

Fall 1972

Bull Frog Pond: Special Student Handbook Edition, Vol. V, No. 15

Grand Valley State College. Thomas Jefferson College

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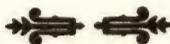
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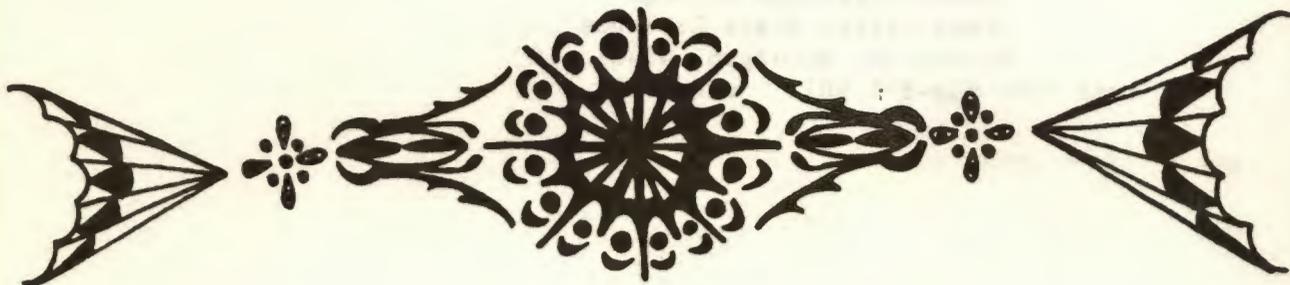


BULL FROG POND

Vol. V



No. 15



SPECIAL

STUDENT

HANDBOOK

EDITION

Part 1

Thomas Jefferson College

BULL FROG POND

published from the Dean's office

editor: David I. Schuchman

special thanks to: Cathy Honore'

Mary TePastte

The opinions expressed in the BFP are
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:

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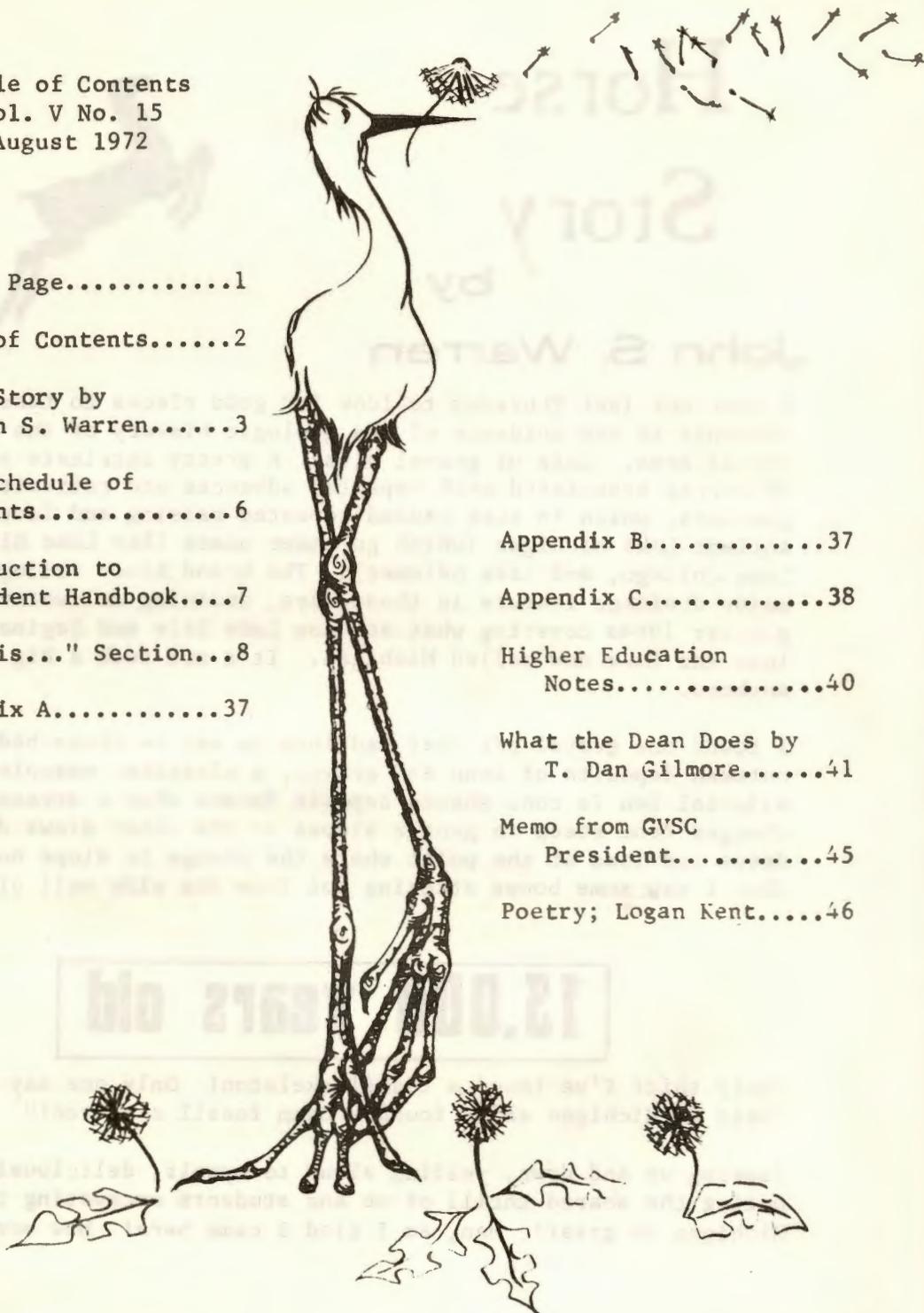


