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## TJC Bullfrog Pond, Vol. V, No. 11

Grand Valley State College. Thomas Jefferson College

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LIC BILLBOARD POSTER  
Vol. V No. 11  
April 1972



*Martin Van Natta (3)*

TODAY...  
*the pond*  
TOMORROW  
*... the world*

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Thomas Jefferson College  
BULL FROG POND

published bi-monthly from the Deans office  
editor: David I. Schuchman

special thanx to: Cathy Honore

The opinions expressed in the BFP are solely  
those of the contributors or the editor.

All correspondence or inquiry should be  
directed to:

Bull Frog Pond  
Thomas Jefferson College  
Allendale, Michigan, 49401

For more information about TJC write or call:

Thomas Jefferson College  
Grand Valley State College  
Allendale, Michigan, 49401  
616-895-6611 ext.357



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"...And as far as I can see the world is too old for us to talk  
about it with our new words." -Kerouac

---

# BULL

# FROG



# POND



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The Bull Frog Pond encourages its readers to submit their opinions  
on issues concerning TJC, GVSC or life in general. Also to react to  
opinions expressed in articles published in the BFP.

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Bull Frog Pond Vol. V No. 11

April 1972

### EDITORIAL

My original purpose in writing this editorial was to prove that the RC still exists. After extensive research, reading appropriate sections of the RC Bylaws, TJC Town Meeting Bylaws, GVSC Organization Manual, RC Meeting minutes, and Sturgis Standard Code of Parliamentary Procedure, I found that the RC has been legally abolished. (Although if you consider the motion "to abolish the RC, going back to a Town Meeting form with no quorum required" a policy decision the RC does indeed exist as "all policy decisions must be considered and voted on by both the Faculty Meeting and the RC" and the Faculty Meeting did not, and cannot for one month from March 29, do this.)

I think that there were alternatives to abolishing the RC:

- 1) Change the people on the RC. Have an election to replace those members who weren't doing anything or felt the RC couldn't meet its potentials.
- 2) Change the format of the RC-- the way it works, what it does, its duties and purposes.
- 3) Another form of steering committee.
- 4) Call a policy making session of the Town Meeting to decide what to do.

In any case, I don't think it was right for 4 members of the RC to make such an important decision for over 300 people.

I would like to speak, now, about the Town Meeting. The school year 1969-70 was a time when the Town Meeting (TM) was a social organization. It had no funds, and no official power except "advisory" to the faculty. Students fought for student power. By 70-71 the TM had become one of the three policy-making bodies at TJC, along with the faculty meeting and the dean. (The TM consists of all students, faculty and staff of TJC.) For several months the TM was a time when everyone could get together. The problem was that often there were not enough people to hold a TM and when there were the meeting was disorganized and frantic. Whatever the problems and causes there was almost total dissatisfaction with the status quo.

Over the winter term there evolved the TM Representative Committee which conducted "meetings dealing with all business and policy-making matters concerning the Town Meeting" but left the TM with the right to recall any or all of the RC members and decisions.

In my judgement this committee worked very effectively and with great satisfaction until about the middle of spring term 1971. From that time until the present the RC has floundered and searched for its identity with little satisfaction. I've gone through this quick history because I realized recently that there are people here (students and faculty) that do not know what a TJC Town Meeting is and are not aware of the (r)evolution of the present structure.

Assuming the RC has been abolished, I see these choices:

- 1) Work with the TM form, perhaps change the quorum requirements.
- 2) Institute another form of steering or representative body.

- 3) Re-instate the RC and elect new members, perhaps define the quorum as a specific number so no matter how many members have resigned, a certain number is needed to make decisions.
- 4) Relinquish all student power.

Assuming the RC exists, there are 5 students still on it, though they've expressed their opinions by their actions. There is also an Election Task Force of 5 people, appointed at an RC meeting, which has authority (obligation if the RC exists) to hold an election.

My guess is that the TJC Town Meeting will remain the student voice until it is realized that it is not a very efficient or satisfying process; true to circular cycles, a representative body will be created so the "business and policy-making matters" can be dealt with by a few very interested people. The RC can be an effective body. What's needed is a group of people willing and able to work together.

\*\*\*\*\*

From here I can see three  
girls outside on the sidewalk.

One is eating an apple, talking  
to the other one, standing, smoking.  
The third, is walking away.

\*\*\*\*\*

SCHEDULE: HUMAN CONSCIOUSNESS

<u>WEEK</u>	<u>FACULTY</u>	<u>BOOK</u>
Apr. 17-21	Rodin	Bergson: <u>Creative Evolution</u>
Apr. 24-28	Shechtman	Ouspensky: <u>The Psychology of Man's Possible Evolution</u>

SCHEDULE: HUMAN CONSCIOUSNESS (CONT'D)

<u>WEEK</u>	<u>FACULTY</u>	<u>BOOK</u>
May 1 - 5	Klein	Neumann: <u>The Origins and History of Consciousness</u>
May 8 -12	Diller	Llama Foundation: <u>BE HERE NOW</u>
May 15 -19	Peterson	Dobzhansky: <u>The Biology of Ultimate Concern</u> and Sinnot: <u>The Biology of the Spirit</u>
May 22-26	Gilmore	Selected articles from behaviorism and Sinnot: <u>Matter, Mind and Man</u>
May 29- June 2	Everybody	GRAND FINALE, SYNTHESIS AND UNION OF COSMIC CORPUSCLES

Observers Invited

\*\*\*\*\*

Let the PENTAGON pay for YOUR candidate!

