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## **Bull Frog Pond, Vol. V, No. 5**

Grand Valley State College. Thomas Jefferson College

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**SUN FROM  
POND**

NEW YEAR ISSUE  
Vol. V No. 5  
1972

GVSC  
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Library

consumed, impregnated, oblivate -

coming, internal, universe -

what have you to offer to yourself, that self  
which cannot offer anything to you since it is you  
to begin with

what do you have to do with what you have to offer -  
if you are doing what you know to be doed, then what is to be done

wisdom of one Age may be a shattering experience  
to another. if you have yourself then what is  
there to be experienced that is shattering to  
anyone, much less, anything

Anubis and hounds, the dark temple -  
they DO exist, these fine anubian hounds.  
where are we who cannot perceive them,  
can we ever perceive that we cannot perceive

where is the reality then. how do we structure it to fit.  
why will it not be molded to fit. why are we the molded elements  
while at the sameness, radiating consciousness

$y = f(x)$ , 1,1,2,3,5,8,13,21,34,55,89,144.  $144 = 12 \times 12$   
Fibonacci and his series, one more addition to the cosmos  
we are trapped in a world of Discovery  
a new hoop to leap through - this one will end  
earth-bound, time-bound hoop jumping

the new hoops are elliptical in essence and  
rate sequential in simplistic quantity.  
no alarm clock will face such a scene, like the vampire and cross cliché -

pin-prick star is far away, even in our minds, the ones who do  
not accept sight beyond occipital lobe loci  
no matter, no one ever tried to sell anyone anything no  
matter how much you really wanted them to.  
ask your local paraoccipital dealer about the new trade-in  
package deal being offered right now, then, and forever  
there is no time-credit plan, that benefit of  
beastly servitudes

alas! transmission is falling, failing, i sink twixt the waves  
once more. it was, the air in my lungs..... Kiere

# A STRUCTURE/FUNCTION ANALYSIS OF MODES AT TJC

-- Cam Wilson

This thinking was triggered by the proposal for two more MODES of learning at TJC, the Apprenticeship and the Workshop. I have to have a basis for voting yes or no on these. Otherwise I feel awash.

Modes today are being used to serve at least two distinct purposes. On the one hand they define the structure of the credit-generating relationship between agents of the College (faculty) and seekers of credit (students). This relationship is defined by two variables: a) the number of parties engaged and b) the "potluck/chosen" nature of the groupings. All the modes can be classified according to these variables. I diagram the situation as follows:

	Potluck	Chosen
One to One	Independent Qtr Examinations*	Special Studies (Apprenticeship) Senior Projects Field Studies
One to Several	Seminars Seasonal Seminars Modules (Workshops)	Group Special Studies

\*Probably our one true hybrid between one-to-one and one-to-several.

Examination of this classification shows redundancy in the categories, which indicates we are using the Mode System for additional purposes as well. Wherever there is more than one mode in a classification box, other criteria for separating modes are at work.

Eliminating these additional functions of the mode system by reducing the number of Modes to one per box (one per credit-generating category) would a) make it clear that modes serve to regulate the credit-generation business

of the college instead of to define the way people will learn from each other and b) reduce the organizational static between people and thus help them experience their education as a function of their own design rather than as one of fitting into a network of categories.

It would also give us clear guidelines when considering whether to establish a new mode or to expand the definition of an old one or to go outside the credit-generating frame of reference entirely.

"But. . .But. . ." But what? We are in danger of coming to think that if there isn't a formal Mode for something it can't be done. Odd modelling behavior for faculty who are dedicated to the idea of people's shaping their own education as individuals (rather than as parts of a system which, though they can adjust it to suit their needs, comes to need adjusting before they can act!). I have sustained several apprenticeships at TJC within the special studies mode. Last week I ran a low-intensity workshop (environmental cue) without a Workshop Mode.

If we'd minimize the number of codified behaviors, we would maximize the program's ability to evolve and to respond quickly. Our catalog would remain current without locking us into particular offering patterns. Seasonal Seminar is a good example. Call it a separate mode and we are duty bound to offer it to anyone who entered TJC with that mode as part of the contract. Re-categorize it as a Seminar and it can be expanded, dropped or modified in response to felt need when the need is felt (instead of two years later).

Minimizing the number of codified behaviors has the happy additional result of building malleability into the implementation of each mode. This would encourage shape-your-own learning. In contrast, more rigorously defining each mode leads to more rigid behavior within each one. Therefore we will spend more energy making sure the system includes a mode that allows us to interact as we want. The focus will shift more and more to shaping the right system so that we can gain back from it the flexibility we ourselves build into it! Ahhhhhhhhhhhhhhh!

Following are several suggestions for what to do:

1. Return all single-person unified-quarter (15 cr) experiences to the Mode "Independent Quarter". Have the credit agent (supervisor) be the person's tutor. This means re-defining field studies as Independent Quarters. The behaviors can still occur; Bud's role in facilitating them is still central; the Independent Quarter Mode (re-) gains malleability; and the Tutor/Advisee relationship gains a structural support which will make it more viable. I call the Independent Quarter "potluck" because the tutor is assigned, not chosen.

2. Absorb the Seasonal Seminar Mode into the Seminar. It is functionally just another seminar which happens to have 15 credits and other characteristics adequately describable in the quarterly Schedule of Classes.

3. Absorb Modules into the Seminar Mode. (They already are.) They are functionally just seminars which happen to carry a smaller amount of credit than usual and last a shorter length of time than usual. This step 3 and step 2 have the advantage of restoring malleability to Seminars. Seminars would be clearly flexible in the number of credits and length of duration. Where there's flexibility in some things, there's an impetus toward flexibility in others. Only the credit-generating relationship of college to student needs to remain defined from outside of the seminar itself.

4. Enhance the ability of individuals to define Special Studies in ways that fit the learning needs of the individual student and faculty member concerned by absorbing the proposed Apprenticeship mode into it. Establishing the Apprenticeship does not increase a person's actual freedom and has the unfortunate side-effect of rigidifying the definition of Special Studies. It would also rigidify the definition of Apprenticeship. "Have we chosen the right Mode?" and "I want to do something that isn't exactly a Special Study but it's not an Apprenticeship either. What do I do now?" --are questions people will stew over when they shouldn't have to hassle that kind of organizational question at all! I'd rather see that energy directed toward design of the study itself.