Bull Frog Pond

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Horse Story

by

John S. Warren



I went out last Thursday to look for good places to take students to see evidence of the geologic history of the Grand Rapids area. Lots of gravel pits. A pretty intricate sequence of events associated with repeated advances and retreats of glaciers, which in turn caused repeated raising and lowering of ancient Lake Michigan (which go under names like Lake Glenwood, Lake Chicago, and Lake Calumet). The Grand River Valley was a major drainage feature in those days, draining meltwater from glacier lakes covering what are now Lake Erie and Saginaw Bay into the lake now called Michigan. It's not such a big river anymore.

I found one gravel pit that had lots to see -- cross-bedded outwash deposits of sand and gravel, a classical example of an alluvial fan (a cone-shaped deposit formed when a stream rapidly changes from steep to gentle slopes -- the water slows down and drops its load at the point where the change in slope occurs). Then I saw some bones sticking out from the side wall of the pit.

13,000 years old

"Holy shit! I've found a fossil skeleton! Only one day in the field in Michigan and I found a damn fossil skeleton!"

Jumping up and down, yelling aloud to myself, deliciously anticipating the shared thrill of me and students excavating the thing. Michigan is great! Man, am I glad I came here! How many years

have I been a geologist? Fifteen? Fifteen years until my first Pleistocene fossil. How many years will the students have been geologists? One day? One day until their first Pleistocene fossil. They're lucky.

I didn't do any digging -- we'll do that together -- so I didn't know what kind of animal. Just took one bone - a vertebra from near the base of the spine.-- and noted the bones I could see: several ribs, a leg bone, but no skull. I figured the skull would be necessary for identification of the beast -- vertebrate paleontologists tell me that the skull and teeth are the most reliable parts for identification. Ribs and legs of mammals look more-or-less alike, but the skull and teeth are highly diversified and reflect the highly diversified diets, behaviors, and habitats of a successful group. (By the way, what is a vertebrate paleontologist -- a paleontologist with a lot of backbone?).