The Federal government will let you take political contributions off your income tax starting this year. You do this by taking half of an amount you contribute (up to a \$25 contribution, or \$50 if married filing jointly) as a tax credit; that is, directly off the tax you would otherwise pay. An example: If you would otherwise get a federal tax refund of \$37.50, and you make a political contribution of \$25, you can get a \$12.50 tax credit, thus getting a refund of \$50. Remember, this is for your 1972 return, you can't claim a political contribution on your 1971 return--the one you are filling out now.

Ten dollars now will probably be "worth" more than a twenty dollar contribution in November.

So now -- let the Pentagon pay. Try it, you'll like it.

(EH)

GVSC CONCERT SCHEDULE - SPRING, 1972

APRIL 20: IT'S A BEAUTIFUL DAY & TAJ MAJAL  
MAY 7: CHEECH & CHONG & FLASH CADILLAC AND THE CON-  
TINENTAL KIDS  
MAY 12: COMMANDER CODY AND HIS LOST PLANET AIRMEN  
MAY 20: OUTDOOR BLUES CONCERT  
MAY 24: LEO KOTTKE AND FRANK SALAMONE

\*\*For specific info.. call Jeff Nemens, 895-6611, X-348

\* \* \* \* \*

Friday, April 21, 8 p.m.: GVSC's All-Campus Events Coordinating Committee presents a performance by the Jose Limon Dance Company. No Adm. Louis Armstrong Theatre, Fine Arts Center.

Monday, April 24, 8 p.m.: GVSC's Concert Band and Orchestra in concert. No Adm. Louis Armstrong Theatre, Fine Arts Center.

Saturday, April 29, 7 a.m.-6 p.m.: Michigan School Band and Orchestra Association State Band and Orchestra Festival at the GVSC campus. Events open to the public all day without charge.

\* \* \* \* \*

FILM CLASSICS

A film (sometimes a double feature) will be shown every Friday at 1:00 p.m. in 132-LHH. Discussion will follow the film. Everyone in the Grand Valley College Community is welcome to attend.

April 21 -- Buster Keaton's Sherlock, Jr., and The General (American, 1924-26) An international poll of critics recently selected The General as "the second greatest comedy of all time."

April 28 -- Charlie Chaplin's The Gold Rush (American, 1925) plus When Comedy Was King (excerpts from silent comedies) Considered Chaplin's best film, and the one he wanted to be remembered by.

May 5 -- Fritz Lang's Metropolis (German, 1926) An expressionist fantasy, set in the world of the future,



where oppressed laborers toil in a big city under the exploitative manipulations of a greedy capitalist-boss.

- May 12 -- John Huston's The Asphalt Jungle (American, 1950) Underworld figures get together to pull off a big caper, and one by one they get their come-uppance. Sterling Hayden, Louis Calhern, and an unknown named Marilyn Monroe.
- Billy Wilder's Sunset Boulevard (American, 1950) The decadence of Hollywood, as seen through the eyes of a man who consents to be kept by an aging old-time movie queen. William Holden, Gloria Swanson, and an appearance by Erich von Stroheim and Buster Keaton.
- May 19 -- Dead of Night (English, 1946) Six stories of terror and the supernatural, ingeniously connected into a total hallucinatory climax.
- May 26 -- Orson Welles's Citizen Kane (American, 1940) The rise and loneliness of a newspaper tycoon, as pieced together by interviews with the people who knew him best. Orson Welles, Joseph Cotton, Ruth Warwick in the most innovative influential American sound movie.
- June 2 -- Jean-Luc Godard's Breathless (French, 1959) Two immortal young people in France, one a killer and the other his American mistress who turns him in for no apparent reason. The movie that started the "new wave," influenced today's style of American movie-making, and presented the first close-up view of the rootless "now" generation. Jean-Paul Belmondo and Jean Seberg.

\* \* \* \* \*



OTT'S POEM  
A SONG FOR DRUNKS

Come be pearl , be  
beautiful feather , dance  
as the moons turns / the

sea , she  
waits .

come be song , a glass  
/ raised

and blue , a sky  
over head to see  
pearl /and/ feather , dance

as all turns to - night come  
be pearl be

beautiful feather , a kiss  
a glance , the skin so perfect

girl you are all this night  
that spins before  
me .

-g.s.

THE HORSE'S ASS



In this cold January first  
blizzard , calling  
my father , telling  
him  
"the car won't start" being

frozen from the exposure  
wind and snow , foolish

I should park it  
facing  
into the wind rather than  
ass - first

which is what a horse does

a car being less suited  
for winter than  
the horse

who uses  
what he knows  
best .

-g.s.

TRIPLET FOR SPRING

1

Clear blue . The skies long and lovely  
Venus rising over my left shoulder .

Down the block , 3 mutts , 1  
shoves his nose in the others  
ass ,

long and lovely

Watching the first blossom of spring.

2

The rose , garden that it becomes this spring  
red heavy fragrance ,

the sun speckled forsythia , yellow-  
gold , waiting through winter  
first rain , and the slow rollings green  
shoots pushed away , opening

into sunlight .

3

ol' bear furnace ain't  
gonna grow no - more

ol' bear furnace she  
ain't getting any coal no more .

cause that sweet little woman .  
she just walk in that door .



-g.s.

