

2-1-1972

## **Bullfrog Pond, Vol. V, No. 7**

Grand Valley State College. Thomas Jefferson College

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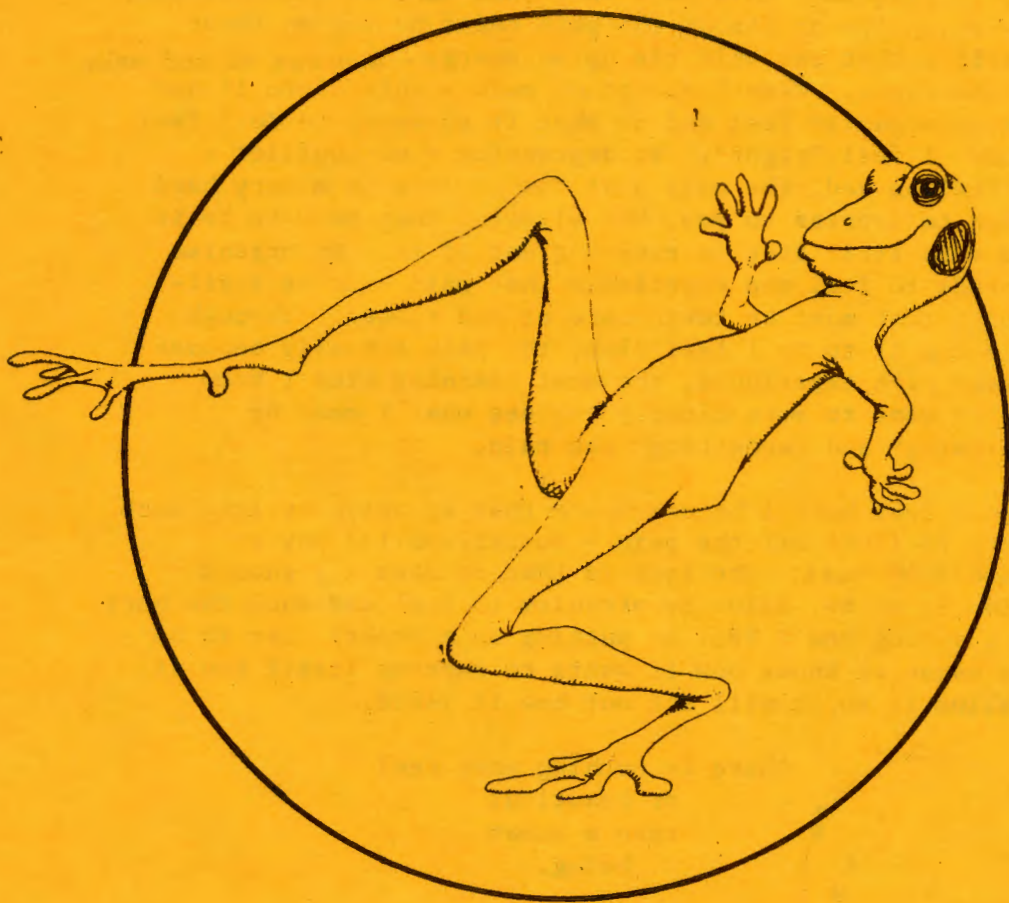
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**bull·frog** / 'bul-,fróg, -,fräg/ n: FROG; esp : a heavy-bodied deep-voiced frog (as of the genus *Rana*)

**pond** / 'pənd/ n [ME ponde artificially confined body of water alter. of pounce enclosure — more at POUND] : a body of water usu. smaller than a lake



My first reaction to any kind of unpleasant or painful feeling is to avoid it. This seems to be the logical thing to do. I believe that to be a conditioned response that is not beneficial to my organism. I find that I run into trouble when I try to ignore or shut out the unpleasant feelings that I was unsuccessful in avoiding.

When the pain has become a part of me, it is real, it is me. I find that this is a fact that must be accepted now, for to ignore or disown the pain means having an inner conflict that can only tie up my energy - depress me and make me miserable. When I accept my pain - enter into it and let my organism feel and do what it so wants to do I feel good. I feel "right". No depression - no conflict - no feeling bad, the pain just "is". This is a very hard thing to express to you, but allowing that pain to be is the very first step in evolving out of it. My organism demands to feel and experience that pain - it is a situation that must be taken care of and closed. Through allowing it to be I feel rich, the pain actually becomes a very rich experience, the most learning kind I know of. I want to more clearly express what I mean by "allowing" and "accepting" the pain.

When I feel hurt I become aware that by using my intellect I try to fluff off the pain - to rationalize why it "shouldn't" hurt. The fact is that it does - I should allow it to be, allow my organism to feel and show the hurt. Am I acting how I feel or putting on a front? Let it be - the organism knows how it wants to express itself and if I allow it to, it will act out how it feels.



There is nothing more real  
or beautiful  
than a human  
being.

Jim White

## AND NOW, A WORD FROM OUR SPONSOR...

I'm leaving for the Redlands meeting on Experimental Education with Klein and Roxie this evening -- looking forward to seeing my old stomping grounds and to being away from this could weather for awhile. I survived the entire San Bernardino school system, San Bernardino is about 10 miles from Redlands and it will be interesting and a bit spooky to experience those waves of nostalgia again.