"... The old grey mare she ain't what she used to be..."

I had alternate good and bad dreams during the night. It's a baby mammoth with tusks intact! Oh, no! The gravel pit employees already took the skull, and one of them is using it for a doorstep.

Off we went on Friday. Eagerly digging, carefully exposing the bones. Careful of the ribs! They all look similar, and if they get out of place, we'll never get them back together in the right order. We found the skull, dislodged from the rest of the skeleton. It's a horse! A Pleistocene horse!

This thing is remarkably well preserved. All the bones are present, and most are still articulated. It's in a sand deposit between two cross-bedded gravel leases. As the dig proceeded, we developed a foolproof, airtight theory on how

the horse came to be there, some 13,000 years ago, all backed up by the evidence, refined as needed whenever we dug up a new piece of evidence. The sand deposit looks like the filling of an old channel -- a small tributary to the glacial Grand River? With gravelly banks. The beautiful condition of the fossil -- all bones present, unbroken, and well oriented indicates that the horse wasn't moved one inch after it died.

If it had been moved, say by the water in the channel, the skeleton would have been disarticulated, the bones distributed downstream, and at least some would be broken. This poor old horse must have fallen into the channel one cold December day (during the Pleistocene, there were many such days) as it strayed from its normal grazing pattern. At the time he made this fatal error, the channel was nearly full of sand, about to be abandoned as its source, perhaps an isolated ice block up the hill to the southwest, melted away. The sand was saturated with water -- quicksand, right? A brief struggle, and another step toward the extinction of horses from North America, not to return until the continent was "discovered" by Europeans. The record of a 13,000 year old instant.

another step towards EXTINCTION

The legs are exposed, and we work into the hillside to get them completely free. A lower leg! Ankle bones! TOE BONES! Larry reached into the small tunnel around the leg, reached beyond the ankle, reached beyond the toe, and pulled out a horseshoe.

(Editor's note: John Warren is one of TJC's new faculty members. This fall he will be teaching two related seminars: "Autumn Rock Festival" (geology) and "Evolution".)◆

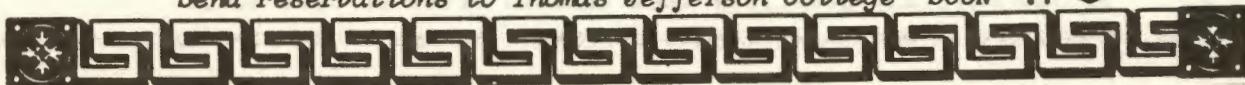
TO: RETURNING STUDENTS

HI!

Hope you are having a good summer. We finally got things together enough here to announce the schedule of events prior to the beginning of classes on Wednesday, September 27. The general schedule is as follows:

9/21 THURSDAY EVENING	Informal get-together. TJC faculty and new students. TJC East Commons Room, Lake Huron Hall, 7:30 p.m.
9/22 FRIDAY 9 am to 5 pm	"Nuts and Bolts" orientation for <u>new</u> students-
9/23 SATURDAY 1pm-?	ALL COLLEGE (NEW AND RETURNING STUDENTS) BEER PARTY AND PICNIC AT JOHNSON PARK
9/24 SUNDAY 9am-4pm	ADVISING for <u>all</u> TJC students for registration. Faculty will be in their offices at LHH and Seidman House.
9/25 MONDAY 9am - 4pm	REGISTRATION- You'll receive detailed information from Lee Kaufman.
9/26 TUESDAY - All DAY FREE	A day of rest, or whatever??
9/27 WEDNESDAY	CLASSES BEGIN...

Send reservations to Thomas Jefferson College SOON !! ◆



CONGRATULATIONS!!

To Ron and Kay VanderMeer on the birth of their daughter Katherine Michelle, born July 28, 1972.