# CONGRATULATIONS

**C**ulynn **B**anisse **B**urdock

*was born to*

KARLE & MICHAEL

on April 9, 1972 at 3:46 pm.

Culynn weighed 6 lbs. 13 oz. and was 19 inches long.

Mother and daughter are

**HEALTHY!**

Arend D. Lubbers, President of Grand Valley State College, took part in a conference discussion of implications of non-traditional education with presidents of state colleges and universities from throughout the country, April 4 and 5, in Washington D. C. The conference was sponsored by the Commission on Non-Traditional Study established by the College Entrance Examination Board and the Educational Testing Service.

As an invited participant, President Lubbers shared in discussions "on the roles of public institutions in non-traditional study," and assisted Commission members "with the insights into developing educational patterns."

Grand Valley State College, through President Lubbers' leadership, has been developed in the "cluster college" concept, offering distinctive philosophic approaches to higher education within its three colleges, The College of Arts and Sciences, Thomas Jefferson College, and William James College.

\* \* \* \* \*

#### QUESTIONS AND ANSWERS ABOUT NEW TJC UNIT

by T. Dan Gilmore

Lots of people are asking questions about what's going to happen with the new TJC unit. They are difficult to answer with any real confidence since most of what will happen will depend on the people in the new unit, and they aren't here yet. Nevertheless, let me try to give some tentative answers to some of the questions.

#### Where is the new unit going to be located?

In Seidman House next to Lake Huron. The North half will be remodeled (with temporary partitions) to contain 7 faculty offices, 3 classrooms (the "pit" will be one of them) and a student-faculty lounge.

Who will be "in" the second unit?

Initially, 7 new faculty and 140 students. Most newly admitted students will be assigned advisors from the second unit. Of course students will be free to change advisors and/or units at any time.

What does it mean to be "in" a unit?

Initially at least, being a member of the Huron Unit or the Seidman Unit will mean that you pick your mail up and get advised at one or the other places. It will also mean that you have the opportunity to get to know a relatively small group of people well (147 in Seidman, 273 in Huron) rather than being one of a 420 member group.

Eventually, as faculty and students drift to one unit or another, say, over the period of a year, the two units may develop separate identities. If this happens it will evolve naturally; I don't anticipate any "forced fitting."

Will being in one unit keep me from enrolling in classes in the other unit?

No, there will be a common registration and a common curriculum for both units. (Again the two units may eventually differ and that will probably mean some changes in registration and curriculum generation, but that will work itself out).

Because old students will be pre-registering at the end of this spring term, it will be necessary to limit the enrollment somewhat to save space for new students who will be registering next fall, but as far as I can see, that will be the only restriction.

Who are the new faculty?

Here's the list and what they are into professionally. All but Harrison will be here during the second summer session, which begins July 25 if you want to get to know who they are.

Barbara Gibson (Poetry, Literature, Women's  
Studies)  
Eugene Cash (Psychology, Counseling, Group  
Relations)  
John Warren (Geology)  
Basil King (Visual Arts, especially Painting)  
Gloria Aranoff (Educational Psychology)  
Shane Mage (Economics, Philosophy, The Cosmos)  
William Harrison (Anthropology, Archeology,  
especially American Indian Studies)

The reason Harrison won't be here this summer is because he has a grant to do a dig in New Mexico each summer. He wants to take some TJC students down with him next summer. Interested?

Will the new unit be like the old in terms of basic goals and educational philosophy?

Yes, though they may choose different ways of attaining these goals.

Why is there going to be a 2nd unit?

So more people (faculty and students) can enjoy the TJC-type program and still remain identified with a relatively small number of people.

Will there be 2 deans?

No, but the chairman of the faculty meetings in each unit will have more work to do than they do now.

Will there be a third and forth unit, etc.?

I doubt it. If a third unit does develop, I suspect it will be in the form of another college. I suspect our maximum size will be around 500 with 2 units. I don't think any administrator could keep his sanity with more than 2 units.

How about Governance?

I don't know. Are we going to have 1 faculty meeting or 2, 1 Townmeeting or 2? We'll work all this out in the fall. Should be fun.

\* \* \* \* \*



# COMPLIANCE/REBELLION AND ABSORPTION

-- Cam Wilson

I can diagram my motivations for doing something as follows:  
I think many other people in TJC could do it this way, too.

## The Behavior, X

	A) Doing X	B) Doing Not-X
<u>The Mind Sets</u> #1) in reference to authority (who wishes X)	A + #1 = Compliance	B + #1 = Rebellion
#2) in reference to self (or interest)	A + #2 = Absorbed in Doing X	B + #2 = Absorbed in Doing Not-X

X = any specific activity (painting cupboards, reading Marx's Concept of Man, coming to class). Usually also describable as the one I "ought" to be doing.

Authority = parents, teacher, employer, etc., or internalized "shoulds" ("recordings" of parent, teacher, etc.).

Self = (Concrete in the present, and thus undefined).

During my first two years at college, I lived largely "in reference to others" and did what I was supposed to, working very hard at school. Often the material would take over once I was into it, and I would slip from compliance motivation to "Absorption in Doing X". Those were fine hours!

By the end of my second year, however, I'd been weaned enough from home and successful enough at college to see my life as a compliance treadmill which seemed only to lead me to more

things to do, just to keep up. When, I asked, would I ever have done enough so I could stop? Never, as I saw it, and -- still operating in the "For Authority" mind set -- I flipped to rebellion.

