of Teachers. There have also been some short volumes dealing tangentially with student rights, such as *The Bust Book: What to do Until the Lawyer Comes* by Boudin, et al, and *Up Against the Wall: The Legal Rights of People Under 21*, by Strouse. While these books give practical suggestions on some aspects of student legal rights, they were not intended to fully discuss a student's relationship to his school.

Nussbaum's book is concerned with a logical explanation of a student's rights while in school. It is written to be understood by the layman, without the necessity of constantly referring to *Black's Law Dictionary*. It is meant to be understandable to the undergraduate seeking to discover and actuate his rights on campus, to help lawyers, and to inform the general public.

The book seeks to explain what many of the statements on student's rights assume or gloss over. Beginning with a chapter on the student's legal relationship to the university, it moves over twenty additional chapters in a logical and flowing progression. Additional chapters concern what conduct a school can and cannot regulate, and how it may regulate legal limits of student protest, university injunctions against demonstrations, fair procedure in disciplinary hearings, and special areas of interest: loss of financial aid, unfair grades, discrimination based on sex or race, maintenance and disclosure of student records. There are also several chapters on free speech in the university context, namely speaker bans and censorship.

One of the most important features of the book is best seen in the chapter on fair disciplinary procedures. Statements of student rights have always been satisfied with mechanical recitations of what procedural rights a student should have. Nussbaum's formulation is complete and exhaustive and also takes an all-important additional step: he explains what each of the rights means, what a student must insist on and beware of in a practical quest of his rights. This chapter is easily the best in the book and may save students many unnecessary problems.

There is a final chapter on the draft. Mr. Nussbaum is a successful draft attorney, and in this chapter he discusses general principles of dealing with the Selective Service System. This chapter is lengthy as compared to the others and contains a discussion that is current to October, 1970.

For those students (or their attorneys) who want to look into the subject further, the author has provided a table of cases, arranged by subject areas, which should facilitate independent research.

The book accomplishes what it set out to do. It is a short, highly readable and very helpful discussion of student rights, a practical guide rather than a mere affirmation of the existence of those rights. At least for the near future, the book should fill a demand that has to date been unanswered.

Michael Liethen

MINORITY ACCESS TO COLLEGE, by Fred E. Crossland (Schocken Books, 67 Park Ave., New York, N.Y. 10016, \$1.95). A Ford Foundation report on the extent of minority participation in higher education, the major barriers faced by minority students, and the ways in which some of those barriers are being removed.

THE STATUS OF ACADEMIC WOMEN, Review 5, by Lora H. Robinson (ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, D.C. 20036, single copies available free). Reviews literature on the status of women, summarizes reports on specific campuses, and lists projects aimed at improving the position of women in higher education.

THE UNDERGROUND GUIDE TO THE COLLEGE OF YOUR CHOICE, by Susan Beriman (New American Library, 1301 Ave. of the Americas, New York, N.Y. 10019, \$1.50). Descriptions of colleges, by state, containing information on the admissions requirements, academic structure and reputation, costs, nature and habits of the student body, and the mental and physical environments of the various campuses.

SUMMER SEMINAR I
 (Group Special Study on Group
 Dynamics/Processes) A Laboratory
 for Applied Behavioral Sciences

- 1) It is EXPERIMENTAL;
 - an experiential understanding of "learning".
 - an exciting experience in a "human laboratory".
 - a consideration of approaches to leadership in human groups.
 - an opportunity to shape the learning vehicles-your experiences.
- 2) It is INTENSIVE;
 - you will be working:
 - with at least 6 other people, plus a MOP*.
 - for two 3 hour sessions per day- 9-12 am and 1-4 pm.
 - for five days a week throughout five weeks-23 June thru 28 July.
- 3) It is ACADEMIC: you will be reading
 - Microcosm
 - Carl R. Rogers on Encounter Groups
 - The Practice of Creativity
 - Group Processes: Intro. to Group Dynamics
 - Small Groups: A Sociological Perspective
- 4) It is STRUCTURED; you will be working:
 - in one of three groups of 7 plus persons.
 - with a MOP*~~S~~*Monitor-Observer-Participant.
 - on a set experiential exercise in each three hour session.
- 5) It is a COMMITMENT; TO-
 - a) yourself- for your own reasons... a voluntary experience.
 - b) others- in your small group... to enrich your common experience
 - c) others- in your large group... to learn in a "community".
 - d) MOP*- in your small group... to relate as a human being.
 - e) Bud- in your large group... to participate and cooperate.



SUMMER SEMINAR (NEW)

Announcing a Summer Term Seminar that has not yet appeared in previous publications:

When? Summer '71 2nd five weeks
 What? The Solar System and Immanuel Velikovsky
 Tutor? Dan Andersen

This will be a study of Velikovsky's thesis that certain cosmic disturbances affected the structure of the solar system. He bases his ideas on an exploration of a host of folklore and legends of many cultures. The question as to how "scientific" his theories are will also be discussed. The basic readings will be:

Worlds in Collision
Earth in Upheaval — In these Velikovsky
Ages in Chaos — presents his views
The Velikovsky Affair -- A review of the
 controversy brought
 about by Velikovsky's
 ideas.

IDEA FOR SPECIAL STUDY

NBC presented a documentary, "This Child is Labeled X" concerning the juvenile delinquents in Cook County Illinois and a detention facility in Texas. I would like to research and compare the Kent County Juvenile Detention Home and juvenile services with those similar facilities presented on the national program.

