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Bullfrog Pond, Vol. V, No. 2

Grand Valley State College. Thomas Jefferson College

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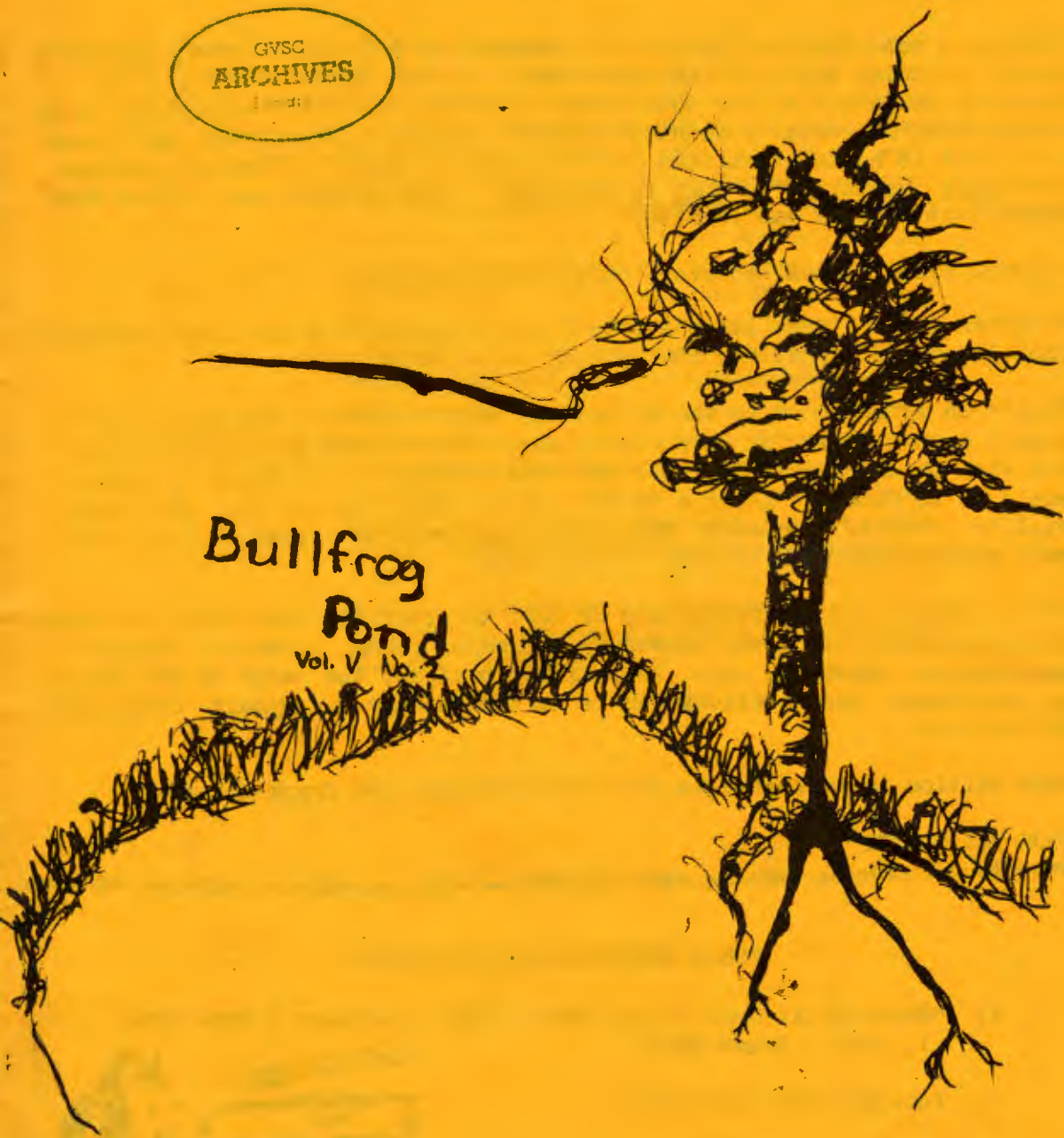
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GVSC
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Bullfrog
Pond
Vol. V No. 2



TO THE READER. . .

This is a note (written in guilt? despair? in a state of great egoness?) about something which is strange to me. By some quirk of fate, I've wound up responsible for this group of words. And I've been known to be distrustful of verbal communication—for reasons such as "How can I know that what is being verbalized isn't a bunch of bull?" "How does anyone ever know anything?" "What is relevant?" And we know, we do know what chaos that process can lead to.

Anyway, irregardless, however, here I sit, editing.

Promises I won't make as it's often when a person says he'll do something that he starts forgetting and putting aside doing it.

What's on my mind now is the subject of contributions. Request: Don't submit articles from other publications. If you have an article which you wish to share, let BFP know what the article is and where a person would go to find the article if they should wish to read it. That much will be printed. Request: When submitting material, sign it and indicate whether you wish to have it returned.

BFP is (supposedly) a reflection of TJC; in order for this to be so, more student contributions are necessary. Essays, poems, polemics, thought experiments, drawings, adds, complaints, praises; the scope of BFP should be limitless. Contributions can be left with Mary T., myself, or in the BFP mailbox.

This edition is dedicated to Jarrett Jakubowski and Frank Salamone.