5. Absorb Senior Projects into Special Studies. That is what they actually are. As more Special Studies come to be deep plunges into areas, maintaining a distinction between one done in the senior year and others done at other times will just confuse people.

6. Retain Examinations. Every good system needs one anomaly.

7. Make a major breakthrough in a) the development of TJC as a learning community and in b) the de-emphasis of credits as part of education by having the Workshops without credit. Thus they would be, by definition, not a Mode. Workshops could become a celebration of learning rather than another thing to register for. A key factor to the success of workshops like LaJolla, Creativity, and the Nebraska Conference is that, in addition to being concentrated experiences, they were ones in which people participated voluntarily (defining their own ways of being there), in which

there was no judgement of one's performance by another (freedom from which is a key factor in the initial stages of creativity), and in which the interactions between people were structured by their personal interest rather than by societal authority patterns (such as teacher/student). The faculty members at TJC have as much to gain in the way of freedom by the Workshops being non-credit as do students at TJC.

The diagrammed summary of these suggestions is this:

I. WITHIN CREDIT

	Potluck	Chosen
One to One	Independent Qtr Examinations	Special Studies
One to Several	Seminars	Group Special Studies

II. BEYOND CREDIT

	Planned Focus	Spontaneous Focus
Singles or Pairs		
Three or More	Workshops	

#####  
 PLEASE, PLEASE...Whoever ripped off \$25 from my purse December 15, give it back. I forgot it and left it in the Commons. I need it as much as you do...possibly more. You know who I am and you know who you are...please leave it on Mary T's desk and I can pay back the people I borrowed from to buy Christmas presents.

## FOOD NEWS

"Humpty Dumpty sat on a wall  
Humpty Dumpty had a great fall  
All the King's horses  
And all the King's men  
Couldn't put Humpty together again"  
-from Mother Goose

Co-operative: acting/working with another or others for mutual,  
often economic, benefits

Co-operative: "marked by cooperation"

Co-op: our co-op is "an enterprise or organization owned by and  
operated for the benefit of those using its services."

-Webster's Seventh New Collegiate Dictionary

So you see we need you/if you will a co-op. The history of co-ops is old. Farmers have co-ops. They are tight groups-dependent on each other for survival. You however, can shop at Meijers and still survive; unless you are interested in healthy and cheap foods. The progress of the new Food Co-op is slow-always is. Too slow though now. If you're a subscriber or donator you can help by supporting. Workers must unite! We all must assume some responsibilities. If that is frightening, you aren't ready for that work. Maybe you work better spontaneously and you're the individual to turn out a poster or handbill. WE NEED PEOPLE TO EXIST!! This is urgent-we're still sitting on the wall-let's not fall-

\*\*\*\*\*

### BRAN MUFFINS

#### Dry Ingredients

1 1/2 c Whole Wheat Flour  
1/2 c Bran Flour  
1 tsp. cream of tartar  
1 tsp. baking soda

#### Wet Ingredients

1/2 c honey  
2 tbs. molasses (optional)  
3 tbs. oil  
1 c Buttermilk

Mix wet and dry ingredients in separate bowls. Add wet to dry and mix well-until all flour is just wet.

Pour into greased muffin tin.

Bake for 30-40 minutes in preheated oven. (350°)

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Ed. Note: Our Co-op is a white shoe-box-like building on Lake Michigan Drive across from the Reformed Church. Open 1-6 Monday Thurs & Saturday. Drop in and say hello...



## TDG on TJC

The Nebraska Conference: I went to meet and marvel at the world's leaders in innovative higher education; they, like myself, turned out to be ordinary people with ordinary problems - perhaps a bit more paranoid and hostile than the traditionalists but that's understandable. We first generation "innovators" seem to be handicapped by asking the same old questions and using the same old methods of generating answers. Thus, it wasn't too surprising to discover few if any new answers. The most vital concerns at the conference seemed to be issues like--how to get bigger and better grants, bigger and better students, bigger and better teachers, bigger and better buildings, etc. We discussed these problems in an auditorium. Three hundred people were in the auditorium with a discussion leader on a well lit stage. The whole thing turned into a parody on experimental education. People were screaming over one another, walking out in rage, students were challenging faculty to hear them. Faculty members were telling them to get the hell out. Somehow I managed to keep my mouth shut through all this, and I have to admit I experienced a kind of perverse pleasure in viewing the spectacle.

My general impression of many of the students and faculty representatives at the conference was simply that they didn't like one another very much and that they hadn't had much practise at being "nice". It seemed that the one most important ingredient towards finding possible solutions to the questions had been forgotten. That ingredient was simply that education consists of people interacting in ways which mutually facilitate their growth. In doing away with traditional educational structures most innovative educators seem to be looking for substitute structures, and because such structures have not been found, there is lots of frustration. Perhaps an alternative approach is to emphasize the quality of human interaction rather than substitute structures. I find it astonishing to discover the extent to which people will go in inventing structure to avoid dealing with each other as persons. I suppose we are guilty of the same thing here at TJC but I think to a lesser extent. It seems to me, and of course I am biased, that TJC has discovered something about education which most other experimental colleges have missed and that discovery is simply that for the most part - we are likable.

Good news: Michael Birtwistle finally has his theatre —the old Kinney Shoe Store next to Mr. Clark's Beefeater in downtown Grand Rapids. The new theatre will probably be called "Stage 3" a center for the performing arts. It's main purpose will be to bring the college and the Grand

Rapids community into contact, hopefully, a mutually productive relationship. Tentatively, the first production is scheduled for the third week of January (assuming the legalities go smoothly). The first production is a play entitled, "After the Rain," directed by Mike. It's a beautiful play for the kind of theatre Mike is trying to establish. I hope everyone at TJC will help support this venture. Hopefully, the place can be used for numerous other kinds of performances and events.

More Good News: John Coyne, a free lance author, has recently completed a book entitled something like, Innovative Higher Education in America. He gives TJC a 5-page spread. He says his review is quite favorable. William James College also has a page in the book. John visited TJC in late November to look us over in person. At the end of a two day visit he summarized his impressions by saying, we were "suspiciously healthy". He was suspicious because he hadn't seen this kind of feeling at any other institution he had visited. As a consequence of his visit here, he is writing an article on TJC for Change magazine. Hopefully, it will be published in April. His book, too, is due in April.