Possible topics covered would be:

- A. Type of crimes
What percentage of offences would not be considered crimes for adults?
 1. truance
 2. curfew violations
 3. incorrigible, etc. . .
- B. Processing Procedure
 1. Facilities available
 - a. Local-Kent County Detention Home
 - b. State-Michigan Boys Training School
 - c. Kentfield
 - d. Child Haven
 - e. Starre Commonwealth
 - f. Wedgewood Acres for boys & girls Teen Home
 - g. Other facilities
 2. Probation
80% of all juveniles referred to the court are placed on probation. Why?
 - a. Best procedure for child?
 - b. Good probation officers?
 - c. Inadequate detention facility?
 1. local
 2. state
- C. Services offered to juvenile
 1. Counselling
 2. Medical
 3. Family Service
 4. Educational

Dr. Williams agreed to be supervisor of this project if approved by TJC, and I will contact Ron Efron also.

Judge Stoppels, senior judge of Kent County Probate Court has given me permission to interview at the juvenile detention center.

Beside direct interviewing at the Juvenile Center other sources of information would be:

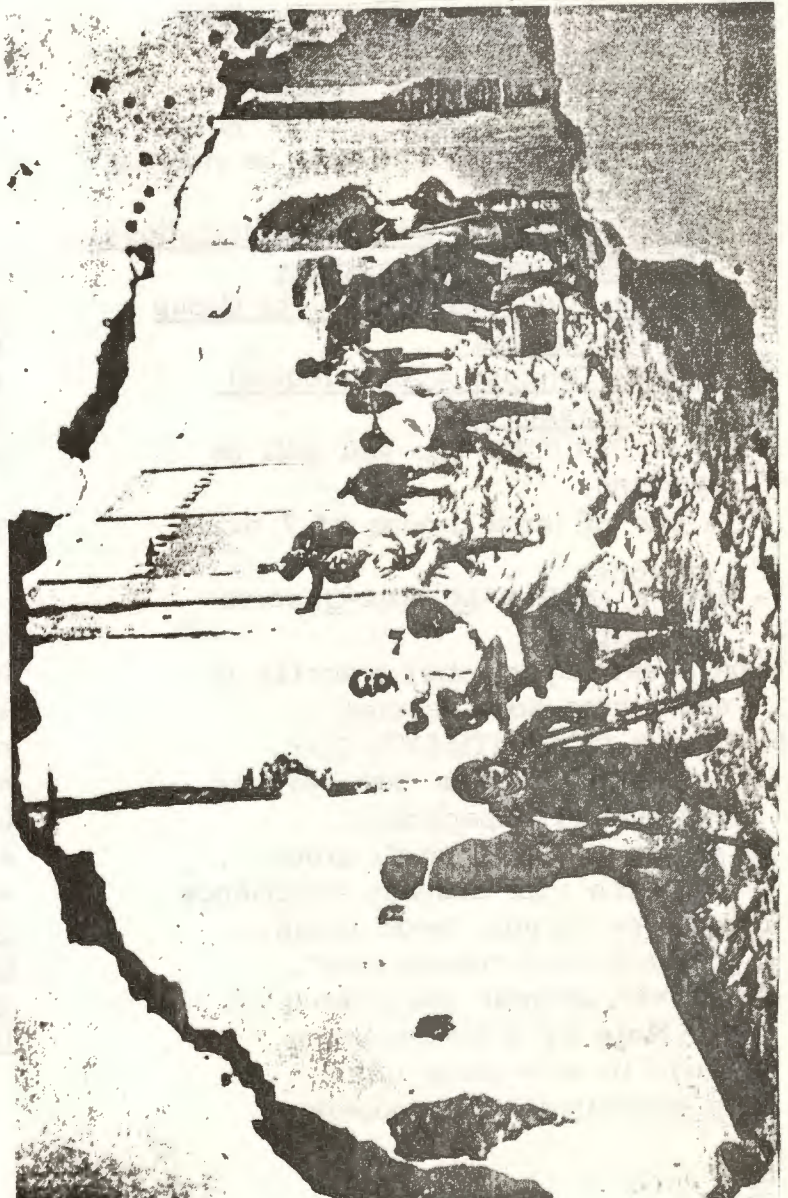
- The National Parole and Probation Reports 1958
- Children's Services of Kent County Report

- League of Woman Voters 1962
- Kent County Juvenile Detention Center Advisory Board (Citizens Advisory Board)
- Annual Report - Kent County Board of Supervisors
- State Hearings-Kent County June 8 (1 of 5) conducted by the state Parole and Review Board, Michigan Youth Advisory Commission.

Miss Rosemary Scott
Mrs. Evangeline Lamberts

If you are interested in doing this, this summer or fall contact:

Mrs. Lee Beckett
2741 Boston S.E.
Grand Rapids, MI
Phone: 949-4623



SUMMER SESSION

Registration for summer session will be June 22, at 9:00 a.m. We're not sure yet where, but it will be in Lake Huron Hall. We will have to finish by 2:00 p.m., and payment will be made in the Accounting Office LMH before 4:00 p.m.