In grammar school I was captain of the softball team. Joyce Climents and I used to sneak off to the tall grass behind the backstop to kiss. Irving Wilson stole my shoes just before my theatrical debut as Hansel in Hansel and Gretel. I fell deeply in love with Mrs. Miller my third grade teacher.

In junior high I was a campus leader, seems like at one time or another every girl at Highland Junior High School "won my jacket". I had an almost perfect grade point average in junior high which was assisted by occasional cheating. John Nickels and I had a special ear pulling code to "assist" one another on multiple choice examinations in Geography.

High school was my demise - suspended twice, not allowed to attend classes in my senior year because, for some reason which I can't remember now, I refused to bring a pencil to my Spanish class (good ole Mrs. Hazelwood!). Finally I was graduated with a D-average as a music major. Freddie Hornbuckle and I were "malt shop greasers". (I get home-sick now when I watch the 7-up commercial). We were constant companions. He taught me how to shoot snooker. We were hustling between ten and fifteen dollars a day during our senior year. After graduation he went into the Air Force and was killed. I went on to junior college because I had become a full time musician and didn't know what to do with myself during the day.

Tonight I'm going back to all those places, people and intense memories. I'm returning as a dean of a highly

Office of Academic Affairs

Mr. John McNaughton

Grand Rapids, Michigan 49506

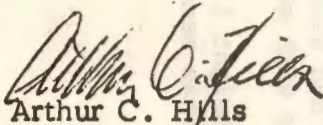
Dear John:

I'm returning your listing of universities to which you asked that I write references for you.

After serious consideration, I've decided for a variety of reasons that I am unable to write in support of your application to law schools. In the first place, I do not really know you personally or your work at Thomas Jefferson College. Secondly, while I understand your desire to support a fellow student, I cannot help but be influenced by what I considered to be out-and-out perjury on your part at the recent All-College Judiciary hearing. At that hearing, of course, you had the right to speak your mind and, by the same token, I have the right to personally judge you on it and base my decision on your request for reference support on that decision.

I sincerely hope that your future will prove that your potential can be realized.

Sincerely,

  
Arthur C. Hills

Vice President for Administration

Enclosure



GRAND VALLEY  
STATE COLLEGE

January 24, 1972

successful Experimental College somewhere off in Michigan.  
I'm going to go as a professional educator. It would be  
almost impossible to convince Freddie Hornbuckle that I  
haven't changed but I haven't.

T. Dan Gilmore

Dear Bullfrog Pond and Avid Readers:

I am applying to law school. I need things called "letters of reference" to get in. I asked several faculty and administration people to write such letters. All agreed. Of particular interest are Vice President for Administration, Arthur C. Hills, and Vice President for Student Affairs, Ken Venderbush. I approached Vice President Hills during the Fall term regarding a letter of explanatory nature about TJC--not a personal reference, but a general letter about TJC urging the law schools to take a look at students such as myself from experimental schools such as TJC. He agreed wholeheartedly.

I also asked for a letter from Ken Venderbush. He agreed, and indicated that he could write a very good, strong recommendation for me.

Then came Joe.

I defended him in his initial appeal. We won. The Administration lost. Score one for our side.

They charged him with no-no's. He lost. Score one all.

During "the recent All-College Judiciary Hearing" Ken was acting as College Advocate, (read Prosecutor). Art was the star witness (read hostile).

At the first appeal it was made clear that Joe was "an example. Something strong and loud that would speak to Joe, TJC, and the larger community."

When filing the appeal with Art, Joe (read not too wisely) made some vague statements about drugs, culture, and stereotypes. None of the five other people beside Joe and Art could recall any incriminating statement made by Joe about his activities at the TJC Advance. I could specifically

recall that Joe's statements did not include the Advance, did not clearly indicate whether or not Joe ever used or was involved in or with drugs, but could possibly be construed in that way by a willing, albeit honest, mind. I said the same thing at the hearing referred to.

See the following letter.

Note that Ken Venderbush indicated today that he couldn't write a letter such as was originally agreed upon. Reason? You guess.

I used to trust Art and Ken....I've always been kinda stupid. Score two for them they may need it.



John McNaughton

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Dear T. Dan:

Let me add to the formal letter of acceptance a very personal note of thanks to you and to all the others who welcomed me so lovingly. Verbal I may be, but I find myself impotent to articulate the joy I felt during those two days among you. I might perhaps come closest by saying that without any additives other than a little tobacco and wine I was extravagantly high the whole time. Never have I sensed such a vivifying intellectual and emotional environment, such prospects for learning and growth as a whole human being.

As you may imagine, my head is beset with ideas, projects, fantasies -- all of which I'll spare you for the nonce. I ask you only to convey my love and humble gratitude to the rest of my new family.

## BULL SHEET...

### ON, COMMUNITY! (Or The Lack Of Such)

There is a myth at T.J.C. that total community feeling exists. Where? It is true that many share and most live one common educational philosophy. Does this create community? It is also true that many people share life styles similar. Does this create a bond of common caring? Social life, parties, appearance, control of a common organization? Do these things in fact create community? No.

Communication, person to person, group to person, group to group creates community. It's simple. No demand is made to be anything, just you. And the only responsibility that is held is to, in fact, communicate. I do not mean to imply that verbalization is communication, thus community. Communication takes every form you want it to. It may even be passive, but if it is active, if it is communicated as interest, descent, fear, hate, or an unnumbered other variety of process, it must be listened to. Even the passive, apathetic communication must be listened to, the silence must be heard.