FROM THE GLENDA

FIELD EDUCATION OPPORTUNITIES

- 1) "Semester at Grailville, Ohio, 1972", February 1 thru June 1, 1972. Women ONLY.
- 2) International Workcamps

SEE: Hugh E. Haggard
Lake Huron Hall, Room 129
Thomas Jefferson College
Allendale, Michigan 49401



It is a commonplace nowadays to make the point that technology continually outstrips man's ability to deal with it. We have begun only recently to perceive and even more recently to do something about the effects of unrestrained industrial activity on the earth's ecology. How we respond is the question. We are continually in need of a language to reveal what we see and feel: what we are. In one sense, the tool thrusts man outward. Amazing space hardware, cybernetics, sophisticated communications networks make it possible to withstand and penetrate environments inimical to life, communicate with each other instantly, translate data into decisions. At the same time, they have altered the quality of life, communications, and decision-making.

Our applications of space-science and technology are **having and will have an effect on the environment, both human and non-human, not only in ways that are at present still hypothetical, like the possible addition of strains of extraterrestrial bacterial life to our atmosphere, or in an actual sense, by the creation of artificial satellites, "space garbage," and eventually space stations, but in ways that are less immediately obvious, since they reflect the manner in which we respond with all our senses to life. The evidence for such a response is in the poems. The premise of this book is that outer space is as much a territory of the mind as it is a physical concept.**

ROBERT VAS DIAS

Inside Outer Space

Have seen oasis
earth, her gates
very beautiful even
in winter arriving
at relatively quick
rate of thrust
minutely corrected by
pitch yaw roll
gentle engine,
dilate sea in
royal blue
curvilinear yucatan ear
and gulf shore
conjoining hemispheres where
there is no space but ye
gates, I'm getting you OK
looking good
the taste of space
your tongue connects--
d'you read me?



INSIDE OUTER SPACE: New Poems of the Space Age, is an anthology edited by TJC tutor Robert Vas Dias which was published last year by Doubleday Anchor Books (\$1.95, and the Campus Book Store swears they're getting in a new supply soon).

The following is an excerpt from Vas Dias' introduction, together with the title poem of the collection:

A collection of poetry by various hands, aside from its embodiment of what the editor considers as poems that work, always attempts, consciously or not, to answer the question posed by its existence. It stands as a definition of the relatedness of work that in most cases was not made with the idea of relation in mind. The kind of relation this book explores takes in a number of different kinds of response to outer space and to space exploration and discovery

This is not a collection of poems *about* space. In fact, many of these poems are about other concerns, but how they go about these concerns is the concern of this book. Space provides the poet with a referent in his own work, as other matter has always done, for his own position. So the fact that there are poems here that express contempt, fury, ridicule, horror, amazement, tenderness, love, horniness, amusement, admiration is not (necessarily) remarkable. What is remarkable is the way in which space associations act as a force in the making of the poem. The space-derived image, for example, is the unifying element of many of these poems; a number utilize the language and terms of astrophysics and astroengineering, or depend on information that has become available as a result of space-age science and technology; a few go beyond even this sort of dependency to employ a construct that stems directly from mathematics, statistical probability, and relativity theory.

September 19, 1971

Hello, T.J.C. People (whether you know me or not!)

I have been in Alaska now for more than a month, and it is high time for me to sit down and reflect (in written form) on my experiences here this far. This self-reflection will be good for me, and it may interest you. My first glimpse of Alaska was (YUK!) Anchorage International Airport (YUK!). After an indescribably delightful train ride across Canada (British Columbia's Rockies are towering and awesome), Anchorage's airport was anti-climactic. But after a few beers and another plane flight, I found myself, that very same evening, clean on the other side of the state, at St. Mary's gravel airstrip, in the middle of nowhere, out on the tundra. St. Mary's is a tiny village near the mouth of the Yukon River, the site of a boarding school where about 40 teachers had a four-day orientation session. At St. Mary's I met many good people, many new, some veteran teachers, all looking forward to spending the year with Alaskan children. After the orientation, we each headed for our own destination in the infinite scheme of things (?!), mine being Fairbanks' Monroe High School. Fairbanks is a very congenial town, small even when compared to Anchorage. It has some 14,000 people, not including a military base and the University of Alaska, and the people are spread out over a wide area so that there is no feeling of being crowded in.

I have been spending my time doing many different things, visiting the university, tooling around downtown, driving through the country, in and around old abandoned gold mines and ghost towns, walking out on the tundra (it's like walking on a plush carpet with twelve inches of foam rubber underneath!). Bar hopping (Fairbanks has many bars. Drinking seems to be everyone's favorite pasttime here.). And hiking: Yesterday was the University's Equinox Marathon: 26 miles and 385 yards of up-and-down rugged terrain! I finished in 7 hours , 59 minutes.

I am living in a kind of a commune with two other teachers (young guys like me) and two janitors (old), about a block

from school. These other guys live in someone's basement. Ten women (ranging in age from 21 to 27) live in the "Pink Palace", a big pink house down the street. We all eat meals and have parties together at the Palace, 'cause it's bigger than our place. In all, a very nice set-up.

The school itself is very interesting. About two-thirds of the students are middle-class white, and the rest are Blacks, Eskimos and Indians, for a total of about 150. It is supposed to be a normal high school (boring and dull), but since most of the teachers are very recent college graduates, most of the classes are workshops, seminars and discussions instead of lectures. I am "teaching" a French IV, Spanish II, Spanish III and a U. S. History class! I came to teach language classes, but somehow the principal conned me into taking a U.S. History class. Since I haven't had any history since I went to high school, I was terrified for the first week. I have turned this class into a kind of seminar (or several seminars, 'cause there are 26 kids) and everyone seems to be doing well. We are now in the fourth week, and in another week or two we are going to read Padover's "Jefferson". My language classes are great fun, and fortunately they are all small (3, 5, and 10 students).