At that point, "making myself do" what I was supposed to do (eg: class assignments) became one of my toughest jobs. How much I tried to discipline and bribe myself into doing work! I came to think I was out of control, determined to sabotage myself in spite of myself. The more pressure I applied, the more I seemed to go awry.

With "Compliance" closed to me, I could no longer slip from it into Absorption in the form of Doing X. Instead my only alternative to "Rebellion" was to slip into absorption in Doing Not-X. Assignment to read for plant geography? Three hours lost in reading Alan Watts. Test to review for calculus? Half of the N. Y. Times devoured. Work sheet due for plant ecology lab? Two hours spent with Ecological Monographs. I got absorbed alright, but never in the material assigned (never in X).

In those days, I saw only two alternatives, Compliance and Rebellion. To me, being absorbed meant only that I was complying well, or rebelling effectively (much to my dismay). I did not see Absorption as a signal from an entire different way of experiencing life. I have lived more often in Absorption for several years, and today I finally saw its relation to Compliance and Rebellion (see diagram). Absorption is the experience I have when acting for myself. The others are my experiences of events when I am acting primarily in reference, pro or con, to the real or imagined wishes of a real or imagined authority and lose sight of myself's interest in the activity.

Now I'll generalize. I think that in TJC, people could be grouped according to their identification as primarily compliant, rebellious or absorbed. Note that the first two positions are variants of one mind set, "In Reference to Authority". In terms of mind sets #1 and #2 they are not different from each other.

I think that TJC probably appeals more to the rebellious than the compliant variant of mind set #1, because TJC's authority-stance is so loose compared to that of conventional colleges. The lack of daily directives would be a relief for the rebellious person (who would still be relatively unproductive, however, a telling signal that he is primarily rebellious instead of absorbed) and would frighten off the highly compliant one.

TJC's relaxation of overt expressions of authority obscures the distinctions between rebellious and absorbed but they still exist. Being in TJC obscures it for the person himself. He can think of himself as absorbed (free) when he is really still rebellious. A test would be for him to return to a regular classroom. I think the absorbed person would take its format in stride as B.S. to be endured while learning good stuff, and the rebellious one would hassle it and be much more anxious throughout. For him, even the course material would largely be part of the chore of getting through the class hours.

Within TJC there are at least two general responses a primarily rebellious-based person makes. He attempts to seek out and/or construct ogres and conditions to act rebelliously in reference to, or he comes face to face with his internalization of authority and begins to wrestle with that.

In addition, I think that in TJC there's the heightened probability of a rebelliously oriented person's experiencing absorption (Doing Not-X) without a rebound of heavy anxiety when he "comes back" to his shoulds. Experience with absorption is the best incentive I've known for beginning to break the compliance/rebellion see-saw.

A final generalization: If I see only two alternative ways of being in a situation (eg: compliance and rebellion), I am imprisoned in a hidden frame of reference (eg: acting in reference to authority). Discovering it and its alternative reveals at least one more way (eg: absorption) to be in that situation.

\* \* \* \* \*

From the Grand Rapids Press, Tuesday, April 4, 1972

#### HOPE STUDENTS WILL CHOOSE OWN CURRICULUM THIS FALL

Can you imagine a college where the students tell the administrators what they want to study?

Hope College is going to try it starting this fall.

Students who elect to try the new "contract curriculum" will meet with advisors after their freshman year and decide what and how they want to study for the next three years. Then they will make a "contract" on what they will accomplish to get their degree.

Except for some general guidelines, such as the need to complete 126 semester hours, students will be free to set their own goals.

Academic Dean Morrette Rider says Hope College a 2,100-enrollment liberal arts school affiliated with the Reformed Church in America, has decided after a long study that formal course requirement may not be best for all students.

In fact, Rider says, the current theory that students should learn broadly at first, then proceed to greater and greater specialization, "is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students."

Rider said a student with a specific interest, such as art, might take specialized classes for a year, then might find he needs to take classes in other areas to help him cope with the problems in his own field.

Grades will not be a factor, Dean Rider says, and a student won't even have to attend classes on campus all year.

"He may elect to spend a whole semester away from campus on some project for which he can earn academic credit," Rider says.

Each student's contract first must be approved by a scholastic committee.

Rider admits enrollment might be small at first until students become accustomed to the idea. But he says the school expects the program to catch on because it will allow students to study at his own pace and still meet the college's over-all educational requirements.

\*\*\*\*\*

Following are approximate enrollments in TJC classes for spring term 1972:

EXAMS

Astronomy	9
Dramatic Mode	0
History of the English Language	6
W. B. Yeats	3
Psychology of Human Development	11
Chinese Foreign Relations	5

SEMINARS

Astronomy	15
Consumerism	14
Science and Religion	8
Pinter	2
Ball: Soft, Volley & Basket	8
Gilgamesh	7
Acting Workshop (Cancelled - not enough students)	0
Experimental Photography	25
Community	15
Elements of Brain Research	17
New White Consciousness	8
Science of the Mind	19
Weaponry of Laughter	16
Psychological Investigations	5
Anarchy	9



Film Short	4
History of Western Music	6
First Aid	9
Psychological Testing and Measurement	3
Intro to Clinical Psychology	3
Supervisory Counseling	3

This is a very rough indication of peoples interest at TJC. Many students in Floating Seminar are regularly attending various classes, not to mention other activities. There are also about 180 Special Studies. Hopefully within the next two issues of the Bullfrog Pond these will be classed by subject.