Payment Schedule

	<u>In-State</u>	<u>Out-State</u>
12-17 credits	\$152.00	\$400.00
7 -11 credits	\$122.00	\$320.00
1 - 6 credits	\$ 76.00	\$200.00
Each credit over 17	\$ 10.00	\$ 27.00

Additional seminars and contract studies may be planned and approved of until June 21. It would be advisable to have your program worked out by your tutor before then, but it will be possible to do it on the 21st and 22nd. If your tutor is not available, Lee Kaufman will assist in scheduling.

One thing to be aware of is that all classes -- for both the first and second summer session must be registered for at the same time -- June 22. That means all seminars, contract studies, exams -- everything.

By the way, we -- me and some others -- need to know who will be coming to summer school. So -- send me a postcard, slip notes in my box, write on the back of this -- anything -- but let me know in writing -- name and number please -- if you are coming to summer school.

Registration for the fall will be September 27. In case that slips your mind, the Advance will be the week of the 20th and classes start the 28th. It's going to be tight; we'll have to register 320 students between 9:00 and 2:00. Again tuition and fees -- same price, same service as summer -- will be paid at the Accounting Office before 4:00 p.m.

All the seminars will be approved by June, and contract studies can be approved any time, so if you possibly can, get all your scheduling done (filling out forms etc.) before the Advance. A limited amount can be done at the Advance. Our plans are to have Lake Huron Hall open Sunday, the 26th, for more scheduling and contract

studies approval. You will have to pick up your registration cards on the 28th from your tutor. All the faculty will be here on the 28th, so really last minute things can be done then. Remember you will have to pick up your registration cards on the 28th from your tutor. There will be more details on the Advance and possibly on registration later.



ON GRADUATION.....

Spring graduation is on June 13 at 2:15 p.m. in the field house. Following is a list of TJC students who will be eligible to take part in the graduation exercises barring blank ups or whatever.

Fall Term 1970 Graduates

Hathaway, Judy
Ike, Ruth
Lannin, James
Schroeder, David

Winter Term 1971 Graduates

Wright, Anne

Spring Term 1971 Graduates

Edmonds, Jack
Garvin, Norma J.
Goniwiecha, Mark
Ham, Clifford
Jaynes, Greg
Johnson, Jonatha
Lomasiewicz, Olive
Podgorski, Teresa
Poole, Margaret
Reinhart, Paul
Sullivan, Mary
Viti, Tom
Young, Tom

Students who expect to finish this Summer Term, 1971

Green, Michael
Gulian, Larry
Peterson, Patricia
Tabac, James
Tryon, Betty
Vert, James F.
Wagemaker, David

Graduates, please make sure Mary Te Pastte has your permanent address so we can keep in touch with each other, (through the BFP).

THINK ABOUT CURRICULAR CHANGES & MAYBE WE CAN INSTITUTE SOME WHEN WE'RE ALL HERE NEXT FALL: a few that are floating around are

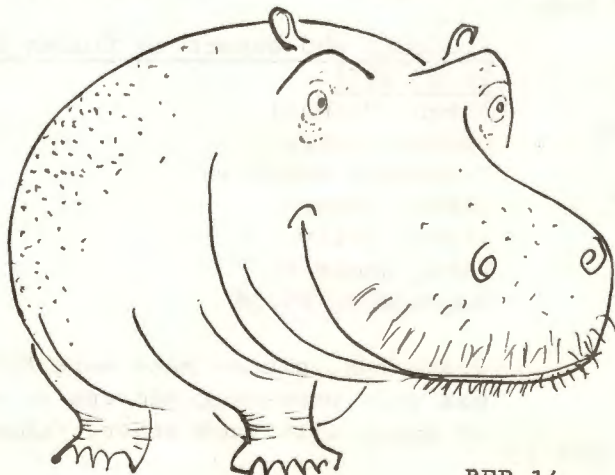
1. register for classes after they're over-- after you've completed the work.
2. a moratorium on all faculty generated offerings--whatever curriculum exists must be generated by the students.
3. an open quarter--all the time table would list would be rooms, times, and faculty--any curriculum would be assembled by groups of people making use of those and other resources for any lengths of time are necessary.

4. Consider the notion of credits . . . what are they? who do they belong to? should they be?

I would answer "no" to the last, which would do away with the first two, but that's not about to happen for some little time, so: credits can be equated with time (5 credits is normally one third of a student's committed time in his academics), with money (about \$10/credit or \$50/course), with accumulations toward graduation (36 5 credits equals one BPh); and they seem to belong to the faculty (my course is worth twice his, so if he's giving 5 credits I'm going to give ten), or to the "institution" (all courses should involve 5 credits worth of work: which is 5 contact hours and ten homework hours per week).

I would argue that credits should "belong" to the individual student and he should determine what exchange system he wants to use. We could accomplish this by making all courses variable credit with the student registering for as much credit for a particular course as he wants to invest in it according to whatever system of exchange he's employing. The faculty would not have anything to do with credits, no different expectations of a 2 credit student and a 5 credit student, not one book per credit; in fact the faculty should'n't even know how much credit any particular student is "earning": he only judges whether the endeavor has been satisfactory. One student might determine he wants 5 endeavors for his \$152 and sign up for 5 3credit courses; another that he wants to spend half of his time in each of this courses and sign up for 2 8credit courses; still a third that he wants his BPh to consist of 45 endeavors and sign up for all 4credit courses.