I'm having lots of fun, getting to know many people; and I am already having thoughts about staying for a second year. But in the meanwhile I am applying to a couple grad. schools. Sometime sit down and write me about what you are doing, and what is happening at T.J.C., G.V.S.C., etc. Send me the Bullfrog Pond. And keep on truckin'.....



Mark Goniwiecha

Every sunbeam
needs its very own child
or sleeping cat.

Bob M.

EVERYTHING YOU HAVE EVER WANTED TO KNOW ABOUT EXPERIMENTAL COLLEGES
BT WERE AFRAID TO ASK. . .

The 1971 National Conference on Experimental Living-Learning Program in Undergraduate Education will be held at the Nebraska Center for Continuing Education in Lincoln, Nebraska, November 12-14, 1971. After Santa Cruz and Ann Arbor, what else?

The University of Nebraska and its Centennial Educational program will be the hosts. They invite representatives—administrators, students, and faculty—of 1) residential and non-residential colleges within larger colleges or universities, 2) cluster colleges, and 3) other experimenting programs, public and private.

This is to be a working conference rather than a social event. The Ann Arbor conference and subsequent discussions suggest that we not celebrate the fact of our innovations but concentrate on the problems of coming into being, of staying healthy, even of heading into new directions. And we insist that different kinds of programs have different problems.

The body of the conference will be determined by those who join in it. Some time before the conference each participant will receive very brief working papers (including minimal bibliographies) relating to clusters of problems in experimental education. Please react.

The working papers will be the points of departure for the study groups that will be the heart of the meeting. You will bring your own problems and successes to the pertinent groups. And the authors of the working papers are charged to revise them to accommodate the three days of accumulated wisdom, these revisions constituting a summary statement of the accomplishments of the conference. And such a statement, addressed to the several kinds of programs and to a variety of problems, should be of subsequent solid help to us and to others planning, maintaining, and evaluating.

Please join us. And in order to point the work of the conference your way, we earnestly solicit your response to the attached sheet of questions. Your responses will determine the subject matters of the conference working papers.

Sincerely,
T. E. Beck, Jr.
Senior Fellow, Centennial College

DRAFT -- Second Letter RE: Fall Conference

A few dozen schools have answered the Centennial Program flyer on the Fall 1971 "Experimental College" conference (12-14 November, 1971, University of Nebraska in Lincoln). Their replies have identified three rough institutional kinds of programs; their replies have also detailed the variety of problems to be studied.

This letter deals with working papers; in passing it renews out invitation to the conference.

The responding schools seem to "self-divide" into:

- 1) Independent Collegiate Entities:
 - University of Wisconsin at Green Bay.
 - New College, Sarasota, Florida.
- 2) Coherent Academic Programs within Larger Colleges and Universities:
 - a) Some are residential -
 - Justin Morrill College at Michigan State University.
 - Residential College at University of North Carolina, Greensboro, N.C.
 - b) Some are not residential -
 - Inner College at University of Connecticut
 - Alpha One at College of DuPage, DuPage, Illinois.
- 3) Programs, usually residential, with Adjunct Academic Responsibilities
 - Unit One at University of Illinois, Champaign-Urbana, Illinois.
 - SHARE at Duke University, Durham, N.C.

In pointing the working papers to the needs of the particular schools, we find these divisions perhaps more useful than divisions by size. This would not be exclusive. A school-in-planning as at Wartburg College or at the University of Utah, or at a type 3 school aiming to become a type 2 school. They should obviously choose the study group or workshop most immediate to their needs.

From the responses in hand, the problem areas (workshops) seem to be:

- I. Evaluation: Pedagogical and Political kinds and their uses.
- II. Financing and Budget:
- III. Politics of Establishing and Maintaining the Program/School/College
Some matters cited- Departmental Relations and Participation.

- Administrative Authorization and Reporting.
- Opportune moment for establishing an experimental program.

IV. Curricular Development:

Some matters cited- Pros and Cons of an all-inclusive curriculum.

- Justification of traditional/experimental curricula.
- Internal/External Studies in type 2 & 3 schools.
- Field Work and Service Learning.
- Supervision of Independent and Unstructured Learning.

V. Polity within the Experimental Program:

Some matters cited- Community Governance.

- Selection of Students and Faculty.
- Clarity of and Agreement on Basic Goals.

VI. Learning:

Some matters cited- Development of Student Initiative in Academic matters.

- Traditional vs. Non-Traditional Methods.
- Accomodation of Honors and Average Students.
- Foreign Languages and the Sciences.
- Evaluation of Learning.
- The Faculty Problems.

VII. Community:

Some matters cited- Individuality-Community Conflict.

- The Nurture and Use of Micro-Communities.
- The Academic Consequences of Community.

A number of working papers have been offered already. This is downright thrilling. Now, we must coordinate papers offered with problem areas indicated. Two difficulties are recognizable immediately: 1) Some of the working paper topics seem a bit uncoordinable; two or three could be presented at the conference itself. 2) A number of problems lack offered papers; another way of putting it, we need to have, for certain of the problem areas, some sets of working papers with each paper addressed to a particular kind of school.