John had two criticisms of TJC. He felt we should be developing our off-campus studies programs more rapidly and with more detailed planning. He was especially concerned with keeping contact with students while they're off campus and providing a feedback mechanism for them when they return to campus. His second criticism was about our growth plans. He felt very strongly that we should not grow to more than 500 or so students and that we should definitely not split into two units in accomplishing this growth.

At the December 10 faculty workshop, several important revisions were made in the growth plans for TJC. The plan of going to 580 students and 29 faculty (presently we are at 315 students and 13 faculty) was rejected. Instead the original unit of TJC will be kept intact with approximately 260 students and the current faculty. This means that a "splitting" won't occur. That is, anyone currently a member of TJC may remain a part of Unit I. A second small unit consisting of 7 new faculty and 140 new students will be opened in Seidman house on an experimental basis. They will work within TJC's present goal but outside of that will be pretty much on their own. The purpose of this second unit is to see if the unit system will work. If in January of 1973 it seems to be doing OK we'll increase the enrollment of Unit II up to 260. If it is not working we'll incorporate Unit II back into Unit I and then reduce the total size of TJC to approximately 300 over the next three or four years.

I personally like this plan. It is an experiment in growth which does  
(continued on page 29)

TJC FIELD EDUCATION OPPORTUNITIES (You can start writing someone!)

-RACIAL MIX: A HOUSING GOAL  
Virgil G. Kinnaird, Director (Ky)  
U.S. Department of H.U.D.  
Equal Opportunity Division  
Louisville, Kentucky

-STUDY POVERTY POPULATION GROWTH  
(1970 census figures indicate  
\$3680 per family of 4- Poverty)  
George H. Brown, Director  
The Census Bureau  
Washington, D.C.

-DEAL WITH "URBAN SPRAWL"  
Louisville Central Area, Inc.  
Louisville Development Inc.  
Louisville Chamber of Commerce  
Louisville, Kentucky

-"THE OIL INDUSTRY'S PROBLEM"  
Lyle S. StAmant, Director  
Louisiana Wildlife and  
Fisheries Commission  
New Orleans, Louisiana

-SURMOUNT DEBT & UNEMPLOYMENT  
Theodore O'Dell, Captain  
Salvation Army  
New Albany, Indiana

-A UNIVERSITY REMOTE TV VAN  
Roy Weddle & Dick Beeker  
Engineers  
THE UNIVERSITY OF INDIANA  
Bloomington, Indiana

-NLRB LABOR-CASE DECISIONS  
National Food Services, Inc.  
2307 Talorsville Road  
Louisville, Kentucky

-CHEMICALS KILL ESCAMBIA BAY  
L.C. Smith, Operator  
A Fishing Camp  
Pensacola, Florida

-WANNA' BE A PRIVATE EYE?  
Larry Mayer & Tony Pellicano  
Lloyds Detective Agency  
(one of Chicago's "best")  
Chicago, Illinois

-THE TROUBLE W/ NURSING HOMES...  
Dr. Lionel Z. Coslin  
Clinical Director  
The Geriatric Unit  
United Oxford Hospital  
Oxford, England

-MORE ON "GERONTOLOGY"  
Director  
Levinson Gerontology Policy Inst  
Brandeis University  
Chestnut Hill, Boston, Mass.

-DEMOCRATS IN FINANCIAL TROUBLE  
Robert S. Strauss, Treasurer  
Democratic National Committee  
Headquarters  
Washington, D.C.

-SAN DIEGO GOP CONVENTION  
Inspector Jim Connole  
Command of Convention  
Police Task-force  
City Hall, San Diego, Ca.

-A NEW COUNTY AUDITING SYSTEM  
County Auditor, Tom McCartin  
Clark County  
Winchester, Kentucky

TJC FIELD EDUCATION OPPORTUNITIES (You can begin the process, also.)

-WORKING WITH CHILDREN

Ms. Kathleen Osborne, Director  
So. Louisville ChildCare Center  
4621 South Parkway  
Louisville, Kentucky

-LIVING ON A RESERVATION

Director  
(Thomas Large Whiskers)  
Rough Rock Demonstration School  
Chinle, Arizona

-ADVOCATING CONSUMER RIGHTS

Director  
(Ralph Nader)  
THE CITIZEN  
Washington, D.C.

-LEARNING INSTITUTIONAL RELEVANCE

Director,  
Dr. Frank E. Smith  
Tennessee Valley Authority  
Knoxville, Tennessee

-LEARNING "HEALTH" PROBLEMS

Dr. Th. P. Summers, Director  
KY. Volunteer Health Agencies  
State House Building  
Frankfort, Kentucky

Dr. Nancy Riffe, Director  
School of Hope (Retarded Children)  
Madison County Association  
Berea, Kentucky

Dr. Luther Minyard, Director  
Community Programs  
Department of Mental Health  
Frankfort, Kentucky

-INTERESTED IN CONSUMER POWER?

Director, Consumer's Action of Ky.  
Louisville, Kentucky

-WORKING IN AN INDIAN SCHOOL

Director  
Window Rock Reservation  
(Navajo Indian Capitol)  
Window Rock, Arizona

-INTERESTED IN PENAL INSTITUTIONS?

David Mussachio, Director  
Department of Detention  
Louisville, Kentucky  
(City Hall)

-INTERESTED IN SOCIAL WORK?

Director,  
Metropolitan Social Services Dept.  
Jefferson County  
Louisville, Kentucky

-STUDY GERONTOLOGY

Senator Frank Church  
Special Senate Committee on Aging  
Senate Building  
Washington, D.C.

-WORK IN A STATE WELFARE DEPT.

Dr. Richard Powell, Director  
A.D.C. Services  
Department of Human Welfare  
Richmond, Indiana

-LEARN THE LEGAL PROCESS

Hon. Todd Hollenbach  
Jefferson County Judge  
City Hall  
Louisville, Kentucky

-STUDY "AMERICAN FOLK-LIFE"

Senator Fred Harris  
American Folk Life Foundation  
Senate Building  
Washington, D.C.