It requires that students too get rid of any notion of credits as implying comparison: noone should worry/complain that someone else is doing only as much work as he is for twice the credits or that he's doing three times as much work as the next guy for the same amount of credit. Can we do it? And maybe eventually get rid of credits all together. Then 'degrees'--whatever they are (180 credits? 4 years? \$1800?).



Don Klein

The following nine pages are a reprint of a recent release concerning the Black student Body on GVSC. We think it is of interest to everyone.

STATEMENT OF PURPOSE

We, the Black students of G.V.S.C. in attempting to reach the goals of higher education feel that there should be several changes implemented here at G.V.S.C. that will make it easier and more meaningful for all students to obtain those goals. We feel that this will make G.V.S.C. a happier place for all concerned and will help facilitate the learning process for everyone, faculty and administration as well.

The suggestion made in this statement represents an honest appraisal of the issues which the Black students of G.V.S.C. (T.J.C., C.A.S. and W.J.C.) feel need immediate attention if any improvements in the relationship between Black and White students, the faculty, and the administration are going to come about. This list of suggested improvements was compiled after a series of meetings between concerned students of all races, administrators and faculty members who are interested in furthering educational, cultural, and social relationships on the Campus.

These suggestions are in no way meant to be perceived as a list of demands made upon G.V.S.C. by the School's Black constituency. We trust that they will not be looked upon in that manner. Rather, it is an attempt by the Black student body to present their rationale as to how improvements can be made which may preclude our need to resort to any such strategy. It should be noted that these suggestions represent the issues that the Black students feel are the most imperative; and are mentioned here in consistency with our needs and desires and not in regard to the ease with which the administration and faculty could implement them.

Furthermore, when we suggest that more Blacks should be added to the administrative and facilitating staffs, we mean Black people who are aware of the

problems that confront Black students on college campuses today. We desire no one who has a Black skin but wears a White Mask.

Black Students

G.V.S.C.

WE SUGGEST

Education

- I. That more Black studies be instituted as soon as possible (fall term). That they include but are not necessarily limited to: History of Black People in America; Black Music, Art, Literature, etc.; and African History.
- II. That courses pertaining to Black People be made a prerequisite for obtaining a degree from G.V.S.C., e.g., Black Literature for English or Literature; Black History for History; Minority Peoples and Urban Sociology for Sociology.
- III. That Black Studies be listed among the courses known as foundation courses.
- IV. That more Black professors be hired--especially so as to have at least one in T.J.C. and W.J.C. and some more in C.A.S. (fall term).

Administration

- I. That more Black counselors be hired (fall term).
- II. That Blacks be hired and placed in key places in the College such as admissions, financial aids, records, etc. (fall term).
- III. That at least one Black Athletic Coach be hired in a major sport: Basketball, Football, Track, Baseball. (fall term)
- IV. That a Black man be added to the Campus Police (fall term).
- V. That a Black minister be recruited for the Campus Ministry. (Fall term)

Social Life

- I. That some social activities be initiated that reflect on the social

- desires of Black students; e.g., Black Group be brought in for a dance (Temptations, Jackson 5, etc.); otherwise the student activities fee be waived in the case of Black students (fall term).
- II. That speakers be brought in who represent the progressive Black culturists now leading the Black Peoples Struggle. That the Black student body have some say in who they are to be; as well as to what the topics of discussion are to be.
 - III. That Black students have an active representative on the student activities committee (fall term).

Services--Maintenance

- I. That Black People be hired in all departments immediately if not sooner; and that they not be relegated to the most menial tasks; e.g., Black people working in the cafeteria behind the cash register as well as behind the broom.
- II. That a Black cook be hired so that some "soul food" can be found on campus once and a while.

Identification

- I. That Fine Arts Building or at least some portion of it be named after a Black person. This will show that G.V.S.C. does recognize the existence of Black creativity.
- II. That attention be focused on the problem that Black students and others are having with transportation. A problem which we feel could be alleviated through the implementation of a commuter bus service.
- III. That we feel that much of the racial tension and animosity at GVSC can be directly attributed to the ignorance of the faculty in regards to race relations and cultural differences. There is a definite lack of understanding about the needs, values and feelings of Blacks and

other minority students in adjusting to college life. Therefore, we feel that an inservice training program be initiated by the fall term which will attempt to familiarize the faculty and the administration with the highly sensitive problems and situations that arise; many of which are created by them here at G.V.S.C. We are hopeful that such a program will raise the level of awareness of the faculty and administration to the point where they can empathize, not sympathize with Black and other Minority students and their problems.

Black Students

G.V.S.C.

NOTE: It is our feeling that as students at G.V.S.C. we are entitled to some reply in regard to our list of suggestions. We would appreciate receiving this reply by May 20, 1971. Please send a copy of this reply to:

Ike White, T.J.C.

Gerald Brown, T.J.C.

John Cryer, C.A.S.

Rusty Belote, Student Life and Housing Office

Merle Hoyte, Counseling and Mental Health Center

Pat Spielmacher, Counseling and Mental Health Center

May 18, 1971

TO: Ike White, Gerald Brown, John Cryer, Rusty Belote, Merle Hoyte,
Patrick Speilmacher

FROM: Grand Valley State College Administration

RE: "Statement of Purpose"

We in the administration at Grand Valley State College applaud both the concern shown by the black students toward improving minority cultural opportunities at GVSC and the means by which these cultural opportunities are being sought. The last year has seen improvement of minority opportunities at GVSC, and there is every reason to believe that this improvement can continue at an even faster pace. The black students at Grand Valley, and the college faculty and administration members, have worked together on a number of projects involving minority cultures at GVSC. This mutual attempt to tackle and solve problems has resulted in the cooperative atmosphere that exists at the present time. It is in such a cooperative atmosphere that the most significant improvements can be made.