We have:

for Problem I - two possible papers (and we might ask for both of them)

- from type 2 schools, none from type 1 or type 3 schools.
- for Problem II - None offered yet; perhaps this should be a Problem III sub-topic.
- for Problem III - We have some, but invite more.
- for Problem IV - We have three good offers, but request a traditionalist approach.
- for Problem V - We have two offered and we'd like more.
- for Problem VI - We have three offered and need more, esp. from type 1 and type 2.
- for Problem VII - We have only one "possible".

On these papers: They should be brief, reducible to 3-4 single spaced sheets. Although not all-inclusive, they should try to deal with several aspects of a problem. They should deal with the details of an educational problem; discussion of educational ideals should intrude only where obvious disagreements demand it or where the mechanics of a problem subvert certain ideals. Keep each theoretical proposition to a single simple sentence. These are working papers; they will invite qualifying experiences and contrary judgments, which will inform the final post-conference version of each paper.

We hope to see you there and involved.

ANYONE FOR COFFEE???

Hope we get started right this year. The TJC coffee pot is a community thing. In order to keep it going we need your help on the following:

1. Contribution of \$.50 a week (faculty, staff, and student) to Mary Te. Pastte.
2. We have no paid help to make the coffee, clean the kitchen, etc., therefore volunteers are needed. If the pot runs out, see Mary or Cathy for supplies, etc.
3. KEEP THE KITCHEN CLEAN. CLEAN UP AFTER YOURSELF.
4. If (hopefully) EVERYONE PAYS THEIR \$.50 and we have extra money, there will be cookies and other delectable goodies also on hand.

SPORTS PAGE

. . . or Whatever Became of Bob Giddis' Sports Shorts?

Hi there! Sports fans! And Bob Giddis! Especially Bob Giddis! In a moment of what I take to be giddiness, You told me that You would like some sports-type things in the BFP. You also indicated that you'd see that the write-up wouldn't be my responsibility. Well, it's deadline time, and no sports review. Therefore. . . I am submitting my recipe for banana bread. May I suggest it for half-time at your next really big play-off? Best regards to You and the gang. Love, *Juda*

banana bread

- 3 large or 4 small bananas
- 3/4 c honey, molasses, or sorghum
- 1 egg
- 1 c sour milk
- 3/4 c melted shortening or vegetable oil
- 2 c wheat or graham flour or a combination of the two
- 1/2 t soda
- 1 t baking powder
- 1 t salt

mash the bananas and let stand 15 minutes.

beat the egg; add sweetner, milk and shortening or oil; mix well. add the dry ingredients and mix quickly into the wet mixture (this shouldn't take much over a minute).

for variation (and nutrition) add about 1/2 c nuts, or even raisins if your taste buds are a bit on the strange, daring side.

bake at 375° for 55 minutes.



Results of the questionnaire on the ADVANCE

The questionnaires were not all answered equally fully, so that numbers in no way add up, and some of the information needs interpretation.

1. "Did you hear?" Unfortunatley, this question came out on the questionnaire as "How did you hear?" Nevertheless, some students correctly interpreted this question. The number of affirmative answers doesn't mean much, nineteen, but the number of people who indicated in any way on the questionnaire that they were unaware of the Advance was small, three. One of these students had a suggestion for the Advance which he hadn't known of: "skip 'em".

2. "How did you hear if you did?" This question, repeating as it does the question before it, prompted a lot of strange answers, but the combination of the two suggested that, of the students who answered the questionnaire at all, 123, indicated that they heard about it through the mail; sixteen replied that they heard through the BFP, which may have meant through the mail or when they were on campus during the summer. Word of mouth or friends was the agency for forty-five others. The rest gave such answers as summer term, six; RC, five; planned it, three (surely there were more than that on the planning committee); office, thirteen; handout (?), one; good news, one; and, finally, intuition, five. I would judge from this that students hear either through the mail or by "being around". Many of them indicated several ways of hearing, and mail was almost always mentioned in these cases.

3. "Did you go?" Yes: 120. No: 85. One day: eight. One-and-a-half: one; and two days: one. Apparently not everybody answered the questionnaire, but of those that did, substantially more went than didn't.

4. "If not, why not?" Some who said they didn't go, didn't bother to indicate any reasons. In order of frequency, the indicated ones are as follows:

Working

Prior commitments, busy, noncommittal replies like that	11
No inclination to	8
Financial reasons	8
Out of state	6
Out of town	5
Illness	5
Student teaching	3

The following turned up in my count once: Weather; honeymoon; unable; broken leg; studying; wrong time; no transportation; apathy; one who didn't go for some reasons said he really wanted to; one other said he didn't like crowds of strange people.

5. "If you did go, what did you expect? Do you feel that it lived up to your expectations?" This one is more difficult to deal with, because people tended to state their expectations in many different ways and the question of satisfaction is indicated in many degrees, which my summary did not fully recognize.

There seemed to be a large number of people who indicated in one way or another that they did not have specific expectations; they indicated this by "anything", "nothing", or "what happened", or perhaps "the same as last year". Responses like this were given by forty-six people. The answers to whether the experience was as they expected was generally positive. One person indicated that he expected nothing and pretty well felt that that was what happened.

There were thirteen who indicated that they expected what would be defined as "a good time". All thirteen felt that that was what happened. Three expected "a wild time"; and all three felt that they had had it. Seventeen said they expected to meet people; sixteen felt satisfied, one did not. Seven said they expected "community" and all seven indicated that their expectations had been satisfied, although one not as much as he had hoped, and one much more than he had expected. One person specifically stated that he had expected trust and understanding and felt that the Advance did not live up to his expectations. Six indicated something like formality, educational matters, classes and discussions, school-type material. Two felt let down in this regard, three felt that although they had expected this, what they got was much better, and one who had expected to find more formality than there was felt that he had gotten it (???)