TJC's slow but steady evolution as an experimental searching entity is at this pace because of it's slightly above average consciousness. Considering the cosmic energy available, we have but tapped only a fraction of what is needed to accelerate change in accord with the change happening on earth.

In other words, to bring mans' consciousness of itself in harmony with technological scientific, space age knowledge we got to get moving.

Proposal - constitution of metaphysical law where each member, function, committee, goal will be provided and will provide the conditions for realizing itself, regeneration. So that we can move out of our second and third dimensional existence and proceed into fourth and possibly touch upon fifth and sixth dimensional qualities.

Realization is to know self; consciousness, understanding, love. To know one's karma paths and regenerate ourselves. Change in environment comes with change in self. Realization of our need for further realization, then we will set conditions to help this come about.

We need a more synthesized program to further possibilities of regeneration. TJC is a growing entity which makes possible for its members to identify with a community which is many times a necessary step between self identity and oneness with humanity.

It is a fact that we will keep coming back to earth after each death until we transmute that spark of God (christos) within us to total protonic energy. We are man Gods that haven't realized our true home.

We are here to learn love, for love includes all, is All. We must die to live, and become Holy Word I, and then we will have understanding to spread ourselves everywhere, in everything - Love.

We should begin to search and utilize conditions for realization and death of negativity, such as a synthesis of educational program to include 24 hours a day; To be able to fulfill needs of each individual. To realize our state of wonderment and constant search and regeneration of true SELF: Practical application of metaphysics to include eating, sleeping, breathing, meditation, etc.

In a few years Grand Valley will be a living community not a commuter college; and as a community of the Future generations we will need to plan for needs of a community entering higher dimensional existence.

WRS

TJC Admissions Committee Minutes - November 5, 1971

Present: Dan, Dick, Gina, Jerry D; Jerry T..

1. The progress of the TJC ad to go to 4 student newspapers in Michigan Junior/Community colleges was noted. Merrill Rodin's "Psychology of Advertising" seminar will have a version of the ad by Nov. 8.

2. Eight applications for Winter '72 were acted on:

6 Admit  
2 Schedule personal interview

Admissions Summary:

Winter '72 -----31 Admit  
Spring '72 ----- 2 Admit  
Fall '72 ----- 1 Admit

TJC Admissions Committee Minutes - November 12, 1971

Present: Dan, Gina, Jerry T, Mike.

1. Twelve applications were considered:

Winter '72 ----- 8 Admit  
----- 3 Schedule interview  
----- 1 Admit

2. Admissions summary:

Winter '72 ----- 39 Admit  
Spring '72 ----- 1 Admit  
Fall '72 ----- 2 Admit

\*\*\*\*\*

Stars  
were there, I could see  
Polaris, not  
Venus.

You were there, you  
pointed. I  
could not see  
Venus.

TJC Admissions Committee Minutes - November 19, 1971

Present: Dan, Dick, Gina, Jerry D, Jerry T. Mike and Sandy

1. The perennial question as to whether or not to go to an open admissions policy was brought up again. It was decided that a special meeting with no applications to consider would be better for dealing with this issue.

2. Decisions:

Winter '72-----	10	Admit
Winter '72-----	2	Schedule Interview
Spring '72-----	1	Schedule Interview
Fall '72 -----	4	Admit
Fall '72 -----	2	Schedule Interview

Totals Admitted:	Winter '72-----	49
	Spring '72-----	1
	Fall '72 -----	6

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MELLOW MEADOW

Mellow Meadow has everything

It's a meadow in a conifer patch  
at the top of a bluff  
overlooking some yet-clear  
water of Lake Michigan  
off the island called Beaver

It's a field of wild strawberries  
now just tiny white flowers  
peeking over triplet leaves  
of true green.

It has a roof of frosty blue  
accented by arcs of gulls  
delicate whispers of green, yellow and orange flicker  
at the treetops

while cornflower blue lilacs  
peek from the now-brown  
pine needles.

And if that weren't enough  
it has us.

-Diane Kohn

## World Game Schedule

There have been a number of events and experiences which have occurred over this Fall Term concerning World Game and its participants, and we would like to share some of these including a schedule of events for Winter Term, and the coming Spring.

During the past eleven weeks, members of World Game at Grand Valley have felt frustration, confusion, lack of energy, but they have also experienced developing a World Game group, definition of prospective world scenarios, high energy meetings, and the sense of having accomplished a few goals which we defined for ourselves. The real turning point in the current development of World Game, was the recent conference we sponsored with the Committee for the Future. The two members from the CFF were Barbera Hubbard and John Whiteside. Barbera and John brought with them an amazing energy level along with a great deal of information and positive direction. No one could afford to be stagnant, in fact, no one thought about all the friction we were having previous to the conference, there just wasn't anytime. Listed below are the directions and goals which came out of the conference:

1. To develop a presentation for the New Worlds Week International Conference at Southern Illinois University in the middle of May. This presentation would consist of originating, compiling, editing, and putting together a multi-media performance depicting the philosophy and gaming techniques of World Game. In other words, to graphically and any other way possible, come up with a presentation which anyone at anytime could experience and leave knowing and feeling what World Game is all about. Ideas have been floating which include video tape, 16mm film, 35mm slides, stage production, music and choreography, etc. Some people who are associated with the CFF and who will help us are, Gene Rodenberry, creator and producer of Star Trek, Norman Couzens, former editor-in-chief of Saturday Review, a group of young producers in California. However, the main theme and creation will be left up to the World Game people here at Grand Valley .
2. We had also discussed the development of a video tape newsletter which would link the existing and developing World Game centers across the world. This project will also get under way Winter Term. Bob Giddis and TV crew co., are willing to help produce the newsletter. They will have to complete  $\frac{1}{2}$  inch video system at their disposal. We feel it is vital to link up all World Game Centers by a communication network. Until now, World Game centers have lived and died in total isolation from each other.

The time is now that we develop a systematic approach in learning how to communicate with each other, we are after all playing World Game.



OUR PLAYMATE OF THE MONTH...  
is Thomas Jefferson. Jeff Pieper  
was kind enough to provide this  
intimate portrait of a wonderful  
guy and received first prize in  
our T-shirt emblem contest.