Various bodies in our structure must hear and be heard. The R.C., Faculty Committee, and all other bodies have constantly requested reaction, inter-action-none has been heard, or at least a minimal amount. This does not mean that people are all in the passive or apathetic situation, for verbalized communication goes on constantly in the Commons, the halls, everywhere but at the various meetings. We are We, if we are in the caring, or verbalizing situations, and we feel a change is needed, then each of us must participate.

I don't intend to push, pull, or manipulate anyone into caring for communication, community. I care deeply for T.J.C., and I care deeply, to hear, to be heard. I just hope that if you have similar feelings you will activate yourself, to grab this place, communicate to it, to everyone, at as many opportunities as possible, and change things, or reinforce them.



-came in,  
into the play  
AFTER THE RAIN,  
out of water  
as rider of raft,  
down from hole  
up to bod,  
sat at Arthur's  
table  
and saying your  
grace

-too laughed at  
His (so-called)  
Highness's smile  
masked face.

fell into each  
of your char,  
actors.

were  
SURGING  
all over  
with pride.

then

when  
over

-Billie

-Cyndy

-Maureen

-John

-Dan

-Anne

-Sam

-Jim

-Judy

-Tom

-Roy

-Heather

-Jeff

-Michael

Jeff Brown

"It's never too late to start from the start." Yoko Ono  
This may be one of the only chances left, to all of us  
to establish feelings, whatever they may be, to those around  
us. Therefore community, real community, through, work, dis-  
agreement, agreement, communication, real human to human,  
person to person interaction, will occur.

## I

"STAGE 3 will be T.J.C.'s theatre. But it will also, and to the same extent, be Grand Rapid's theatre. If it cannot be both, it cannot succeed."

Micheal Birtwistle  
Director

## II

The above quote is the conclusion from an introduction to "After the Rain" but it is also an introduction to "STAGE 3". A very good one at that, for in it's simplicity it sums up the very essence of "After the Rain" and STAGE 3.

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John Bowen's, "After the Rain", was presented to the community of Grand Rapids from January 20 through the 23. The play is about the "new community" which came into being after the great flood of 1972. Some 2,000 years later the history of the "new community" is being traced with the audience, the classroom. The leading lecturer verbally sets the action of the play, as she calls the actors onto the set (which is a reconstruction of a raft). The actors, who are prisoners in the new community, are hypnotized into believing they are the original founders of the community. From there the prisoners enact brief segments from the diary of the founders existence upon the raft.

(This raft, as it turns out was originally to be used to promote the sales of a breakfast food company.)

Throughout the use of these brief segments the class (or audience which ever you please) views the development of each character. The characters vary considerably from 3 completely different women, to a frustrated intellectual disenter, a muscleman, a leader who invisions himself god and a minister who is the author's mouthpiece for slams on today's society.

These slams (some old, some new) are very fitting within the inner make-up of the play. The happy effect of the play helps inforce these slams. The flow is happy because of the way the audience is continually thrust in and out of the action of play. This thrusting is not unlike a cross-cut saw, as 2 men (the cast and crew) pull the saw back and forth till it accomplishes the job.

The job in this case is to present to the community it's history and reasons for the present role. In this the 2 men (the cast and crew) have accomplished a clean job of sawing.

A Member of the  
Community.

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#### PUT BUTCHERS OUT OF BUSINESS...

All week we'll be trying to canvass the campus for signatures on petitions to put the question of abortion reform on the ballot in November. If this question is to be put before the people rather than killed in committee it is imperative that the petitions be filled. Anyone who is willing to circulate a petition in the dorms, apartments or neighborhood, please contact Diane Kohn (895-4233) or leave a message in Mary T's office. The signatures you get may save a life.

Environmental Cue Learning: An Alternative to Pre-set Curricula

--Cam Wilson

An environmental cue is anything that catches one's attention. It is characteristic of cues that they happen to a person. He does not need to go around looking for them. Example: Bob Stine uses the word "avatar" and it catches my attention. I know "atavist" but not avatar. What is an avatar? What is the difference between the two? Example: We pour over a topog map of western Michigan. Jenison Township prompts Lynn to talk about the Jenison family's graveyard and mansion which, five minutes later, we are on our way to see. Example: I think "The last thing I want to do is respond to another cue!" Which cues me to let go of the world out there and be still.

An environmental cue sequence is a structured inter-action with the environment where, in response to a cue, I encounter a question to be answered or something to do. Then I follow through. The sequence has two basic parts: 1) the cue and question, and 2) the action taken. In my notebook I outline cue sequences like this:

1. a. The Situation
- b. The Cue
- c. The Question (Or Suggested Action)
2. d. Action Based on Step c.
- e. Information Gathered
- f. Notes of Things I Learned About Cue Sequencing From Doing This One

While I was learning this behavior, I wrote the content of the six cue steps down in a notebook. Later I abandoned the notebook just to do sequences. Writing one cue sequence a day for two weeks taught me much about doing them.

Example:

- 1) a. Situation: At Meijer's Jo and I buy muslin for me to make a shirt with.  
b. Cue: Jo wonders out loud what is the difference between muslin and linen.  
c. Question: (See Cue).
- 2) d. Action Taken: I looked up "muslin" and "linen" in the dictionary when we got home.  
e. Information: Muslin is plain-weave cotton. Linen is made of threads from flax plant fibers.  
f. Notes: None.