3

There were a few occasional responses. One had expected less dope and less pretentious leadership and answered with a single no the question of whether the experience produced this. One expected chaos and found it. One expected seekers and wise men and didn't find it. One expected too much dope and booze and found it. Two expected better weather, and we know the answer to that one. One expected ecstasy, one that it would be "good," and one that it would be "sorta". One wanted peace and love, one thought he would find chaos. They all said they found what they expected.

I think the lesson to this part of the questionnaire is that the Advance provides fairly well for those people who expect a kind of easy arrangement of good fellowship and meeting people. Those who had high and rather specific expectations, especially those who wanted it to be something other than it was, for instance, a highly formal, decorous orientation, were dissatisfied.

6. Do you feel that you benefited from the Advance? Illustrate, if you would like to. This called up two illustrations: one of thirsty man drinking beer, the other of a house with smoke curling from the chimney under a rather anemic tree. Ninety indicated yes; I didn't record a yes unless it was specifically stated. Six said no; one said "ugh," and one said "not much."

The things that were offered as illustrations of benefit were largely people-y things: "New people, met certain people, old friend, new people, met people." The last item accounted for 38 items, the others accounted for 5. Another large item on the response was "getting with it: "On my own meet people, at ease with people, sensitivity, reaffirmation of interest in school, rid me of my uptightness, got my head together, found out what I'm getting into "mind opener," eleven responded in these ways. There were several mentions of having a good time; music was mentioned specifically several times, one person mentioned he benefited from balling in the woods.

7. What suggestions do you have about future Advances? It was in answer to this question that I got frequently the response, "Don't bother me now, I'm registering." I suppose that anxiety is responsible for the shortness of some of the answers to the other questions too. I noticed though that for all that irritation, most people took the time to say something and there were relatively few serious criticisms of the Advance.

There were some comments on the total Advance: Carry on (3), Cancel it (2), Do it all the time (1), Have them nearer school (1), Make them shorter (5), Weekends only (3), A separate one for parents (2). Other comments were on the nature of the Advance: More get together things like the dinner (1), Survival communities (2), More organized activities (12), Just let it work out (2), Restrictions of drugs (2), More things to do than booze and drugs (4 each), Collect more lonely people (1: I'm not sure how we could get many more lonely people and still be together), less organization (1), friendlier (1), more educational (1). There were a scattered few specific ones: more beer (2), sensitivity, theatre, more heat, hot water, more sugar, help freshman, (1 apiece) 4 wanted better weather, 4 mentioned food; two wanted more, two wanted better food, two wanted fewer parties.

I'm sure a close and long study of the questionnaires would reveal things that this study did not. It would be interesting to pursue them in terms of what an individual said in the total questionnaire. However, just this much leads me to believe in guarded tones that the Advance is, a good thing. Although a lot of people didn't go, they revealed little displeasure that the rest of the people went. Of those who went, few were strongly dissatisfied. The types of expectations and benefits and suggestions indicate that in general those people who went expecting good fun, fellowship, and people were fairly satisfied. The suggestions reveal little fundamentally wrong; the Advance will change from year to year and will also change for individuals as they learn to mold the opportunities of the Advance better to their own desires.

One thing that did turn up oftener than this study indicates is a dissatisfaction with either the amount or presence of dope and alcohol and the general partying. Whether this is timid puritanism confronting the real world or a sane approach to interpersonal relations is for the people who go to work out with themselves. I know that I drank less and enjoyed myself more. I went to be with people and I was; I went to be available to people and I think I was.

Statements are often made after such an experience as to whether there was true community. I'm not sure that can be answered. I think that those people who wanted to be alone were and those who wanted to meet people were. The evidences of burgeoning community were there: good spirit over delays in the meal lines, an easy following of non-authoritarian suggestions, easy ingress into group activities, and a very clean camp when we left. Community is not something laid on a group or adopted by a group, it is something that grows as a group has non-threatening, potentially cohesive, activities. I think this was.

The following is a copy of a letter to T. Dan Gilmore, Dean, from Tom Weatherly.

Regarding the National Poetry Festival. Wrote two poems, 3 poems actually with the light verse thing. GODFATHER, CLOSER TO THE CENTER and what turned out to be Canto 15 of Mau-Mau American Cantos. Started working on the paper on criticism. Did a lot of doodling. Trying to sort through what went on here. Okay let's start at the beginning.

I got here about 10:20 p.m. G. R. Airport. I was picked up by two young students. They drove me to Copeland Hall. I went in, got a room found Paul Blackburn already in. He said he wished to get here early so that there would be time for him to rest before all the work started. So we reminisced and brought each other up to date. Liked Copeland Hall immediately. In fact I liked all the dormitories I've seen. I liked the shape. At some distance about 100 yards, the dormitories look like fortresses. Maybe it's my mind sort of wandering -- winding down. In back of the dormitories is a garden. Although the end of the sidewalk -- end of building I'm in the sidewalk stops and there's a muddy puddle. I went for a walk at night. I walked around the campus, across the bridge, to another part of the campus separated by the ravine. However the first of all the dangers of a conference like this; an old black friend of mine with a white stripe was walking across the pavement so I let him have the pavement. So you should write and tell people who attend any conference or festival here that one of the dangers is skunks. Sonia Sanchez & I saw a skunk while we were sitting in the lounge of Copeland Hall -- we were protected by glass.