We are most happy to receive suggestions from the black students regarding further improvements of minority opportunities at GVSC. We find that most of these suggestions are both reasonable and appropriate. We would like to remind you, however, that a college is a very decentralized operation. There are many academic policy matters which traditionally remain at the discretion of the faculty. There are many aspects of student life which remain at the discretion of the GVSC student body. The administration of the college is very much under the authority of the legislature and the Board of Control in the expenditures of finances. We want to mention these things to you so that you know that many times there are things that we might like to do immediately that will take time for planning and persuasion. We hope that you will keep these limitations in mind as we work together to solve the problems which you have mentioned.

We would also like to communicate to you that there are several areas not mentioned in your statement that are important to minority persons on campus, and which are being dealt with at the present time.

We have modified our admissions policies and procedures, and we are continuing to make special attempts to recruit minority students for the GVSC campus. We are continuing the Project Make-It efforts to encourage students who have had a difficult secondary school experience to enroll at GVSC. In addition, we are establishing under the Urban Studies Institute a General Academic Program in the Fall of 1971, which over the next years will provide special training for hundreds of minority students who have had unsuccessful high school experiences. We are also in the final stages of planning a scholarship fund for the purpose of giving aid to more students who have severe financial difficulties while pursuing their academic studies at GVSC. We are already beginning to make plans for the weeks of consultation and visits that it will take to raise the funds for this purpose. We are

perfectly aware that these projects represent only a part of the larger purpose of improving minority cultural opportunities at GVSC, but every effort must start somewhere, and we feel we have had a successful beginning. We appreciate your suggestions because you have given us additional goals toward which we can work. Because the organization of your suggestions was well done and well written, it would probably be best if we replied to them in the same order they were presented.

Education

I, II, III, That More Black Studies Be Instituted as Soon as Possible

The administration at GVSC supports the black students' suggestion that the curricula of the Grand Valley State Colleges incorporate more courses relating to black culture. We understand that there are some courses already underway in Thomas Jefferson College and in the College of Arts and Sciences which do incorporate a primary emphasis upon minority cultures. We further understand that the new William James College is making plans to incorporate minority cultures course work in its first year of operation. The administration of the college will send a notice to the Deans of the three GVSC colleges recommending (1) that more black studies courses be offered in each college, and that (2) the administration be informed about the development of plans for incorporating more black studies courses. We recommend that more black studies courses be added to the curriculum in the 1971-72 school year. We also will recommend that these additional black studies courses may be elected to satisfy general graduation requirements in the three colleges where appropriate. Further, we are advocating that present courses be evaluated in each college to determine whether they contain the proper emphasis on minority cultures.

IV. That More Black Professors Be Hired

The administration at Grand Valley State College supports the suggestion that more black professors be hired. We have developed a systematic procedure for a nationwide recruitment of minority candidates for faculty positions. Vice President Arthur Hills is building a central file of possible black candidates for various positions. If you know of any minority people who may be good candidates for faculty positions, please inform Vice President Hills. We have already met with leaders of the black community in Grand Rapids to solicit their help in our recruitment of black faculty. We are hoping that all of these efforts will result in our substantially increasing the number of minority faculty members. Our meeting with leaders from the black community resulted in our deciding not to set a "quota" on the number of minority faculty that we want. A quota too often becomes a reason for stopping at a certain number. It must be observed that most faculty positions are filled for the Fall, 1971, and our primary recruiting efforts are now for the Fall, 1972.

Administration

I. That More Black Counselors be Hired

The administration has appointed two additional minority staff members in the Student Affairs Division for the Fall Term, 1971.

II. That Blacks be Hired in Key Places in the College

Two minority people have been appointed to key administrative positions for the Fall, 1971. These positions are the Assistant Dean in the College of Arts and Sciences, and the Assistant to the Vice President for Student Affairs. When there are openings in administrative positions in the future, minority people will be given consideration.

III. That at Least One Black Athletic Coach be Hired in a Major Sport

We are hoping that we can appoint a black coach in at least one major sport in the next months. We are at the present time recruiting for this purpose.

IV. That a Black Man be Added to the Campus Police

When an opening occurs in the campus police force there will be a special attempt to recruit a black policeman.

V. That a Black Minister be Recruited for the Campus Ministry

The Cooperative Campus Ministry is comprised of eight or nine privately supported ministries. We would welcome any minority clergyman to GVSC. We are asking the chairman of the Cooperative Campus Ministry for his help in enlisting the services of minority clergymen.

Social Life

I, II. That Social Activities be Initiated that Reflect on the Social Desires of Black Students, and that Speakers be Brought in who Represent Progressive Black Cultures

The All-Campus Events Coordinating Committee has been working with minority students to plan social and cultural events for the next year. We understand that there will be several campus activities relating to Black History Week. There is a style show relating to minority cultures planned, and there will be an exhibition of African Art on campus. Several other events are tentatively scheduled, pending successful contact with the groups and persons involved. These events include performances of the Ko Thi Dance Company, and addresses by Imari Obedele, President of the Republic of New Africa, and Reverend Cleage of the Detroit Shrine of the Black Madonna.