3. We presently have a national telephone link-up with interested people and the CFF. We have once-a-week calls. This system allows each group to speak to another in Connecticut and in Los Angeles, and Carbondale, and Allendale all at the same time. We have a conference speaker attached to a phone which allows everyone in the room to speak and listen - effective participation. This telephone line would eventually give way to audio-video satellite transmission to all interested parties, and this system may not be too far ahead in the future.

4. We are also making contact with a developing World Game Center at the General Motors Institute in Flint. They have a large computer network, including an IBM 360 (one of the largest IBM makes) this will help us to store relevant information, and to graphically simulate information we collect. Eventually, the GM World Game people will help us with the May presentation.

5. Possible scenarios which have been discussed are, Communication networks, parapsychology, alternative housing materials and architecture, alternative educational tools and techniques, new sources of undepleteable energy including solar energy, wind, tidal, geothermal, and thunderstorm activity. Of course the scenario is the foundation of World Gaming, and learning how to simulate and make conscious whole earth systems is what we are trying to evolve.

6. R. Buckminster Fuller will be here April 21 to discuss his total thinking processes, and to discuss World Game.

7. We are trying to develop a 24 hour World Game Center, where anyone at anytime can come to a particular spot on campus, and get the materials and resources he needs to effectively play World Game.

8. We are also arranging transportation to places such as the World Resource Inventory at Carbondale, Illinois, and other relevant conferences and workshops in the immediate area. (Mich., Ohio, Ind., Ill., New York, etc.).

The only thing we need now are people willing to participate & play World Game. If it isn't already obvious, World Game is nothing but a total process, a whole earth process, therefore, the earth must participate in order to realize a successful outcome. A group of dancers, poets, biologists, motorcyclists, and computer technicians will play and feel a better World Game than just a group of specialists. The notion of specilization makes a group or species less likely to survive; the ability to adapt to new environments and to integrate past experience is the key to survival. Man still doesn't believe this statement, it's now a matter of increased awarenessor a rather brutal fall.

In case anyone is interested, the Committee for the Future is planning to put a private invested and international community on the lunar surface by 1982. If anyone likes travel, but poor pay, there is still room for applicants....

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Letters...Letters...Letters

Dear Dan,

I've been thinking of something I'd like to know your reaction to.

There are about 250 people in TJC right? By the way, I would appreciate knowing the expected enrollment for winter quarter. Anyway at \$150.00 per - that's est. \$37,500.

I think about how TJC puts this to use and what we get for it.

Being a state institution what we don't get is the permission to pitch a tent on GVSC's property so we do get to pay rent to somebody. GVSC also prohibits the use of the land for things like gardening. This doesn't seem to jive at a place that's supposed to promote the learning of biology, chemistry, the poetry of nature, etc. This may be at a distance to relativity but we do get a crudso river with shit for animal and plant life, can't drink it and the fishin's no good. I'm thinking of moving TJC to a better geographical location and owning the land collectively to overcome the disadvantages I just mentioned. Some of the things we would lose if this were done would be facilities like libraries, labs, audiovisual and the presence of experts in various fields of knowledge. There are disadvantages and advantages. Getting together a collection of books or movie cameras can be done but really getting down to it on a state college's land isn't going to happen.

This would put TJC through a lot of changes especially the faculty. I'd like to know how they all felt about being part of a school where they didn't get paid and did their teaching and learning in the fields and woods and were simply just another part of the whole thing that provides for everybody.

I'd like to make a proposal to everybody in TJC (so would you do me a favor and make this common knowledge) that the money that we would ordinarily use for tuition be used to buyland. Either \$37,500 cash or whatever it is depending on how many people are in to it or that much down and a couple of payments like it 3 months apart.

You can get a lot of land for 100-plus thousand which is what we'll be dishing out this year.

Things like what kind of land & where could be worked out together during the winter quarter (a bad time to be moving anyway.)

I'll be returning to Mi. early Dec. to develop this idea with everybody's help-but I'd like everybody to already know about it and have thought about it when I get there so we can really give this some serious attention.

RC Meeting 11/24/71, 11:30 a.m.

Karle Murdock, Moderator

Present: J. Corry, M. Leubke, B. Stine, N. Peterson, B. Ryan, J. Brown,  
R. Harley, N. Yankee, D. Schuchman

Announcements: None

Committee Reports:

Academic Affairs: (D.S.) announcement read (appended). N. B.: in all  
Group Special Studies, everyone must fill out a Permission to Join slip.

Special Studies must be in November 29, 1971.

Curriculum Committee (J. B.) B.Ph. change: no requirements. Explanation  
that it is suggested that students use the "4 to 7 areas" idea formerly  
required. Discussion re approval by R. C. Decision tabled til next week.  
Exco (J. C.) Community Council discussion concerning drinking (legal) in  
downstairs commons, G. R. Room, and dorm rooms. To be submitted to  
board of control.

Faculty Meeting (K. M.) don't detach your pink slip for registration. Low  
amount of money available for traveling. "Apprentice mode of learning".  
The T. M. seminar will get one credit next term. Suggestion that the  
workshop to be held next term in 5th or 6th week be called the 8th mode  
of learning. J. C. to work out a description to submit for R. C.  
approval and voting. Budget T. F. rescheduled for Monday, Nov. 29, at  
12:00 noon in T. M. Office.

Treasurer: Description of job to be placed in Gazette. Money is available  
to make this a work-study job. (D. S.)

Couch: Tabled for further information (N. Y.)

Potterswheel: Tabled for specific costs. (D. S.)

G. Reed in, E. Heuer in.

Theatre lights (J. B.): motion (R. H.) \$100.00 to Jeff Brown for lights  
for TJD's HORIZON theatre, after the building is set up. (J. C. 2nd)  
Motion called: Ayes 9 Nays: 0 Abst: 0. Motion is carried.

Forum non curriculum (J. B.) motion: (J. B.) to add to Nebraska Conf.  
forum a discussion of curriculum, registration and modes of learning.  
(B. R.) second)

Piano: still looking (J. B.)

**New Business:**

Traveling Bus (J. B) ideas regarding a bus for experimental schools to visit each other. MTG. December 4 of Michigan Exper. Schools at Justin Morrill.