\* \* \* \* \*

R. C. Meeting, February 28, 1972

Voting Members Present: Elaine Dalcher, Jeff Brown, Greg Succop, Betty Ryan, Maggie Leubke, Karle Murdock, Merrill Rodin, Joyce Alms, (entered late)-Roxie Harley.

Voting Members Not Present: Ernie Scheidler, Gary Reed, Debbie Berend, Jason Corry

Non-Voting Member Present: Sandy Maniaci

Motion: That the RC sponsor a benefit concert to provide money for Childrens School and Walden Village. Seconded - Jeff Brown. Motion passed.

Motion: TJC offer Bob Woody space to advertise in our spring schedules the offerings as Group Special Studies. (Para-Professional) 4 Ayes. 3 Abstains. 1 Nay.

The R. C. supports the Floating Seminar concept with the stipulation that there be a 17 credit limit and specifications of seminars as "not for Floaters" or "for Floaters".

Advance Task Force appointed to work out details for the Advance: Roxie Harley, Rick Dunn, Brad Fay, Meryle McClintock.

Motion to amend: re: last weeks decision to have all decisions voted on by the R.C. and the Faculty Committee. Amended to Read: All policy decisions must be voted on by the R.C. and the Faculty Committee. Unanimous.

Motion to endorse the Johnson College model. Ayes 5. Nay 0. Abst. 1. Passed.

Students are needed to work on orientation for next fall. Re: for new students.

TJC graduation ceremony: Anyone interested in planning one contact Dan Gilmore.

Adjournment

-----  
R. C. Meeting, March 6, 1972, 3:00 p.m.

Voting Members Present: Roxanne Harley, Greg Succop, Elaine Dalcher, Jeff Brown, Merrill Rodin.

Non-Voting Members Present: Sandy Maniaci

Note: Minutes now outdated.  
-----

R. C. Meeting, March 13, 1972

Voting Members Present: Joyce Alms, Greg Succop, Roxie Harley, Jeff Brown.

Voting Members Non Present: Karle Murdock, Maggie Luebke, Merrill Rodin, Gary Reed.

Resignees: Ernie Scheidler, Elaine Dalcher, Debbie Berend, Jason Corry.



Guests: Meryle McClintock, Greg Reinhardt, Don Klein, Dan Gilmore.

There being a quorum the meeting was called to order by Betty Ryan at 3:15 p.m.

Betty Ryan announced that her resignation would be effective when she left the meeting.

Meryle McClintock recommended that remaining R. C. members resign to enable the R. C. to have a fresh start with all new members in hopes that a new R. C. would function more creatively. Discussion..... Jeff Brown resigned.

It was suggested that the R. C. would function better with only 8 members, because the present meeting ran smoothly and seemed less confusing with five people present. Betty left.

Jeff Brown retracted his resignation. Greg Succop suggested that the R. C. should generate a context to take itself seriously or abolish itself.

Roxanne Harley: Motion to abolish the R. C. going back to the Town Meeting form with no Quorum required. Seconded Greg Succop. Ayes 3, Nays 1, Abstain 0. Motion Passed.

\*\*\*\*\*

Faculty Meeting Minutes, March 14, 1972, 9:00 a.m.

Present: Andersen, Birtwistle, Diller, Efron, Peterson, Heuer, Kaufman, Klein, Loizeaux, Rodin, Shechtman, Vas Dias, Wilson, T. Dan Gilmore.

14.01 Approved for graduation: Bob Giddis -- B.Ph. Areas: Applied and Theoretical Commun., Phil & Relig., Evol. & Ecol., Community & Interpers. Rel. or Undist., Arts.

Frances Boss -- BA. Area: Anthropology, Language-Turkish.

14:02 Meeting adjourned.

(Note: The meeting was held specifically to consider these two requests for graduation.)

Respectfully submitted,  
Earl Heuer

-----  
Faculty Meeting (Briefer) Minutes, March 29, 1972, 9:00 AM  
142 LHH

- 15.01 Announcements: All faculty are asked to have a description of their areas of interest posted on the bulletin board in the Commons room to help implement the Curriculum Committee's plans for seminar generation for next fall. Post by Friday, April 7, please! (Other, now-outdated announcements about schedules, etc., were made.)
- 15.02 Minutes: The minutes of the last meeting were approved as published.
- 15.03 Old Business: The main discussion was on things coming from a "Contractual Graduation Plan" which was originally developed at the faculty workshop held over term break. This "Plan" was brought before the F.M. as an item for discussion and further development. It is attached, and any further ideas, comments, etc., would be welcomed! Note that the plan is for an alternative to, not replacement for, the present graduation requirements.

A number of students were present at the meeting, concerned that, with the demise of the Representative Committee and the various malfunctions of the Town Meeting, ~~POWER~~ was being arrogated by the faculty.

Specifically, a concern was that new graduation requirements were being arbitrarily put into effect by the faculty and dean, without student influences.

Some discussion ensued. Several students said they were planning to revive student participation in policy-making and asked that the faculty hold off any decision on this or other major policy for 30 days.

After more discussion, a motion was made and carried to table consideration of major policy matters for 30 days. The vote was not unanimous, with viewpoints clearly and vigorously presented.