The concept of a festival like this one hits straight to the mark. It allows poets of different persuasions to gather, interact with each other and interact with the people attending the festival, and even interact with the students already on campus. Probably a conference like this should be during the school year when there will be more students and more profs. Summer's okay. In fact one of my best summers has been here. The first session was opened by Paul Blackburn and me. We wanted to find out why people came, what they were looking for, what they hoped to learn and what they expected of us. And there was a very strange mixed reaction to it. Some people thought the first session was fantastic, while others were disappointed with the first session. But those who were disappointed later said the session was right somehow. Paul and I discussed it before the seminar and we decided that we would go in with our wits.

The workshops were organized in a way to prevent our ideologies taking over the discussions. Four or five poets were in each workshop and we got many different kinds of criticism. We had ideological battles in the workshop I was in but those are the kind of battles that help a student poet resolve difficulties and allow him to choose his own path.

Vas Dias, who probably should have a reading of his notes, seemed to be on top of all the problems. Often he looked like he was running around -- confused -- but he put things down in his notes and any suggestions that were thought about. If he did not think the suggestion was quite right or didn't apply to a situation he would offer substitutes and it was resolved then, immediately, and implemented. The only thing that I saw that failed was the dance and only about 10 people showed up: it lasted about 2 hours and we closed it and went home.

It was very hard on the poets invited to be a leader in the workshops. You discovered that your job did not end when the workshop ended but continued to the dining hall and to the dormitory. People slipped poems under your door; gave you poems on campus; walked with you and asked questions. A strange thing happened here. It seems that all of the energies from each poet became concentrated into one creature and that creature had many facets, many sorts of perception, so that if I compared it with something very similar that does have a reputation of being successful like the St. Mark's Poetry Project, I would say that this festival was very important to American Letters. You had older and younger poets together and the feeling here was that we were all part of a guild and as members of that guild we were passing on a tradition to another generation.

We learned a lot ourselves. I spent time with about a dozen or more young poets and problems that I was having; some were resolved from listening to these poets. I was in the very fortunate position of having the newer and different perceptions of poets younger than I am and having the experience, immersion into the feel for the tradition that older poets have.

I told Vas Dias that some of the best criticism and the most productive sessions would take place in the lounge in Copeland Hall. You could go in almost every night and find one or more of the poets holding court, you might say, in the lounge. They would gather in the rooms; there was this concentration on one thing.

Vas Dias mentioned that one of the things that probably worried some of the administrators here was the co-ed dormitories, mixing of men and women in

dormitories. But people who are in this guild of writers in America are not bothered by it. The john on the floor I was in, the first floor, had "Women" on it and we were expected to walk all the way across the lobby to the other side to use one marked "Men." Someone simply liberated the john and took down the sign that said "women" and put up one that said "Folks." So men and women used it and no one seemed to be upset by it. I would think that we're civilized enough to be able to mix like this and think of both men and women as human beings who deserve respect, and, there was a lot of respect here.

One thing did bother me. There was some friction between the festival folk and dining hall, but that problem can be cleared out by insuring that there is more cooperation between the people planning the festival and the people who are in charge of campus services like dining hall, maintenance, physical plant, library. But even that worked itself out. One day the supervisor of the dining hall came around passing out candy and the kids like Matthew Rothenberg and Sonia Sanchez's little boys, and the Oppenheimer's boy, really had a ball that day. They collected huge bags of candy.

It was not only just a language arts festival; it seemed to be an experiment in living. Here you had two, not really two sets, but many sets of life styles. Writers here have to learn to do more than just tolerate life styles different from their own but to accept them. There can be a difference in the way people talk determined by their life styles. Sometimes people who worked in the dining hall were offended by things said to them by people in the festival. I can give you a case of that. A young lady cried because I (probably a little callous that day) told her to stop using euphemisms and to simply say that she wanted us to get out of the dining hall so that she could clean the tables off. She thought I was saying to her you're treating me rotten because I'm black. Jackson MacLow told me about this. She's a very nice young lady. In fact most of the chicks in the dining hall were a little more flexible than we were and if they didn't understand--were at least tolerant. I have to admit that sometimes we could have been a little more careful. People who deal with language should realize that there are differences in languages amongst people in the same society.

There's another little problem that happened in the dormitory of Copeland House. You had, you know, people who are used to being responsible for their own actions put into a situation where their life style clashed with the administrators of that dorm.

If I may be bold enough to make a prediction, a prophecy (I have this idea of a prophecy in my head) this kind of festival will only work for about 3 or 4 more times. This year was sort of like "Woodstock" and

after about 5 years you're bound to have Altamont--so that should be kept in mind.

A young lady, a student from TJC came up with the idea that a group like this should be hired to stay for a year; not asked to teach but just hired to interact with faculty members and the student body and the whole campus community. I told her it was really a wild idea and I tried to figure out what it would cost, i.e., salaries, housing, etc. I figured out it would cost about \$800,000, probably a million dollars. It is a very good idea if someone has guts to tackle something like this and the imagination. I believe it could work, and the effect it would have on this college and the community would be very heavy. This festival doesn't stop here it goes to Oakland, California, it goes to Bolinas, it goes to the Bronx, it goes to Iowa, it goes to Nebraska, it goes everywhere. And probably because of the connections of some of the writers here it probably has influence even outside the country. Young British poets look to America now, which is a lot different now from the time earlier in our history when American poets looked to Europe for their models and especially England.