Example:

- 1) a. Situation: Walking across campus toward home. I feel estranged from where I am. Then deep sadness. Sorrow that "this is all there is" and sorrow just as feeling. I connect, then, with the lawn and sky.  
b. Cue: The feeling, "sorrow".  
c. Question: What is sorrow? What do philosophers and psychologists say about it?
- 2) d. Action Taken: I went to the library and looked up "sadness" and "sorrow" in card catalogue. Not there. Looked up sorrow in Encyclopedia of Philosophy. Not there. Got out a dictionary of quotes and looked up sorrow. After reading a few, got bored. Went to the shelves of psych books and looked up emotions. A book by William James and someone else had a section on sorrow. Spoke of the physical and physiological correlates of sorrow. Skimmed. "Joy" was noted as the physiological opposite of sorrow.  
e. Information: Either sorrow isn't discussed very much by philosophers and psychologists or I would have to find it via detailed search in book indices, etc.  
f. Notes: None.

I have learned four essentials about doing cue sequences. They are:

- 1) Shy away from "why" questions. They are too big. Instead, ask "how", "what", "who", or "when".  
Example: Instead of asking Denise why she joined Fall Seminar, ask her when she decided to. Example: Instead of asking why leaves turn red in the fall, ask what happens in leaves when they turn red in the fall. "What" can be described in concrete-event terms. "Why" often can't really be answered at all.
- 2) Decide on a very limited (specific) question to answer or action to take. It is important to experience "Ahhh, I've done it!" fairly often. The satisfaction of finishing something is a great incentive to doing more. In contrast, long hauls between "Ahhh's" is a real morale crusher. Example: If given a cue on Skinner with reference to reinforcement, let me look it up in the index and read just those pages rather than set out to read all of Science and Human Behavior. While I'm reading I may get another cue, on counter-control, but that's its own small project with its own definite end point.
- 3) Either quit or set a definite (and nearby) stopping place the moment awareness of boredom or anxiety sets in. To associate cue sequences with pleasure, I avoid doing them while bored or anxious. To encourage follow through on cues, I prevent myself from feeling I'm getting into more than I bargained for. I tell myself that the moment I'm aware I'm bored or anxious, I'll either quit or set a definite place to. I remain boss. Since I limit each question or project to begin with, I have a good chance of finishing before reaching anxiety or boredom. It's turned out that I do finish enough cue sequences to get my Ahhh's!" Example: I've set out to clean the junk off my office floor and, having done that, have gone on to straighten out my bookshelves. 12

I have learned four essentials about doing this activity. I become aware of boredom partway into the second shelf. I decide to quit when I finish half of it. I do. Example: It's summer and we've been scrapping our farmhouse to paint. I'll feel badly if I don't do any today and yet there are other things I want to do, too. I decide to scrape for two hours and to quit at the end of that, wherever I am. I go do it, knowing that it won't "take over" the whole day and ruin it for me.

- 4) In doing a cue notebook, write up "d", "e", and "f" only after all these steps are done. When I started my cue notebook, I took notes on information as I went along. That slowed me down and I got really discouraged. So I stopped that and just read until I was through. Then, from memory, I would jot down info. The same "don't-interrupt-it" holds for other activities, too. I learned to abandon the material I couldn't recall unless there was a point I especially wanted to remember. Then I would look it up again, and only it. That way I a) read without interruption, and b) strengthened my faith in my memory. Whether or not I strengthened my memory is incidental.

Cues never run out. Cueing is a basic process of being alive. To the extent I use cues, I can abandon plans. All the energy spent planning what to do can be applied instead to doing it.

The more often I respond to the cues I do become conscious of, the more cues I become conscious of to respond to. Increased awareness of cues is thus a by-product of responding to the cue at hand. Awareness does not need to be sought directly.

Once I have followed up some cues, successive ones tend to be related and I become more focused. Suddenly, with minimal effort, I have found "what I want to do"

and am doing it. Whenever I get dissatisfied with something I'm doing, that itself is a cue to do something different which is specific and concrete. (It may just be to change the pace in the same activity). The answer to my life lies all around me right now. Patiently it presents cues, over and over again. If I miss them today, they'll be there tomorrow in tomorrow's form.

I see how a cue sequence fits a larger scheme only after it has occurred, sometimes long after. I cannot ask to know, as a condition of beginning, what a sequence will mean when it's done.

People can use environmental cues both within subject-matter studies, like seminars, and as an alternative to them. In the first instance, work in a subject area is flexible but not aimless, structured but not arbitrary. In the second, open study is truly open and truly study, responsive to the unforeseen and able to use it.

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I met some of your  
students, Read your  
Catalog, Read the  
1970-1971 Report  
CAM'S Report, Read  
Spring 1971 Report  
(he's a cool dude) AND  
Re-read my own speech.  
I knew it could be dare  
— A University — in Michigan.  
My sincerest compliments to you.

Clyde Morris



Faculty Personnel Committee Minutes 1/5/72, 9:00 a.m.