15.04 Meeting adjourned.

Respectfully submitted,  
Earl Heuer

\* \* \* \* \*



#### STAMP COLLECTORS

Collector disposing of duplicate U.S. used commemoratives, all off paper. 100 diff. \$2.00, 150 diff. \$3.25, 200 diff. \$5.00. Send check with order. Richard Myers 8441 48th Ave, Hudsonville, Michigan, 49426

\* \* \* \* \*

"An Evening of Choreography" with professional dancer and teacher, Christine Loizeaux and students of Grand Valley State College, will be presented Tuesday, April 18, at 12 noon, in the Louis Armstrong Theatre, Fine Arts Center. There will be no charge to the program. However, Miss Loizeaux has requested that parents planning to attend, leave very small children at home.

"A Survey of Graduate School Attitudes Toward Non-Traditional Grading Systems; New College Report #2"

The preliminary report, from which the following summary and conclusions were taken, was written by Margaret Hofeller through the New College at Hofstra University.

"Questionnaire data were obtained from 391 (58%) of 668 Deans of U.S. graduate and professional programs in liberal arts and sciences, education, law, medicine, and nursing on non-traditional undergraduate grading systems. The major findings are that:

1. Grade point averages remain the single most important criterion for the evaluation of graduate school applicants.
2. When students' records contain a large number of Pass-Fail grades, standardized test scores and the apparent quality of the undergraduate college gain in importance as admissions criteria.
3. Any given proportion of Pass-Fail grades create significantly more negative effect when they occur in courses in applicants major fields than in his overall record.
4. Pass-Fail grades in as few as 10% of applicants' major course have negative impact on evaluation of these applicants.
5. The clear majority of graduate schools report the practice of recomputing grade point average, not only to gain a measure of the students' performance in his major or senior year, but also to 'justify' the G.P.A. for the possible inclusion of Pass-Fail grades.

These findings indicate that the reality of the selection practices of graduate and professional schools may place restraints on the ideal of a student's new freedom to self-determine the means by which he is evaluated as an undergraduate. The outstanding student, whose credentials include

exceptional test scores, an academically prestigious college, and outstanding recommendations, may suffer little jeopardy from a choice of non-traditional grades. However, a well qualified but not noticeably unique, applicant who opts for Pass-Fail grades may well be discriminated against in favor of his potentially less able but more traditional peer. Although this trend might alter drastically, its present direction is of immediate concern to contemporary students."

Grand Valley Vice President Arthur Hills comments:

1. This tells me that we must be sure that transcripts be complete with thoroughly done critiques if letter grades are not used.
2. That major course work should be given particular consideration when the decision is being made to go to pass-fail or traditionally graded.
3. That our graduates should be encouraged to take the Graduate Record Examination, particularly if a large number of pass-fail grades are included in their record.
4. That we have a particular obligation to assist our graduates seeking entrance to graduate programs by writing letters of recommendation if pass-fail grading systems are used.

\* \* \* \* \*

Don Treffinger of Purdue University will be visiting GVSC on April 27 and 28 to lead a workshop on Innovative Higher Education. The goal of the workshop will be to design alternative learning models for colleges. Dr. Treffinger is a noted author, educational psychologist and pioneer in the areas of creativity and learner controlled instruction.

The Workshop will meet 9:00 a.m. to 12:00 noon and 2:00 p.m. to 5:00 p.m. on April 27 and 28 in Room 223/224 Commons.

Students, faculty and administrators are invited. However, participation will be limited to 30 people on a first come basis.

Please call Mary TePastte ext. 357 for further information and reservations.

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**In Response to the Experimental Education Issue-**

If, as you suggest, the free school plan is the ideal model for all schools, why then is the national average life span of these schools only nine months?

Unfashionable as it may seem, I think the major factor has been the refusal on the part of educators to teach the hard, basic skills. This is obviously a harsh statement for many to swallow, but, it seems that in so many cases the very skills and knowledge we possess are now considered corrupt and undesirable. The people coming into the free schools seem to be manipulative in their determination to coerce the parents of poor children into accepting their notions about school.

It is too often that the richly educated collegian (who paid through the nose for a rigorous and sequential education) is the most determined that poor kids should make clay vases, play ball, and anything else low pressure. But have these people take a realistic look at what poor children basically need? There's not much that a 13 or 14 year-old can do in big cities if he cannot read or write enough to understand a sign or write a letter.

I cannot organize a perfect school, but, I believe the experimental schools deserve the same amount of critical evaluation that straight schools are receiving at this time.

D. C. Aussicker

Tom Kitcher

Wesley

Rick DeMun  
Guy S

Wesley

Kim  
(SUCK ROCKS)

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Alus



Don

Don

Mary Te Pastie



Julie

Ernest M. Scheidler

John Erickson

"YOU AIN'T GOT NOthin,  
YOU GOT NOthin TO LOSE..."

MAVIMI

NEXT BFP DEADLINE  
15 APRIL 28'

ILLEBETEM! NOU CIBERWIDUM... FAX

... gonna be smooth  
someday! everythings  
going to be smooth  
... chapsoody ...

## ABOUT KENTWOOD LITTLE SCHOOL:

a reply

We at Kentwood Little School appreciate the time and effort Greg Cox put into his comparison of the "Open, Alternative, Experimental Elementary Schools in this Area." It was surprising that he felt our school could be compared to elementary level schools at this point. Our 38 children range from 3 to 5 years old, except for two slightly older children. Comparing younger and older children is indeed difficult and so comparing facilities for the two different age groups would also present little comparison. Comparing our school with other nursery programs would have been interesting.