The women here are really beautiful. I wrote a poem on the plane and found out it doesn't say very much about the women here. I wrote it out of ignorance; it's untitled..

closer to th center

th country the uglier

women

Part II and men

Part III dey talks funny too

I now discover it's really not true of the young ladies on the campus at CAS and TJC. It takes a lot of skill for a woman to be ugly - some really work hard at being ugly.

The festival was fun but I'm tired, feel empty but full. Full of a lot of knowledge. I don't feel as spirited as I felt at the beginning and during the festival. I felt like a bullfighter getting ready to make the right moves and turns and twists, and now feel like a Mack truck with the engine shot. Only advice I can give is that just have the wisdom of Bill Graham who knew when to close Fillmore east and Fillmore west. Stop before Altamont.

Love,
Tom Weatherly

Faculty Workshop Notes

The Faculty meeting did not convene formally at any point in the faculty workshop. Nevertheless, virtually all of the faculty met during the several days of the workshop and came to a consensus on several matters which otherwise would have been on a regular faculty agenda. I have summarized some of these issues for the faculty minutes.

Earl Heuer, Faculty Meeting
Chairman, Summer 1971

September 13, 1971

T. Dan Gilmore suggested committee assignments for the coming year, which were consensually agreed to by the faculty. These were:

GVSC

ALL COLLEGE SENATE

3 Fac. Haggard, Kaufman, Heuer

2 Students

COM. ON COLLEGE ORGANIZATIONS &
OBJECTIVES

1 Faculty - Klein

FACULTY GRIEVANCE COMMITTEE

1 Faculty - Kaufman

COMMUNITY COUNCIL

1 Faculty - Loizeaux

TJC

ADMISSIONS COMMITTEE

3 Fac. Andersen, Bitwistle, Diller

3 Students

CURRICULUM COMMITTEE

3 Fac. Wilson, Shechtman, Klein

3 Students

ACADEMIC AFFAIRS COMMITTEE

2 Fac. Rodin, Heuer

2 Students

RESEARCH & DEVELOP. COM.

1 Faculty - Haggard

ALL CAMPUS EVENTS CO-ORDINATING
COMMITTEE

1 Faculty - Appointed by V.P.
Hills. (Vas Dias was suggested
as a possibility for this
committee.)

September 14, 1971

It was noted that "Independent Studies" have been expanded and changed to a "Field Study Program" though neither the faculty meeting nor the Town Meeting had approved the change. The faculty seemed very agreeable to these changes with the proviso that the Field Study Program proposals be routed through the Academic Affairs Committee.

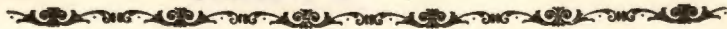
September 15, 1971

Jerry Toshallis of the GVSC Admissions Office spoke to the faculty, outlining some of the opportunities, problems and prospects of TJC expansion and admissions procedures. Among other things he asked for a limited authority to admit students unilaterally, with the guidance and control of the TJC Admissions Committee. Eventually, the faculty came to a consensus that:

- 1). Because of impending recruiting trips, Jerry could have, at least for now, a reasonable authority to unilaterally admit.

Further, Jerry and the THC Admissions Committee, together, would work out methods and guides for Jerry to use in making certain unilateral decisions to admit.

- 2) Jerry would not have the authority to unilaterally deny admission.
- 3) The Admissions Committee will retain its present powers.
- 4) Jerry will try to see all the faculty and various students within the next few weeks to talk about their ideas for admission and for TJC students.



alumni news: Janes ~~T~~abak has been appointed executive director of Planned Parenthood Association.

R.C. for 1971-72

Betty Ryan	10840 52nd Ave., Allendale	
Nub Yankee	15365 76th Ave., Coopersville	
Norm Peterson	3375 Remembrance Rd., Walker	
Ernie Scheidler	" " " "	
Jim Pongones	" " " "	
Roxanne Harley	7765 Buchanan Rd., Allendale	895-4222
Gary Reed	116½ Washington, Grand Haven	842-4791
Bob Stine	115 Emmett St., Grand Haven	
Earl Heuer	426 Clinton, Grand Haven	842-3298

(3 openings)

R. C. Proceedings To Date

Emergency Meeting 9/28/71 regarding Joe Louis' dismissal from school by K. Venderbush. Letter (see below) sent.

9/30/71 Regular R. C. Meeting

Letter from Dean Hills received (see below). Suggestion from Jason Corry regarding fund raising for a separate TJC building. Jason will begin to work on the idea and asked for volunteers. TJC TM jobs discussed. Elections soon: Further discussion next week. TJC Halloween party end of this month with William James as guest. \$5 given for subscription to (organic) food co-op services magazine.

10/6/71 Meeting

Possible purchase of Advance film.
Typewriter to be purchased for TM office.
Elections: self-nominations. Positions listed next to TJC office.
Nominations close October 14.
Natural foods store proposal discussed by Kathy Beard.
TJC is sponsoring "Oat Villie", a TJC band, as a group so they can have a permanent place to practice on campus.
Norm Peterson appointed as rep. to tenure takes force.
Norm Peterson resigned as treasurer; David Schuchman hired at \$1.00 per year and other considerations. Effective "after David learns the ropes" (?)
Former Admissions Committee members (70-71) to remain on committee until next election.

--Roxanne Harley, Nub Yankee

The following is an exact copy of a memorandum to Vice President Hills from the TJC Town Meeting Representative Committee.