Present: Klein (Chairman), Shechtman, Birtwistle, Judy Alms (RC), Andersen, Heuer, Kaufman, Diller, Vas Dias, Peterson, Rodin, Gilmore, Loizeaux, Wilson

- 8.01 Minutes; The minutes of the previous meeting were approved.
- 8.02 Salary alternatives; TDG and DK explained the various alternatives working toward eventual salary equalization, both within TJC and compared with GVSC as a whole.
- 8.03 Summer School; TDG checked on who would be teaching during summer school and emphasized that we would have to have their seminars and other proposals in two weeks, i.e., by January 19, 1972.
- 8.04 Contract renewals; Pertinent notes: a) All those now on one year contracts need to be decided upon for 72-73 by March 15. b) EH and CW need to be decided upon for 73-74 by June. c) MB, HEH, and DK need to be considered for promotion.

Because of the necessity to consider all faculty when decided whether to renew for any particular ones, do all faculty want to consider all faculty by March 15, even those who need not be considered until June? Consensus: Yes. Student Personnel Committee, Merrill Rodin, Norm Peterson volunteered to carry out the initial rating and sampling procedures.

- 8.05 Candidates for Faculty Positions:
- 8.06 Shane Mage (Economist): Moved and carried to invite him for an interview.

8.07 Stan Jackson (Music): Moved, seconded, and carried not to hire this year. (Discussion brought out much positive feeling toward Mr. Jackson's candidacy, but because of the reduction in faculty positions available, hiring a person in his area could not be considered.)

8.08 Louis Rakowsky (Art): Consideration tabled for two weeks.

Meeting adjourned to Faculty Meeting at 10:20 a.m.

Minutes of the Faculty Meeting 1/5/72, 10:20 a.m.

Present: as for Personnel Committee.

8.09 Minutes of the previous meeting approved.

8.10 Graduation Policy.

1. The changes in graduation policy approved by the Curriculum Committee in minute 5.1 of their November 22, 1971 meeting were questioned. Specifically, JLK asked what "non-credit material, accompanied by a short narrative" would usually be included in a student's degree program. In discussion, it was decided to leave the wording as it was, with the understanding that unusual methods of devising or analysing a transcript should be brought before the AAC well before the student's proposed graduation. And also, that the tutor be strongly encouraged to work over each transcript with the student well before graduation.

2. The words "in Winter term, 1972" were added by consensus to Curriculum Committee Minute 5.2 on November 22, 1971, causing the Minute to read, "5.2 The B.S. degree will no longer be conferred to students not currently enrolled in Winter term, 1972."

8.11 No other old or new business was considered.

## 8.12 Announcements:

1. The large, clankety, printing press visible in the hallway is on loan from Robert Vas Dias and will be placed in 141 H for use by responsible parties.
2. A breakdown of the list of goal statements adopted by the Faculty in Winter 1971 will be made by Earl Heuer, and assigned to faculty members for evaluation.
3. Bobby Shechtman is to find his piano before asking for the money to buy it.
4. Merrill Rodin volunteered to replace Earl Heuer as faculty member on the R.C., because of a conflict in Earl's schedule with the R. C. meeting time.

Meeting adjourned at 11:10 a.m.

## Faculty Personnel Committee Minutes 1/12/72, 9:07a.m.

Present: Rick Dunn, C. Loizeaux, M. Rodin, C. Wilson, TD Gilmore, C. Murdock, J. L. Kaufman N. Peterson, J. Diller. B. Shechtman, E. Heuer, R. Efron, R. Vas Dias, D. Klein (Chairman)

9.01 Minutes of the previous meeting were approved.

## 9.02 Announcements:

1. Basil King, Porter, and Aranof will be visiting campus as candidates for faculty positions within the next week.
2. READ THE FILES!

## 9.03 Candidates:

1. William King (Urban Studies, Black Studies). Moved to hire, seconded. Motion failed.
2. Redge Ranyard (Generalist). Moved to hire, seconded. Motion failed.

3. Shane Mage (Economist). Moved to hire, seconded.  
Motion carried.

9.04 Merrill agrees to choose the several outstanding  
history files and consign the rest to eternal perdition.

9.05 Announcements:

1. These announcements will pertain to the Faculty Meeting as well as personnel.
2. Educational T.V. needs a steering committee and TJC has been asked to provide a student and a faculty member. Bob Giddis has agreed to be a student member. Earl Heuer or Dan Andersen will be the faculty representative--depending on DA's other commitments.
3. J. L. Kaufman and Judy Alms are appointed to the Parking Committee.
4. TDG will check on any possible "extension" courses to be taught by TJC faculty. The faculty is informed of the new policy of substantial pay for evening courses above the normal teaching load.

Meeting adjourned, 10:40 a.m.

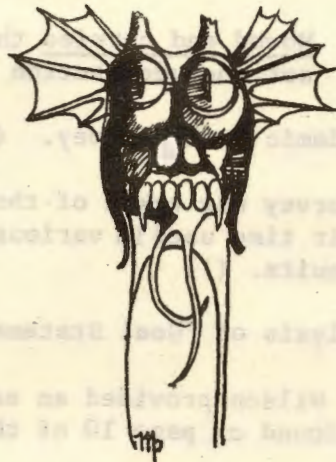
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**NEW FOOD CO-OP NEWS...**

A big thank-you to all the people involved in helping out with the grand opening. Special thanks to Meryl McClintock for all that you've done

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Anyone interested in helping out with the buying, please contact Bernie Meana.



Faculty Meeting, January 19, 1972, 9:00 a.m., 142 LHH

Present: Loizeaux, Wilson, Diller, Kaufman, Andersen, Gilmore, Heuer (Chairman), Efron, Klein, Vas Dias, Rodin, Peterson, Shechtman, Karle Murdock and several visitors.