There are a few points that we would like to clear up. We are making discoveries about very young children working with

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"YOUNG CHILDREN HAVE DIFFERENT NEEDS — WE FIND THEM  
HAPPIER IN A MORE ORDERED ENVIRONMENT."

---

them in this environment. Young children have different needs, particularly our 2½ and 3 year olds. We find them happier in a more ordered environment. Since their experiences are very limited, it would be rather presumptive to expect them to understand order without some kind of experience within an ordered place. This may give the school a more organized appearance. However, it is the environment itself that we control, but not the children. They are responsible for their learning. We offer projects and activities, but the children decide whether they wish to be involved in them. In building a positive self-concept, security is a factor, particularly with young children. We want them to feel secure enough to be able to reach out and explore and make discoveries.



Greg mentioned our "see queues" room and talked about programmed instruction. We do not have programmed learning materials such as Sullivan's. The room is for sequential learning, although the kids determine their own sequence.

Perhaps Greg found our children less challenging and more cooperative because they were younger. Also, not having any public schooling they are still very turned on and completely self-directed. They have less need for adult direction. Also, the environment fills many of their needs. It allows them to make choices on their own.

Regarding aggression--if the aggression is provoked by the situation at hand, it is left to be settled by the children themselves. But we find it infringing if an angry child decides to take his anger out on anything or anyone who chances to be near by. We do have punching bags, padded figures and dummies for children to work their anger out.

We feel children do not have a choice if they do not know more than one way to handle a situation. This is the only reason manners are gone into at all. Although, personally, I do find it more pleasant to be asked to do something rather than to be commanded.

We accept volunteer help and have some great ones. Our children are so open and self-directed that they are sensitive to the tone of the building. For that reason, we screen our volunteers to avoid having people who put expectations on kids which may cause turn offs, or a negative tone to the building. Our kids are still very turned on at this young age and our only job is to offer as much chance for experience as possible and to prevent any obstacles to their being self-directed.

Warmly,  
Joy Davis

P.S. We do take field trips, in fact at least one a week. We even held school on Saturday to not miss the show at the planetarium given specially for pre-school children.

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western michigan is a bad imitation

western michigan  
is a bad imitation of  
pennsylvania  
but that doesn't  
keep me from digging it;  
i got mah shit togetha  
here, man.

everything is too planted,  
too square; burned out  
years ago (i hear of smoldering  
still)  
the devastation is revealed  
in the small, young,  
arbitrary trees.

friends have fled  
leaving me to carry  
the torch of maine  
surliness that  
stays fueled by unreasonable  
circumstances and  
a softness to contradiction  
and tricky women.

-k.a.

sunset boogie

delirious time  
the music hasn't died

you just lost that loving feeling

friends have gone to jesus  
gone insane  
or have just gone away

i don't even follow the cartoon anymore

your ability to score  
vibraharp embrace  
romance legs  
embryonic

absolutes, you eat  
frozen steak  
and boogie

-k.a./t.g.

chickens coming home to roost poem

my thoughts have  
become strewn about  
like scissored  
paper  
on the floor

between the crabs,  
the baby, cigarettes,  
and no place to live  
i can't entertain  
even a pleasant fantasy  
without distortion

so in the meantime  
i sleep with you  
atop bunkbeds,  
wonder why i don't  
fall off, get up  
with the morning  
urge, and piss in your  
glass

-k.a.

travel poem

merrily we drove along  
eating steak and poundcake  
flushed with anticipation  
of touching suburban shores

while adding a hitchhiker  
to a backseat already  
crammed with blankets,  
books, and a two-tone puppy.

merrily we drove along  
the scenic route through  
lush, sign-pocked pennsylvania,  
past valleyed landscapes

and model train villiages  
disregarding sinus  
headaches, travel fatigue,  
and two weeks of false starts

merrily.

-k.a.

## MORE ON GRADUATE SCHOOLS

I read Pat Efron's article in the last BFP about graduate school, and thought that I'd write this to say that my graduate experience left me with very different impressions than Pat's.

At Sarah Lawrence I had great freedom. I planned my own work. My "don" (tutor) was responsible for helping me to facilitate my course planning, and to make suggestions. (He was a composer, and my principle teacher). His suggestions, led me to do lots of work in theatre, which I hadn't considered before his prodding. The theatre experience turned out to be enormously valuable. Courses in theory and composition were mostly tutorials. . . . because of my particular needs and interests. (I was already composing, but didn't know a thing about theory). I made efforts to study with as many teachers as I could (they were all so good!). So I worked under one guy in composition, two people in theatre, and four others in counterpoint, harmony and analysis. Each one of the teachers was willing and anxious to help me, and gave me tutorial time. (Their responses may have had something to do with the fact that I had a pretty good idea of what I needed and wanted from them.) I got to know the other graduate students with whom I was able to share ideas and learn from. We occasionally organized seminars when we felt that it would be valuable and productive to meet as a group.

Graduate school can be as Pat says, highly structured, status conscious. It can be a deadening, bleak, dreary experience. But it doesn't have to be. It's a good idea to investigate the places you're interested in. Go to the schools. Meet the people in the department you're planning to work in. Find out what the teachers are like. . . . meet them, speak with them. Spend time with students who are already there. . . get their impressions.