We are writing to the committees on campus that act upon social activities and cultural events asking that other special attempts be made to bring to campus speakers, musical groups, etc., that are primarily oriented to minority cultures.

II. That Black Students Have an Active Representation on the Student Activities Committee

The Committee on Campus Activities reports to the Community Council. The members of the Committee on Campus Activities are elected by the Community Council. We will encourage the President of the Community Council to recruit minority students for active representation on both the Community Council and on the Committee on Campus Activities. Minority students are encouraged to seek election to both the Community Council and the Committee on Campus Activities. We understand that there is now no minority person on Jim Bear's advisory group. He would welcome minority participants. We suggest you contact Jim Bear.

Services and Maintenance

I. That Black People be Hired in All Departments of Services and Maintenance

The services and maintenance areas of the college present the greatest difficulties for retaining minority persons. Previous attempts to retain minority persons for services and maintenance positions have many times failed because Grand Rapids residents, particularly minority people, do not want to drive to Allendale for work. This is particularly true because much of the services and maintenance work takes place during the night-time hours. There are several new positions opening within the Plant Department this summer and early fall. Attempts are being made to fill these positions with minority people. Assistance will be sought from appropriate black community organizations. Incidentally, all non-faculty job openings within the college are posted in Lake Michigan Hall and in the weekly Memorandum circulated by Public Relations.

II. That a Black Cook be Hired

As you probably know, the ARA has been contracted to provide meals on campus. GVSC has no direct affiliation with the personnel hired by ARA. However, we will contact Mr. Erv Kriner, the Director of the ARA, recommending that attempts be made to hire a black cook on the food service staff when a position is available, and that attempts be made to provide "soul food" from time to time, for interested persons. I suggest that interested persons contact Mr. Kriner to inform him about the kind of food in which they are interested.

Identification

I. That the Fine Arts Building or at Least Some Portion of it be Named After a Black Person

The Board of Control of Grand Valley State College is charged with the obligation of naming campus buildings. We will bring to the Board's attention at the next meeting the possibility that the Fine Arts Building, or some portion of it, be named after a black person.

II. That Attention be Focused on the Problem that Black Students and Others are Having with Transportation

As you probably know, Grand Valley has attempted in the past to run a regular bus route to Grand Rapids. The bussing system had to be cancelled because of a lack of passengers. It is possible that at this point, better participation could be encouraged and the bus route could be re-established. We are asking Bert Price to establish a task force to consider and plan a modified bus service related to the financial aid program and, if possible, to institute this service by Fall Term, 1971.

III. That an In-Service Training Program be Initiated

We believe that an attempt should be made by the college administration to bring in a highly qualified counselor or psychologist for the purposes of inter-acting with the faculty and sensitizing them to problems and situations in black-white relationships. We are asking Vice President Arthur Hills to arrange this situation for the Fall Term, 1971. We further approve of the human relations sessions that have been undertaken recently. We encourage the continuing of this kind of activity and hope that more faculty and staff can be enlisted for these discussions.

We understand that the idea behind the "Statement of Purpose" was not only to accomplish the suggestions listed, but also to encourage ideas and ascertain feelings from various parts of the campus. Even though the statements we have made in this letter are the official GVSC administration policy, we are going to ask unit heads throughout the campus to respond to your statement of purpose. We hope that you find many of the suggestions from these people valuable and that you solicit a useful survey of attitudes around GVSC. We also ask that you appoint three representatives to work with us as we proceed with these many things that must be done, With the help of these representatives we hope to keep all of you constantly informed about progress being made toward our mutual goals, and solicit your help in achieving those goals.

call to a
**National Antiwar
 Convention**
 sponsored by
 National Peace Action Coalition



New York City **JULY 2-4, 1971**
 Hunter College 695 PARK AVENUE (68th STREET) REGISTRATION BEGINS 6:00 PM FRIDAY

On December 4-6, 1970, the National Peace Action Coalition held a national convention in Chicago. That gathering, open to all war opponents on a one person-one vote basis, called the historic April 24 demonstrations in Washington and San Francisco.

On April 24, 1971, nearly a million Americans marching in Washington and San Francisco revealed the strength of the opposition in this nation to continued U.S. involvement in Indochina.

We who marched and millions who marched with us in spirit are now the majority — not the "silent majority," but rather the majority which speaks loudly for "PEACE NOW!" We are united in demanding the immediate and unconditional withdrawal of all U.S. military forces and materiel from Indochina.

In greater numbers than ever before, Americans are ready to work in a united, sustained and organized way to end the war. Based on the demand "OUT NOW!" veterans, trade unionists, GI's, Blacks, women, Chicanos, Puerto Ricans, Native Americans, students, professionals, middle America, gay people and others

can be mobilized to challenge Nixon's barbaric assault on the people of Southeast Asia.

The peace movement must provide the leadership necessary to guarantee that the power to end the war which resides in the great masses of Americans is effectively used to accomplish that objective.

To assure that the recent upsurge of antiwar activity continues, peace activists throughout the country are urged to meet together and plan mass demonstrations and other activities for the fall of 1971.