Remodeling Commons: (B. G.) motion (N. Y.) \$300.00 to a committee of Bob Giddis, Jim Pongones, Nub Yankee, and Debby Berend's supervision to redecorate the TJC Commons over Christmas bread (2nd J.B.) Ayes: 8  
Nays: 1 Abst: 0 Motion is carried.

Tem. Reps: To ad co; one (temporary).

Personnel Co: 3 or 4

Curriculum: 2 (temporary)

Decision to place ad in Gazette.

Gestalt group (J. B.) wants to do Group Special Study and needs \$300.00 for a facilitator. Discussion of precedents and benefits to everyone.  
Motion (J. C.) \$300.00 to Gestalt GSS (2nd J. B.) Ayes: 0 Nays: 8  
Abst: 1 Motion is not carried. B. S. degree: no longer offered.  
(G. R. asked for information)

Announcement (D. S.) "2001" will not be shown until winter.

Adjournment 1:00 p.m.

\*\*\*\*\*

**BFP BULL**

SYNECTICS EDUCATION SYSTEMS has come out with a do-it-yourself course in Synectics consisting of "tested exercises designed to evoke metaphorical thinking." "Evidence shows that a single individual can be trained to function as though he were a group...those who have been trained in a group tend to be group dependent, unable to use SYNECTICS alone or even with another person." COST \$29.50 And if you want it for credit, sign up for a special study for as many credits as you can afford.  
-CREATIVITY GROUP

GAMES PEOPLE PLAY...Available from 165-H for use in the Building  
Cities Blacks and Whites Water Pollution  
Extinction On Sets Configurations  
Wiff 'n Proof Risk Propaganda

Paul Johnston  
LANTHORN

Dear Paul,

I read your review of our Fall/Appearance/Opera today. I agree that many people are not prepared to understand such a piece, so let me tell you something about how it was created. Perhaps this description will help you to understand more of what you saw and heard, and hopefully make future experiencing of pieces of this kind even more rewarding for you.

By the way, thank you for being at the performance and for taking the time to think and to write about the piece.

We called our piece an "opera" because the term appropriately describes the event. Opera is the plural of "opus"...meaning a work. An opera is a composite event which is composed of elements from several artistic media...as in traditional operas, where one finds music, a play (libretto), sets, lights, and dramatic setting. Contemporary pieces of this nature, that may use even more things such as film, dance and sculpture; are frequently referred to as "mixed media" or "multi-media" events. Sometimes when they are loosely structured, these events have been called "happenings".

Our Fall/Appearance/Opera grew out of a collaboration between Robert Vas Dias, Christine Loizeaux, Michael Birtwistle, and myself. We decided to create a piece together, in which each of us could contribute work from our own artistic specialities. The creation began with a poem written by Robert. I remember at our first get-together, we spoke about the seasons...and how lovely we thought the Fall was. Robert said, "let me think about it, and maybe I'll come up with an idea...a poem." So Robert wrote the poem especially for our event, but with no particular setting, or music, dancing, or staging in mind. The next phase was to be my contribution. I worked with Robert's poem, organizing its phrases as dialogue, and composing music to support those sections. I composed music for dance interludes and put it all together to form a sequence of events....an organization of the poem into the dimensions of sound and chronological time. The piece now had words....sounds, and existed as a sequence of events in time. After I completed my work, the four of us met and spent hours discussing what had been done so far. I carefully explained what I had done....the events as I arranged them....

the music, the speaking...the silences. The four of us broke the score down into specific sections....Christine seeing these sections as sections in the dance she would create for the score. We were now involved with the problems of making this sequence of events come to life visually, Christine making notes for herself about choreography and Michael making sure that the ideas we were discussing could be executed in terms of lighting and staging. Robert, at this time, re-entered the collaboration from another point of view. He had ideas about how a particular section might be "danced to" or staged, and at the same time, he remained the originator of the poem by helping us to keep the poem's ideas central to our thinking. By this time, it became clear to us that we were not attempting to literally translate the poem into corresponding physical action; but that we were thinking of more subtle ways of adding new dimensions to the poem itself. We wanted the music, the staging, the dancing, to suggest through their dimensions, the same images and feelings that the poem suggests through its words. We wanted to make the poem come alive via the added dimensions of sound, motion, and the passing of time.

By now, Christine had the ball, and set to work with the dancers, choreographing the sections of the score. The dancers at this juncture, began to take active roles in the piece's formulation by choreographing sections themselves. Many of the specific movements in the dance were created by the dancers. They were drawn into the collaboration on another level...responsible for much of what went into the final product.

At the same time, the musicians began to rehearse the music. We worked through the score, learning the music, gradually feeling more and more comfortable and confident with it. We made a tape of the music for the dancers to use in their rehearsals. The tape along with Christine's overall view of the piece pulled the various movements the dancers had created, into a larger, more complete whole. The overall shape began to emerge!

The next step was to put the whole thing together on the stage... to have the musicians working along with the dancers, and to allow Michael to become prominent in the piece's shaping by designing its lighting and staging. Roles in the collaboration began to shift again. Michael was now doing his work; Christine was pulling the various dance sections together, creating a smoother totality; I was conducting the musicians and dancers; and Robert became our critic. Since he was free to observe the action, he took notes...and made valuable comments on what it all looked like to him from his seat in the audience.

With surprisingly few rehearsals, we were able to pull all of the elements into a single shape...into a whole. The lighting was created, the staging was set, and the musicians and dancers had the appropriate sense of the pulse of the piece. It became a totality for them. The work as a whole took on its final configuration with its own timing, its own sense of tensions and releases...its own sense of flow. At this point we were ready to present it to the public. Fall/Appearance/Opera was a reality...a piece...an opera... an event.

After the production, Robert, Christine, Michael and I met to discuss the piece.....and our own feelings about the collaborative experience. We talked about our roles in putting the piece together, and thought about how it would have been if the sequence of its creation had gone in a different order. What if, for example, I had first composed a musical score, then Christine choreographed it, then Michael staged it, and then Robert created a text. This question interested us very much, and it's one of the things we will explore in the Production Workshop Seminar the four of us are offering at TJC this Winter.

Again Paul, thank you for your interest in our piece, and I hope that this letter has been helpful.