8.01 Minutes of the previous meeting - approved as published.

8.02 Dismissal policy (JLK)

- a. Moved and carried to void the present policy of "dismissal" as of the end of spring term and adopt instead a policy of "suspension".
- b. Moved and carried to adopt a policy that a student must maintain a 60% "S" completion record in courses attempted (computed after the first 45 credit hours attempted) to avoid such suspension. Further, that a student will be sent a letter of warning when he satisfactorily completes less than 75% of credits attempted. This policy to go into effect as of the end of spring term.
- c. Moved and carried that the "external" transcript not include mention of such "suspension".

8.03 Academic Staff Survey. (TDG)

A survey was taken of the faculty as to proportion of their time used in various instructional and other pursuits. (!)

8.04 Analysis of "Goal Statements". (CW)

Cam Wilson provided an exegesis of Goal Statement No. 1 as found on page 10 of the Dean's Report on TJC, 1970-71:

"To provide the individual student the opportunity to obtain a truly interdisciplinary education, and to encourage him to do so." A lively discussion ensued, which is not easily summarized here. In sum, TDG and CW agreed to do an analysis of the goal statements suitable for administrative purposes, and to submit that to the Faculty for consideration in a workshop.

8.05 Other Old Business:

- a. Seminar generation. Concern was expressed that students were not generating seminars. Various suggestions were entertained, such as faculty suggesting only one or two seminars each, thereby forcing the issuance of seminar proposals by students. In sum, the faculty agreed to praise the wonders of and otherwise encourage student-generated seminars.

8.06 Other New Business:

- a. The Redlands Conference. TDG, DK, HEH, and a student still to be definitely selected will be going to the Redlands Conference in California on the weekend of January 28.

8.07 The meeting adjourned directly to the Personnel Committee.

Faculty Personnel Committee, January 19, 1972, 10:40 a.m.,  
142 LHH

Present: (As in Faculty, DK Chairman)

8.08 Minutes of the previous meeting were approved and published.

8.09 Candidates for faculty positions.

- a. William Porter (Psychology): Moved to hire, seconded. Motion failed.
- b. Edna Garte (Art): Moved to invite for interview, seconded. Motion failed.
- c. Eugene Cash (Psychology): Moved to invite for interview. Seconded. Carried.
- d. Harrison (Anthropology): Moved to invite for interview. Seconded. Carried.
- e. Kirsten Engstrom (Art): Moved to invite for interview. Tabled.

8.10 Adjourned at 12:00 noon.

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Gentlemen

Please forward any information regarding admission requirements, tuition, courses etc.

I heard of your experimental school through a student I met in Persia (Iran). He was very enthusiastic and let me to write my request.

I would be most grateful for any information you forward me

Sincerely  
Fiona Henderson

\*\*\*\*\*

OK, who's responsible for this??



Faculty Personnel Committee Minutes, January 26, 1972, 10:00 a.m., Room 142 LHH

Present: Heuer--acting chairman, Andersen, Birtwistle, Diller, Efron, Kaufman, Loizeaux, Rodin, Shechtman, Gilmore, Vas Dias, Wilson, Peterson.

9.01 Minutes of the previous meeting--consideration postponed until publication in the next BFP.

9.02 Faculty Evaluation:

Ron Efron questioned the use of the "overall teaching effectiveness" rating of faculty by students, maintaining that a rating on this dimension could only be shallow and also could provide no constructive criticism to the faculty member. In the discussion, it was brought out that perhaps this was used for consideration regarding retention only (and this use was questioned on the grounds it may not be valid even for that), while productive criticism would be made on other occasions. Ron was asked to join the committee for conducting faculty evaluation, now consisting of Merrill Rodin, Norm Peterson & Marcia Lambert.

9.03 Consideration of candidates for faculty positions.

- a. Harrison (Anthropology): The Personnel Committee's previous motion to invite for an interview subject to satisfactory communication on certain questions by TDG was reaffirmed by consensus.
- b. Eugene Cash (Educational Psychology): Moved to hire and seconded. Motion carried.
- c. Basil King (Art): Moved to hire and seconded. Motion carried.



- d. Consideration of an invitation to interview Kirsten Engstrom was tabled until the next meeting.

9.04 Announcements:

- a. Anyone who does not want candidates to drop in on a particular seminar should notify Mary T.
- 

Dear TJC:

In a law school application I was asked to comment on which aspects of American society are in the greatest need of change and how could these changes best be brought about. This caused me to reflect on TJC and my relationship to it.

I feel that one of the areas in which change is most needed is the educational system. I feel hopeful about changes there because of my experience at Thomas Jefferson College. It seems to me that if alternative learning experiences are offered they will influence not only the faculty and students who are directly involved but their families and friends as well. I believe that the experiencing of freedom and self-reliance is one of the most effective ways to make people aware of the lack of freedom in the outside world. Also, because this is a shared experience with people of widely varied age and background a sense of community and concern for others is made a large part of one's day-to-day life. Prejudices of age, sex, race and geography seem to melt away when one is thrust into a living-learning situation where people can be accepted for and because of their unique selves.