Don't aim for mediocracy! It may not be for wrong reasons that some graduate schools have fine reputations. It seems to me that the superior schools are more willing to be flexible, lively, and to take student needs into consideration. The striving places are usually the most up-tight. (Yale doesn't

have to justify anything they do. . . .they make the patterns that other places may eventually follow). In my experience, the schools with fine reputations turned out to be very flexible and open -- Sarah Lawrence an example, I also found that at Princeton and Yale. I would have had similar opportunities to determine to a large degree, my own graduate program. I chose Sarah Lawrence because the man I wanted to study with was on the faculty there. This is an ideal way to select a graduate school. Try to select teachers not institutions.

Ideally, one should have a strong notion of what he/she wishes to accomplish in graduate school. Without any aim, it's very difficult to know what to look for. If you do have an idea of what you want to do, there are some graduate schools that can be most helpful and very exciting (in music for sure).

Bob Shechtman

TOGETHER

We walked down by the river  
and talked of our past and future lives  
and the looks that had begun a week before  
reappeared and lighted our faces  
as only the glow  
of our serene pleasure can  
and we climbed  
all of us higher  
Till I, resting at a peak  
found you again  
and together we found a new peak  
and one day soon we'll climb again.

Diane Kohn

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# WHAT YOU CAN DO



save

the

# EARTH



1. Don't use colored facial tissues, paper towels, or toilet paper. The paper dissolves properly in water, but the dye lingers on.
2. If you accumulate coat hangers, don't junk them; return them to the cleaner.
3. Use containers that disintegrate readily. Glass bottles don't decompose. Bottles made of polyvinyl chloride (PVC) give off lethal hydrochloric acid when incinerated. (That's the soft plastic many liquid household cleansers, shampoos, and mouthwashes come in. Don't confuse it with stiffer polystyrene plastic, used mainly for powders.) Use decomposable—"biodegradable"—pasteboard, cardboard, or paper containers instead.
4. Don't buy unreturnable containers. Hold aluminum-can purchase to a minimum. Bring in aluminum cans for a half-cent apiece (also: old TV-dinner trays, old aluminum lawn chairs). It's worth \$200 a ton to Reynolds Aluminum.
5. At the gas station, don't let the attendant "top off" your gas tank; this means waste, and polluting spillage. The pump should shut off automatically at the proper amount. (True, too, for motorboats.)
6. If you smoke filter-tip cigarettes, don't flush them down the john. They'll ruin your plumbing and clog up pumps at the sewage treatment plant. Put them in the garbage.
7. Stop smoking.
8. Stop littering. Now.
9. If you're a home gardener, make sure fertilizer is worked deep into the soil—don't hose it off into the water system. Phosphates (a key ingredient) cause lake and river algae to proliferate wildly.
10. Don't buy or use DDT even if you can find it (and, unfortunately, you still can). If your garden has water, sun, shade, and fertilizer, it shouldn't need pesticide at all.
11. To reduce noise, buy a heavy-duty plastic garbage can instead of a metal one. Or sturdy plastic bags, if you can afford them. They're odorproof, neater, lighter.
12. When you see a junked car, report it to your local Sanitation Department.
13. If you don't really need a car, don't buy a car. Motor vehicles contribute a good half of this country's air pollution. Better, walk or bicycle. Better for you, too.
14. If you have to car-commute, don't chug exhaust into the air just for yourself. Form a car pool.
15. Better yet, take a bus to work. Or a train. Per passenger mile, they pollute air much less than cars. Support mass transit.
16. If you still think you need a car of your own, make sure it burns fuel efficiently (i.e., rates high in mpg). Get a low-horsepower minimachine for the city, a monster only for lots of freeway driving.
17. Bug gasoline manufacturers to get the lead out. Tetraethyl lead additives are put in gas to hype an engine's performance, they can build up in your body to a lethal dose. Indiana Standard Oil Co. has a lead-free fuel now (Amoco).
18. If bagged garbage overflows your trash cans, shake it out of bags directly into the can, and tromp it down to compact it.
19. If you have a fireplace . . . abstain. If you must send up smoke, burn wood, not murky cannel coal.
20. Burning leaves or garbage is already illegal in many towns. Don't do it.
21. If you see any oily, sulfurous black smoke coming out of chimneys, report it to the Sanitation Dept. or Air Pollution Board.
22. There's only so much water. Don't leave it running. If it has to be recycled too fast, treatment plants can't purify it properly.
23. Measure detergents carefully. If you follow manufacturer's instructions, you'll help cut a third of all detergent water pollution.
24. Since the prime offender in detergent pollution is not suds but phosphates (which encourage algae growth), demand to know how much phosphate is in the detergent you're buying. Until they let you know, use an unphosphated—nondetergent—soap.
25. Never flush away what you can put in the garbage. Especially unsuspected organic cloggers like cooking fat (give it to the birds), coffee grounds, or tea leaves (gardeners doze on them).
26. Drain oil from power lawn mowers or snowplows into a container and dispose of it; don't hose it into the sewer system.
27. Avoid disposable diapers if possible. They may clog plumbing and septic tanks.
28. If you see something wrong and you don't know whom to contact, bombard newspapers, TV and radio stations with letters. Remember: Publicity hurts polluters.





THOMAS JEFFERSON COLLEGE  
GRAND VALLEY STATE COLLEGE  
ALLENDALE, MICHIGAN, 49401  
address correction requested



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