Best regards,

Bob Shechtman

-----

Memorandum from Ralph Wiltse-

Some students have complained about the inaccessability of desk calculatos during the evening hours. I have arranged to have two calculators available in the Zumberge Library. They will be located in the typing rooms on the second floor, and they will be available to students during regular library hours. They will appear there on Thursday. Eleven other calculators will be available to students in room 419, Mackinac Hall for use during the 8:30-5:00 hours.

\*\*\*\*\*

EVERY CHILD SHOULD BE WANTED...SUPPORT ABORTION LAW REFORM...

January 5, 6 and 7 we will be sponsoring an abortion reform petition drive. Initiative petitions will be available in Mary T's office room 165-H. Please take the time to come in and sign...



A Reaction to the Nebraska Conference - Ramblingly. -- Bud Haggard

1) As a member of the Desing Committee, I was intensely pleased with the facilities and geographical location of the Conference. I happened to be in a position to see and to know also the rather large layout of time and energy which Ted Beck and Robin West expended (as well as Sally Gordon and other members of the Host Institution's accomodations committee, et alia ad infinitum).

2) The program content did not markedly change this year from preceding years; there were certain shifts in style of presentation and attempts to provide for an experience of intensive discussion and development of a theme. Some of these opportunities were utilized and others were scoffed at and yet others received some measure of involvement and participation. The future then is bright with hope for different content, different process for those who were unsatisfied; for those of us who were watching and participating from another perspective, this conference was a transition experience. A clamoring and questioning about the organizational structure and administrative committee reminded us of the need to have a broader base for decision-making and problem-solving. The movement in the direction of some stronger and clearer sense of institutionalization and organization development (as a way to establish and keep the bonds of trust alive among us all) came alive more forcibly at this conference than at any previous ones.

3) The Center's facilities were adequate for 400+ people from some 107+ institutions; however, football fields, swimming pools, calisthenics room and sauna were not a part of the facilities. The committee has been advised to include such items along with an opportunity for celebration - dancing, drinking and eating together - at an early point in the experiences of the next conference.

4) It was brought to my attention a few times that 3 of the 7 workshops were dysfunctional - for some set of reasons or another. I expect, depending upon whom you spoke with that you would get variation all up and down the scale of 7 out of 7 possibilities. I received good feedback on the panels in which I participated - both positive and negative critical remarks. I believe the Design Committee was generally, pleased with the totality of the conference experience. I was. Persons plugged in at their own levels and for their own needs and took away new learnings appropriate to their ability to get satisfaction. I was informed that Milt Powell's sense of the importance of a useful moderator aided his workshop tremendously; the Committee has also been advised to be sure that persons employed in the role of moderator (in the future) need

to have a professional sense of what they are doing in assisting persons to relate to each other and to the common task. Considerable ego-tripping and an inability or unwillingness to state the problems of one's own programs openly were problems I spotted; I happened to get reinforced by others on those private sentiments.

5)

I was pleased with TJC's general participation in the conference; I am not clear that breaking my back was an absolute necessity. In general, it was good to know that one's own friends could "get free" of a somewhat pervasive "professional association meeting's up-tightness."

6)

As each year's experiences unfold, I grow in my admiration of the leadership roles and responsibilities that Dick Sherrell continues to grow and develop with. A certain spontaneity and a sense of methodical thoroughness commingle to provide us with a wise leader ...ad multos annos!

7)

I was personally pleased with the performance of the panel on Off-Campus Study and Field Education; the contributions of Jim Clatworthy, Janet Kalven, Jerry Diller, Bernie Fisker and Gene Harding enhanced our understanding of the potential of this largely untapped resource for learning in experimental higher education.

8)

The panel on "failures" seemed to be as interesting to those doing the questioning as it was for those of us on the panel. I enjoyed the experience (in retrospect) for it provided me an opportunity to rid myself of some strongly repressed feelings. It was a bit of therapy for me. I valued much more highly - for the questioners of the panel - the highly articulate performance of Ken Freeman, who told of Ben Salem. It has been suggested to the Design Committee that "successes" and "failures" need to be shared and discussed, the real guts of experimentation; however, it needs to receive scrupulously analytical treatment and attention.

9)

A number of suggestions have been sent to me about next Conference's topics of interest and concern; I would be happy to share what I have and receive more.

+++++

This issue of The Bullfrog Pond is dedicated with love to Mary Te Pastte and Cathy Honore'. Without their help and understanding none of this, and very little of anything else, could ever become possible...

Faculty Personnel Committee, November 19, 1971, 3:00 p.m., 141H

PRESENT:

Klein (Chairman), Haggard, Gilmore, Wilson, Efron, Kaufman, Andersen, Vas Dias, Shechtman, Loizeaux, Heuer, Schuchman (SR) and guests.

5.01

Minutes of the last meeting were approved as published.

5.02

Announcements:

1) Regarding abolition of rank. The Vice President for Administration was discouraging about the possibility of an open salary scale for unranked faculty. This would make it harder to abolish rank. We are still working on the question. (TDG)

5.03

Faculty Candidates for 1972-73. Several candidates were discussed. The following actions were taken.

- 1) Blackwelder, Julia (American Studies). It was voted to invite her for an interview.
- 2) Rokosky, Lewis (Art). It was voted to invite him for an interview.
- 3) Cohen, Philip (Law) TDG asked to get more information and references.
- 4) King, Basil (Art) TDG asked to call him to get more information.
- 5) Warren, John S. (Geology) TDG asked to call him to get more information.

Still unresolved as to which of the two units (clans) are to primarily consider candidates in such areas as law, urban studies, etc.

5.04

The Personnel Committee Meeting was adjourned directly into the regular Faculty Meeting, Earl Heuer (Chairman).

5.05

Announcements:

- 1) The Group Special Study on Creativity has recommended a new mode to augment the curriculum. It is to be called the Workshop mode, and it will be a high intensity, short-term experience. The first one is to take place in the fifth or sixth week of winter term, on a non-credit basis except as credit may be earned through Special Studies in it.
- 2) An "apprentice" mode of learning was proposed by Shechtman, who agreed to bring it up to the Curriculum Committee.

5.06

Minutes of the last meeting were approved as published.