On July 2-3-4 the National Peace Action Coalition is sponsoring a national antiwar convention in New York City. All organizations and individuals who oppose the war are invited. All who register will have voice and vote. The convention will begin with keynote speakers at 7:30 Friday evening, July 2, and there will be discussion groups and plenary sessions Saturday and Sunday, July 3 and 4.

BE WITH US IN NEW YORK CITY TO PLAN AND BUILD THE NEXT ROUND OF PEACE ACTIVITIES.

National Peace Action Coalition
6535 Third Ave.
Detroit, Mich. 48202
tel: 874-4410

Enclosed is \$..... donation. **FUNDS URGENTLY NEEDED.**

I want to advance register for the convention. Enclosed is \$6 (adults), \$3 (college students), \$2 (junior high and high school students). NOTE: There will be low cost and hotel housing and child care available during the sessions.

I want to start a Peace Action Coalition in my area. Please send information.

I want to help build the NPAC convention. Please send me literature for distribution.

NAME

ADDRESS

CITY STATE ZIP

PHONE

ORGANIZATION OR SCHOOL

Faculty Committee Minutes, 5-26-71

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

Guest: Erv Bode

23.01 Minutes of previous meeting #22.00

The minutes of the previous meeting were approved as written.

23.02 President Lubbers on tenure for TJC and alternative proposals

T. Dan Gilmore stated that Pres. Lubbers had asked that this be postponed since he wasn't feeling well.

23.03 Motion to eliminate the Finance and Records and Research Committees

It was moved and seconded that these committees be eliminated as committees, and carried out by persons chosen by the Dean.

DK - amended to split the motion by voting on each one separately. The amendment carried.

In the discussion it was mentioned that committees were cumbersome in both operations and served to delay action which had to be taken anyway. Regarding the Finance Com. TDG who has to sign the requisitions in any event has been doing this at his discretion. He suggested that he handle the disposition of finances with the following stipulations:

1. Dean may send any request to the faculty for their consideration
2. The Faculty may call any financial disbursement to them for consideration.

3. Requests may be brought by individuals to the Faculty Meeting or TM Rep. Committee Meeting.

4. Financial expenditures be published in the Bullfrog Pond in lieu of minutes, particularly with regard to equipment or travel monies. (DK)

With regard to the Records & Research Com. Lee Kaufman said this committee did not make policy decisions in any case. It was more expedient for one man to handle this job than for a committee. Motion to dissolve the Records & Research Com. was seconded and carried.

The motion to dissolve the Finance Com. was carried with stipulations 1 to 4 above.

Bud suggested also that a weekly report from the committees which would be distributed would be helpful.

23.04. Open Registration Proposal by J. L. Kaufman, J.M. Pongones and David Schuchman

1) The proposal suggested that there be no ceiling on classes at TJC except under extraordinary circumstances. If enrollment for a seminar were too large, the seminar could be split in sections and assigned to other tutors and students. In the discussion it was brought out that this would cause problems and would prove unwieldy and it was generally agreed that such a plan would need more development to work under the present circumstances.

2) Karle Murdock, a TJC student, suggested a plan of registration whereby TJC could hold registration after students attended classes so they could get an idea of what the class was like and how they would fit into it. It was suggested that this idea be discussed by the TM Rep. Committee.

3) DK- Another suggestion for the future might be having a moratorium on all faculty offerings, including seminars, and simply have the faculty available.

Faculty Committee Minutes(cont'd.)

23.05 Meeting with School Architect

TDG-reported that he, Bill Iron and Heidi Swets(TJC student), met with the architect to design Academic Complex III. He said the architect was very excited and impressed with the plans and ideas that they had drawn up and presented. The combination of the committee and suggestions from the faculty, he said, really added to these plans for a building with small group identification. Preliminary sketches will be forthcoming by the end of the summer. TDG said that some of the features were the great accessibility, openness, available privacy for faculty offices.

CW- suggested that plans for the building take into consideration the ravine, not disturbing or polluting. He was assured this was being considered.

23.06 Other Old Business

The Admissions Committee needs a definite policy as to how much TJC work a student has to do for graduation as a TJC student.

Considerable discussion took place as to whether to state it as terms or credits, and how much it should be, and for what reasons.

It was moved that a minimum of 4 terms and 60 credits in TJC itself be required for a TJC degree.

Motion carried.

Earl Heuer suggested that the TM Rep. Committee discuss this further.

23.07 Office Allocation 1971-72: "The Napkin Proposal."

Jim Pongones introduced a plan of office allocation which had been discussed at a picnic lunch attended by several members of the TJC community. This plan would

serve as a balance between old and new faculty based on length of service and conservative/liberal reaction scale. Each faculty member had been rated (on an informal basis) from 0 to 11.

After discussion it was filed with the other plans for office allocation.

23.08 Graduates at TJC

JLK announced that the following students were eligible to graduate this June, 1971.

Margaret Poole - BA

Jack Edmonds - B.A.

Olive Lomasciewicz- BA

It was moved and seconded that this be approved by the Faculty. Carried.

Commencement exercises are scheduled for Sunday, June 13th, 2:15 p.m., at the Field House. Senator Robert Griffin will be the main speaker.

23.09 Personnel Committee of the Whole .
Retention of Earl Heuer for 1972-73.

It was suggested that this question be voted on now rather than October since "data" on ratings had just been collected and it was felt the present faculty would be in a better position to evaluate than the incoming new faculty who would only know him for a month. This was agreed.