Representative Council Meeting, January 18, 1971

Voting Members Present: K. Murdock, M. Rodin, B. Ryan  
E. Scheidler, J. Brown, J. Alms, E. Dalcher, M. Luebke

Non-voting Members Present: Sandy Maniaci, Six Guests.

1. The meeting was called to order at 10:40 a.m. by Moderator, Karle Murdock.
2. Announcements: None.
3. Committee Reports: Treasurer Report, Sandi Maniaci.
  - a. The R. C. may get funds through the SABFC, regarding money freeze. We have \$168 left over from the Advance. The SABFC approved R. C.'s request for \$100 for lights for STAGE 3. Last term's (Fall) expenditures will be brought to the SABFC by formal petition.
  - b. R. C. member needed to replace Bob Stine. Debbie Berend and Greg Cox applies. Debbie Berend was voted in as the new member.
  - c. Redlands Conference: Ernie made the motion to send three people. Jason seconded the motion. Motion carried. Merle McClintock withdrew--too old to fly stand by.

The R. C. requests that the students who attend the Redlands Conference write a written report and submit it to the BFP for publication. Carried.

B. R. made a motion to accept Frank Reid as one of the people to attend. Seconded. Motion delayed. Each student was asked why they wanted to attend. Motion to accept Frank Reid was carried unanimously.

J. C. moved. Motion to send Roxie Harley. J. A. seconded. Ayes 5, Nays 0, Abst. 2.

Motion E. D. to pick from a hat between David Gotlib and Gina Schuchman. David Gotlib was drawn.

Discussion - which of the three would be given free room and board. Roxie stated she could pay. David agreed to give Frank free room and board.

Maggie - motion - Frank will be given free room and board.

d. Discussion T-shirts - when will the prizes be presented? It was decided not to present the prizes until the T-shirts are printed. E. D. Moved to have T-shirt printed commercially. E. S. Seconded. No students asked to print them. Motion passed unanimously.

4. Next meeting Monday, January 24, 1972, 3:00 p.m.

5. Adjournment.

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It's cold out...it may be one of the coldest days of the year. No one's car seemed quite willing to start this morning, so all the errands I've put off until the weekend will probably have to wait until the week. My life was chaos all week-it has left me exhausted, both emotionally and physically...I woke late this morning (almost noon) and tried unsuccessfully to order my day...but, as I have said, it is cold out...too cold to leave the house. My mind is too cold now, even for the reading and wine I had tentatively planned for the afternoon...  
I take off all the clothes I had put on. I get back into bed-where I belong...



Representative Council Meeting, January 24, 1972

Present: M. Luebke, K. Murdock, J. Brown, J. Corry, G. Succop, E. Dalcher, B. Ryan, R. Harley, Nine Guests.

- 1) There being a quorum, the meeting was called to order at 3:00 p.m. by Moderator, Karle Murdock.
- 2) Announcements: None.
- 3) Minutes of the previous meeting will be presented at the next meeting.
- 4) Committee Reports: None.
- 5) Old Business:
  - a. Redlands Conference: The Redlands Conference will accept only one student from TJC because it is already crowded. There was some discussion as to whether the R.C. should select one from the five applicants or from the three finalists. The motion to select from the five applicants was made and seconded. Motion carried un-an-amously. Discussion followed -- Should the vote be decided by plurality or majority? Motion was made to decide by plurality. Motion carried. Voting was done by secret ballot. Roxie Harley won with a plurality of four votes.
  - b. Positive reinforcement for members of the R. C. What can be done to allow members of the R. C. to feel better about their roles as R. C. members. Suggestion was made that the meetings be held away from school, that the meeting be held in a larger room so it would be more comfortable and less crowded.

It was generally agreed that positive reinforcement should come from the people the R. C. represents rather than from themselves.

Sandy Maniaci was asked to repropose the piano (used piano for TJC to be used by all for random enjoyment.)

6. New Business:

a. Birth Control Handbooks: J. C. made the motion to send for 1,000 more for \$45.00. J. B. Seconded. Motion carried unanimously.

b. Directory for Students: Gina Schuchman and Greg Succop suggested putting out a directory for students, containing information such as where students could go to discuss problems confidentially. The directory would also list public services like the Drug Abuse Center. Jeff Brown, Karle Murdock, and Betty Ryan offered to work on the directory along with Gina and Greg. If you have any ideas or suggestions or want to help, contact any of the above.

c. Mike Bowdidge asked the R. C. to sponsor a movie, The Point. Greg S. made the motion to do so. R. H. Seconded.

7) Adjournment.



Well folks, you've asked for it so we're layin' it down  
for y'all: Mamma Maria's Secrets to Success. . .

### OATMEAL CRISPIES

1 Cup Shortening (Part Butter)	1½ Cup Sifted Flour
1 Cup Brown Sugar	1 Tsp. Salt
1 Cup Granulated Sugar	1 Tsp. Soda
2 Eggs	3 Cups Quick Oats
1 Tsp. Vanilla	½ Cup Chopped Walnuts

Cream shortening and sugars together; beat in eggs and vanilla. Sift together flour, salt, and soda. Stir into creamed mixture. Stir in oats and nuts. Form into small balls, place about 1½ inches apart on greased cookie sheet. Bake at 350° about 10 minutes or until lightly browned. Cool slightly before removing to cooling rack. Makes about 6½ dozen cookies.