5.07

"Policies in Effect" motion. Don Klein had previously circulated a motion on this subject. He moved it, and it was seconded and passed. The motion reads:

"Thomas Jefferson College recognizes its obligation to its Faculty and Students to honor the policies in effect at the time of initial contract or admission, respectively, unless a particular faculty or students asks to be considered under a policy adopted after his hiring or admission; specific documents which will be honored include the Administrative manual with tenure and personnel policies, college catalogue with graduation requirements; the College will enact no retroactive policies without complete agreement of all involved parties."

5.08

Summer School. TDG said that faculty commitments for summer school had to be made now because of the special administration of summer school. He asked for tentative faculty commitment, which various faculty gave.

5.09

Travel policies. TDG said that, because of the shortage of college funds for travel, we would ask the FM to vote on all requests by faculty for travel funds.

5.10

Drugs. TDG had spoken on drug use at TJC in an open meeting at noon. JD objected to an unjustified group incrimination of the faculty in that meeting. A discussion followed. TDG explained that what he had meant to do was to issue a warning to the entire TJC community on drug use, and that he had not intended to unjustly incriminate the faculty. The discussion continued.

5.11

Meeting adjourned.

*PLEASE NOTE: (from JLK)*

*Students who wish waivers of rules, regulations, policies in TJC should fill out a waiver form, (tjc 1022-71: obtainable in suite 165) fill it out and submit it to Academic Affairs. Copies of the form will be sent to the Acad. Admin. Ass't., the student, and his tutor, indicating the Academic Affairs' action.*

*Students who intend to go to Graduate School and wish to take the GRE (Graduate Record Exam) should take it early in their senior year, or, if they are especially concerned, at the end of their junior year. For information on the GRE, when, where, how, etc., talk to Ms. Judy Tatzmann, Vice President Hill's secretary.*

Curriculum Committee Meeting

Nov. 1, 1971

2.1 The Committee approved seminars for Winter 1972

Curriculum Committee Meeting

Nov. 8, 1971

3.1 Problems regarding the structure of B. Phil degree were discussed; in particular the present structure was seen as non-responsive to the actuality of many student's academic careers. Various alternative schemes were discussed, but no decisions were reached.

Curriculum Committee Meeting

Nov. 15, 1971

4.1 Discussion continued of B. Phil structure and extended to the credit system itself.

Curriculum Committee Meeting

Nov. 22, 1971

5.1 The Committee adopted the following policy:

Prior to graduation each student will present to the Academic Affairs Committee a description of the inter- or trans-disciplinary nature of his degree program; such description will normally consist of a distribution of the student's courses and may include non-credit material, accompanied by a short narrative. Two standard interdisciplinary distributions the committee recommends are:

four to seven areas defined by the student with at least 15 credits in each area and no more than 40 credits allowed undistributed.

four to seven areas defined by the student with at least 20 credits in any area, with no limit on the maximum number of credits in any area.

5.2 The B.S. degree will no longer be conferred to student's not currently enrolled.

5.3 The Committee approved a new learning situation, the Workshop, to be tried between the 5th and 6th weeks of winter quarter. Initially, the workshop will not be offered for credit except

on a Special Study basis; classes may or may not continue during the workshop period.

5.4 The committee discussed Bob S's recommendations for a new mode of learning, the Apprenticeship, and resolved the the issue in deciding that particular Special Study and Group Special Studies may be listed in the time table at the disgression of the initiator.

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Letters.....

The Dean  
Thomas Jefferson College

Dear Sir,  
My son saw your ad in the New York Times and is thinking of applying for admission to your college.

The greatest need of the present generation is to learn how to think clearly and how to present their thoughts in a concise manner, and I hope that your teachers are not arbitrary dodos who spout outworn theories and who talk so much that they confuse not only the students also themselves.

-A Concerned Parent

?????

November

Dear Earl,  
...I took a great trip last weekend. There was a meeting in Fairbanks of all the Jesuits all over Alaska, and a priest who teaches physics here had to fly some Jesuit back to his parish villages of Nulato and Kaltag in western central Alaska/ We flew below the clouds and had a magnificent view of everything, including Mt. McKinley, some 200 miles away! We flew about 600 miles in 7 hours. What a great way to spend a Saturday afternoon! In Fairbanks it was very clear, but in Kaltag there was a blizzard. That's about all for now. Weather is good and cold (I mean both good and cold!)

-Mark Goniwiecha

!!!!!

Winter address for Kathy Laman and Jacque Vande Gutche:

% Mr. and Mrs. Richard Gronigen  
12633 Pioneer Blvd Apt. 10  
Norwalk, L.A. California 90650

JOCK SHORTS

TJC's mighty hero's of the Gridiron finished the 71 season with a combined record of 5-1-1.

The two teams, the "Groupies" and the "Master-Baiters" with one touch of the censors typewriter became the "Mashers".

The teams began their season practice on a fine October day and with typical TJC abandon; that is they abandoned each other. There seemed to be some difficulty in deciding about the degree of violence necessary to win at football. So--the "master-baiters" were born as a non-violent alternative to winning. In fact they curbed their aggression so well that they forfeited three games and lost the other two.

The Groupies first scheduled game was with the aptly named Dizmal Dozen, they scored a dozen times and we were dizmal. The score escapes me as I couldn't add that quickly, but the next game was different. We counted their touch downs very carefully and we lost to Tri-City Wrecking Crew. Three was our lucky number and freaks over Greeks gave us our first victory and the peak of our career. We finished the season with a tie and a loss but WAIT TILL NEXT YEAR!!!!

Gary Reed

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TDG on TJC (continued from page 7)-

not really affect those already at TJC. Further it is a low risk experiment. If it fails, the failure can be corrected. Finally, and this seems to me to be the real advantage of slowing this down a bit, we can begin to deal with the real problems facing experimental education--those related to the quality of the experience. Thus far we have been mainly concerned with quantitative problems and that's OK but I'm becoming more and more fascinated with the challenge of discovering our qualitative limits. This seems possible with our new growth plan.

Hope you had a good holiday and will have a successful term. Wow, just about every student at TJC is a legal adult! I hope you are registered and plan to vote. I'd like to buy you all a beer. Now you can post your own bond.



Cheers.



THOMAS JEFFERSON COLLEGE  
GRAND VALLEY STATE COLLEGE  
ALLENDALE, MICHIGAN 49401

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