The meeting was then convened to a Personnel Committee of the Whole Meeting for disposition with Don Klein as Chairman pro-tempore.

J.Lee Kaufman moved, seconded by Steve Brown, that Earl Heuer be retained for 1972-73 with a one year contract. Motion carried.

23.10 Announcements

1. Jim P. announced that the Sixth Annual Simulation Use and Design Workshop will be held at the U. of Calif. San Diego on June 24-27. He hoped someone could attend from TJC. The information on this is

Faculty Committee Minutes (cont'd.)

available from Mary Te Pastte.

TDG said he didn't believe funds were available for this, since it would cost about \$400.00 to send someone.

2. DK said there was a major conference at Dartmouth on similar subjects at the end of July, which would probably be less expensive.

Bud Haggard already has plans to attend this conference.

3. Don Klein said there was a conference on Urban Simulation Games being held on June 9 in Grand Rapids. This was sponsored by the Michigan State Extension and more details could be procured for those interested.

4. EH - No classes will be held on Monday, May 31 due to the Memorial Day Holiday. There will not be a Faculty Meeting next Wednesday since it conflicts with the All-College Senate Meeting. It was determined to let Earl determine the best time for a Faculty Meeting.

5. Coffee funds are low. Give!

6. TDG - a. Re Faculty Long Term Goal Statement. Bruce Loessin had not received many replies to the questionnaire he sent out to the faculty. He wanted this to be indicative of how the faculty felt about student/faculty ratio and also as to what was happening and what they would like to see happen at GVSC. He urged faculty members to reply.

b. Michael Birtwistle has bought a home in Lamont and will be moving in on June 15. He has a job with Model Cities here in Grand Rapids for the summer.

c. Bob Schechtman will arrive this coming Friday night and will stay over at the Gilmores' for a few days. TDG invited all faculty and wives to an "Open House" on Sunday to visit and meet with Schechtman.

c. TDG suggested reading the "Statement of Purpose" from the Black Students" and the Administrations reply to this.

He asked Mary to get additional copies of these two documents for distribution to the faculty and TM Rep. Com.

Erv Bode mentioned there is a meeting regularly scheduled for Community Relations on Wednesdays at noon in the Grand Traverse Room which all are invited to attend.

d. GVSC Admissions was receiving calls from parents of incoming TJC students regarding orientation. It was suggested that Lee Kaufman and Dan Andersen notify TJC students of special events and registration for TJC.

e. Tentative schedule for Faculty Workshop was set for Sept. 13, 14, 15 and 16. It was agreed not to have Dr. Neil Lamper at this workshop. It was also decided to invite the TM Rep. Com. members to this workshop on the last 1-1/2 days.

Another suggestion was to include wives and family for the evening of the first or last day.

23.1q TJC Fall Calendar of Events

Sept. 13)

14) FACULTY WORKSHOP

15)

16)

22)

thru) ADVANCE

25)

26(Sunday) clear up advising prior to registration. All faculty asked to be present from 1 to 5 for advising.

27- TJC Registration

28- Classes begin

Sept. 12 Open House at Gilmores' for Faculty and wives and TM Rep. Com.

Faculty Committee Minutes (cont'd.)

23.12 Other business

JLK - Evaluations are often too sparse. Faculty members should take evaluations with them for filling out on the last day of classes and instruct students on the procedure. Students are now to fill out the 3-copy NCR form instead of the azographed form to save extra typing.

Mike Thorn, a TJC student, was recently killed in an auto accident. T. Dan Gilmore had written a letter of sympathy to his parents, and Dan Clock (his tutor) has written a long letter about Mike to his parents. This tragedy has also been reported in the last Bullfrog Pond.

23.13 Adjournment

The meeting was adjourned at 5:10 p.m.

CURRICULUM COMMITTEE
June 2, 1971

Present: Klein, Kaufman, Cox, Reed, Sorenson

1. Remaining seminars for Fall 1971 were approved
2. No change was recommended for Fall registration procedures
3. Further examinations in religiology were approved.
4. Specific areas were taken for Independent Project Research by the members:
Cox--Mental Hospitals, Free Schools
Sorensen--Underground Media, NET
Kaufman--Para-medical, legal, social organizations, family service centers, churches
Reed--Inter-cultural living
Klein--Odds & Ends
(Wilson--Ecological)
5. Notice was given by Bud Haggard that he is cancelling his summer offerings as listed in the time table.

ELECTIONS RESULTED OF TJC, TM
REPRESENTATIVE COMMITTEE.....

Kieth Anderson
Frank Bodenmiller
Nancy Coulter
Roxanne Harley
Maggie Luebke
Norm Peterson
Jim Pongones
Gary Reed
Betty Ryan
Ernie Scheidler
Walter Stine
Nub Yankee



We laughed —

but it was
more
than laughter —
it was
some new kind of
joy
from sharing
together
a long while.
it almost
seemed,
(don't smile),
a prayer
of some kind
to be here
with each other
in a
moment
like this

(we knew too,
that this moment had such fullness
only because of
what we brought to it —
the painful + the pleasant,
the curious + the known, the secret + public,
the fast and the not-so-fast,
the words and the
silences,
the you and the me).
and together, now,
(in this laughter-moment),
we take part in
something else.

Community —