### CINNAMON RAISIN BARS

½ Cup Butter or Margarine	½ Tsp. Salt
1 Cup Brown Sugar	1½ Cups Quick Cooking Oats
1½ Cups Sifted Flour	Raisin Filling
½ Tsp. Soda	Cinnamon Icing

Cream butter and sugar. Sift together dry ingredients, stir into creamed mixture. Add oats and 1 Tb. water. Mix until crumbly. Firmly put ½ mixture into greased 13 x 9 x 2 baking dish. Spread with raisin filling. Mix remaining crumbs and 1 tb. water, spoon over filling; pat smooth. Bake in moderate oven 350° about 35 minutes. Cool. Drizzle with Cinnamon Icing.

Raisin Filling: Combine ½ cup granulated sugar and 1 tb. cornstarch in saucepan. Stir in 1 cup water and 2 cups raisins. Cook over medium heat until thickened and bubbly. 28  
Cool.

Cinnamon Iceing: Mix 1 cup sifted confections sugar with 4 tsp. ground cinnamon. Stir in enough milk, about 1 tb. for drizzling consistency.

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Dear Lee,

Thanks much for your letter, and also for all the time, effort and money you spent on my behalf in preparing the Danforth stuff. It is very good to know that people at TJC are still working for me after I have graduated. I have already been accepted by graduate schools at Michigan State and the U of Oregon. Oregon said that although they cannot be sure about a teaching fellowship until next spring, my prospects are very bright. Also very good to hear. I also enjoy reading the Bullfrog Pond and the Lantern (friends send me every issue). Just today I was reading the December 2 Lantern and I noticed especially the article on the TJC "Fall/Appearance/Opera". Although the writer said that he did not understand the opera, he did an excellent job of describing what occurs during the opera. It sounds very exciting and I am glad to see that TJC is continuing in the experimental/existential arts. Also, I noticed the article about the proposed TJC split next year. I guess that such a split is really necessary if the college must grow. Regarding the description of the proposed TJC building, domed with three wings, are there any drawings/photos of the proposed building? From the little description, it sounds like a real winner, and I would like to see the plans if they are available. When is the building proposed to be ready for occupancy? I am enjoying my classes very much. In Spanish III we are reading Walt Disney comic books in Spanish! What fun. In US History, I am running as loose a ship as possible. Every student can read any book or articles, watch any movies, and listen to any tapes or records that he or I can find that have to do with American history. Every student keeps a notebook of classtime and outside hours spent and what was during the time. It is working out much better than I had expected; probably the students, for the most part, have groped with their new freedom, but almost all have found some topic they are interested in. Anything that they find out on their own, I figure, is going to mean much more to them than anything I may throw at their faces in front of the classroom. Well, today the temperature is all the way up to  $-10^{\circ}$  as contrasted with the constant temperatures of  $-35^{\circ}$  and  $-40^{\circ}$  all

last week. It has been too cold lately to do much ice skating, so I have taken to the indoors for most recreation. I play a little basketball at the school gym here, and my roommates and I go up to the University (only four miles away) to use their pool and sauna. There are also plenty of good dances and films there, and they have a fairly good library. Although there are fifty native Eskimo and Indian students (one third of the student body) here at Monroe, there is no course offered having to do with native culture. One other teacher and I are organizing a "course" in Native Studies to begin right after Christmas. We are going to get speakers from the University, so we can offer a lecture every week on a different subject. (It's kind of what the old TJC New Student Problem Series was like.) Probably all the natives will attend, and hopefully many whites will too. We don't really have any discrimination against native students, I think, but it is rather a general ignorance of the Alaskan bush country, its inhabitants (Eskimos, Aleuts, Athabascans, and Tlingits) and their way of life, then and now. White students here just haven't been taught anything about this, which is a real tragedy, since they are in the middle of it all here, and so we plan to do a little bit to remedy the situation. And I think the principal is all for us. Now we just have to set up lecture times. Well, that's about it for now. I must prepare lesson plans. Say hello to all the hangers-on around the Common Room. Truckin' along in Fairbanks...

Ⓟ Mark Gornick.

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Bull to remember...

- THE CO-OP is open every Monday Wednesday & Thursday from 1-5  
Feb. 2-Hamlet 3:00 & 7:30 in 132-H Maximillian Schell...free  
Feb. 3-Discussion of Hamlet noon in 220 Mac free (natch)  
-The Mouse That Roared 3:30 & 7:30 132-H Peter Sellers.50¢  
Feb. 4-5 Performance 8:00 132-H The Rolling Stones...75¢  
Feb. 4-6 "A Little Season" 8:30 STAGE 3 presented by Hope College.\$1  
Box Office open 1:30-4:30 Tickets also available at door  
Feb. 5-6 "Metamorphosis" Free School Conference Call 677-1801 for info  
Feb. 7 & 9-TRYOUTS for one acts 8:00 STAGE 3 to be presented Mar 9-11  
Plays are "Krapp's Last Tape", "Play", "Act without Words"  
and "Come and Go" all be Samuel Beckett. Directors will be  
Michael Birtwistle and Dennis Kennedy  
Feb. 11-INTRO conference registration deadline(graduate job interview)  
contact Prof. J. Payne 446-Mac for further info  
Feb. 12-Ko-Thi Dance Company of Milwaukee 8:00 FAC...free





THOMAS JEFFERSON COLLEGE  
GRAND VALLEY STATE COLLEGE  
ALLENDALE, MICHIGAN 49401

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