M E M O R A N D U M

To: Vice-President Arthur Hills

Date: September 28, 1971

Re: Joe Louis

From: TJC Town Meeting Representative Committee

cc: T. Dan Gilmore, Ken Venderbush, Joe Louis, Les Hayden and Ross Lieffers

The TJC TM Representative Committee is in no position to assess the validity of the Vice-President for Student Affairs' decision to prevent Joe Louis from registering. The Committee has no evidence on either side nor knowledge of specific charges that have been made public.

On the same grounds we deplore the manner of such administrative action because it deprived Joe of the due process theoretically accorded him by the student handbook and the AAUP-NSA Joint Statement on Student Rights.

Further, we feel that the argument that due process need not be accorded to a student who has finished one quarter and has not yet registered for the next under the grounds that he is being denied admission, rather than registration, is specious. We are deeply disturbed by such action setting a precedent that students can be deprived of due process during "lame duck" periods.

Due to the lack of formal charges, we cannot be certain but it seems that rumors about Joe's present actions, his character and reputation, and particularly his impending trial were partially responsible for the action taken against him. We note that the college has never taken formal action against Joe and we do not believe that acts for which he was not charged in the past

should now be used against him nor should he be subject to double jeopardy involved as a result of his civil case.

We are concerned about Joe as a member of the college community and urge that you institute a swift and judicious due process for him.

Thank you.

Thomas Jefferson College Town Meeting Representative Committee

Everill Yankee, Secretary

The following is an exact copy of a letter to Mr. Joseph Louis from Arthur C. Hills, Vice President for Administration.

September 30, 1971

Dear Joseph:

On September 28, 1971 I received a formal, written communication from you in the form of an appeal. You requested that I "look into the validity as well as the fairness of my social disapproval", the result of which was your suspension from Thomas Jefferson College. Your suspension was the result of an administrative decision made by Dr. Kenneth Venderbush, Vice President for Student Affairs.

Upon careful review of your appeal in light of the due process as delineated in the 1971-72 Grand Valley State College Student Handbook, I have made the following decisions:

1. You do have the right to appeal the decision as made by Vice President Venderbush.
2. As Acting President, in the absence of President Lubbers, you were correct in appealing to me.

3. I have appointed a Court of Three as provided for in C. Judicial Structure C-4 Court of Three (Page 47 of the 1971-72 GVSC Student Handbook). The following section on composition of the Court provides for my appointment of one faculty member, one administrator, and one student.

After considering F. Miscellaneous (Page 52-53 Student Handbook) regarding certain conditions under which a justice must disqualify himself from hearing a case, I have appointed the following to the Court of Three:

Professor Bill Baum, faculty member
Mr. John Cryer, student
Mr. Ronald VanSteeland, administrator

Pages 48 and 49 of the Student Handbook describe the action to be taken by the Court of Three.

I have asked that the Court of Three take your appeal under study at their earliest opportunity. I would urge you to write a more complete appeal as indicated on page 48 of the Student Handbook. "(1) In the case of an individual, the student may submit an appeal, which must be in writing to the Court of Three, indicating the reasons for his appeal." Please deliver these appeal documents to each of the three members of the Court as soon as possible as I have their agreement to consider this issue on Monday, October 4, and/or Tuesday, October 5, 1971.

Your written appeal should contain a telephone number where you can be reached so that you can be informed of whatever action the Court of Three is planning.

Yours truly,

Arthur C. Hills
Vice President for Administration

CURRICULUM COM: NOW IS THE TIME TO START POSTING SEMINARS FOR THE WINTER QUARTER. THEY WILL BE TAKEN DOWN ON MONDAY, NOV. 1. WE NEED A VERY ACCURATE ESTIMATE OF PEOPLE WHO WILL BE IN THE WINTER SEMINAR SO THAT WE CAN DETERMINE HOW MANY SECTIONS TO SCHEDULE. PLEASE SIGN YOUR NAME IF YOU ARE SERIOUSLY INTERESTED ON THE BULLETIN BOARD IN CATHY'S OFFICE. THIS IS NOT A COMMITMENT BUT SHOULD INDICATE A FAIRLY FIRM STAND...

Don Klein

Halcyon is looking for Glenn Jones. Glenn! Find her quick, don't leave for Montana without seeing her.

Please! Please! Please! If you haven't paid for the last ADVANCE (fall at Circle Pines) please pay what you can. Money goes to TJC Town Meeting Representative Committee to be used by members of the TJC community. Any and all monies will be greatly appreciated.
Love, the R. C.

Harv-get yer bloody kittens out of our house. .
please-52nd St. manics

Ike and Tina Turner Revue will be sunday, Oct. 17, 8 p.m. in the fieldhouse. Student price (with i.d.) is \$3.50, available at the Bookstore.

BUS SCHEDULE-- Be sure to contact the Campus Activities Office. 164 LMH, ext, 348 or 349, for information concerning the GVSC bus schedule effective Fri., Oct. 1 through Sun., Dec. 12.

Glenda Aasland and Lana Hartman gave me a handmade birthday book for my birthday. It was the best card (book) I've ever seen.

Jim Pongones

Any student who wants to do a social-action type field study that involves bringing real villains to justice, see me. Merrill rodin, rm. 163 LHH.

Tues., Oct. 19- Fri. Nov. 12; Mon.- Thurs. 8:30 a.m.- 10 p.m.; Fri. 8:30 a.m. -5 p.m.; Sat. and Sun. 1-5 p.m.: GVSC Art Exhibition of Japanese prints by Takeshi Takahara, Faculty member of GV's College of Arts and Sciences art department. Manitou Hall Art Gallery. No adm.

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