To Betty Tryon (a TJC alumnus) on her marriage to Sherrill Carleton, Jr. on September 1, 1972 in Laurel, Mississippi.

tjc

STUDENT

HANDBOOK

FOLLOWING is the first major section of the TJC STUDENT HANDBOOK. This section is entitled "What is...". It is an attempt to clarify some terms that are commonly used in TJC. Hopefully both new and old TJC students will have an easier time orienting themselves to the inevitable confusion of Thomas Jefferson College and college in general.

IT IS NOT expected that this will answer every question but it is hoped that it will clear up some basic problems that are common to everyone and allow energy to focus on more individual problems.

UNDOUBTEDLY some of this Handbook will be unclear and will need revision. Any and all comments, suggestions, corrections, additions and revisions are very necessary and welcome. Send them to the Bull Frog Pond. Over the next months this Handbook will be shaped into a more permanent pamphlet.

THE SECOND major section of the Handbook is entitled "How to...". This will be included in the next issue of the Bull Frog Pond. Watch for it.

IF YOU have any questions feel free to write or call TJC.



WHAT (IS, ARE) (A, AN, THE) ?

ACADEMIC ADMINISTRATIVE ASSISTANT

Same as Administrative Assistant.

ACADEMIC AFFAIRS COMMITTEE (AAC)

- Responsible for specific academic decisions regarding individual students.
- AAC considers petitions and waivers of rules and requirements.
- Reviews degree requests and recommends conferring of degrees to faculty.
- Made up of 2 students and 2 faculty elected by the Town Meeting and Faculty Meeting respectively.
- Each unit has its own AAC.

ACADEMIC SUSPENSION

- If a student has earned less than 60% of his attempted credit after he has attempted 45 credits he shall be suspended.
- Suspension means that he may not register in any succeeding term until or unless the suspension is cleared.
- "Attempted credits" are only those (transfer credit failures do not count) he has taken as a TJC student.
- See "How to clear an academic suspension" .

ADDING (DROP-ADD)

- Officially signing up for an additional credit-earning learning experience after the term has begun.

- See "Dropping".
- See "How to Drop-Add".
- Get Drop-Add form in 165 LHH or Records Office, Room 203 LHH.

ADMINISTRATIVE ASSISTANT

- Takes care of the "nuts 'n' bolts" of TJC (except finances).
- Takes care of details of Administration and Procedures.
- Coordinates forms.
- Publishes fall, winter, spring and summer time schedules.
- Oversees and coordinates registration for each term.
- Makes recommendations regarding student and faculty evaluation.
- Reports to Faculty Meeting those students subject to suspension procedures.
- Insures maintenance of student records.
- Insures maintenance of permanent records of Town Meeting, Faculty Meeting, Curriculum Committee, Admissions Committee, Academic Affairs, Committee, etc.
- Keeps central records for TJC.
- Available for consultation about school problems.
- Currently Lee Kaufman, Room 125 LHH, ext. 177.

ADMINISTRATIVE MANUAL

- Provides a medium for stating, changing and communicating the general philosophies and policies of the college.
- Provides guidance to the administration of the college in its development of operating policies and procedures.
- Expresses the character to the college.
- See "Organizational Manual".
- A copy of the GVSC Administrative Manual is available for study within the library at the circulation desk.

ADMINISTRATIVE SECRETARY TO THE DEAN

(See Appendix A).



ADMISSIONS COMMITTEE

- Consider admissions application to TJC,
- Recommend admissions policy,
- One faculty and one student from each TJC unit,
- (See "How to apply for Admission to TJC!")

ADVANCE

The TJC version of a retreat, traditionally held in the fall and spring (not held in Fall 1972).

ALL-COLLEGE SENATE

- Deals only with matters that relate to all, or almost all, of the academic units and staff divisions at GVSC.
- Should not be concerned with matters that are the internal function of one of the GVSC units.
- Makes final recommendations on the organization and structure of Grand Valley State College and acts upon all proposals for new colleges, institutes, or service units.
- TJC has 3 faculty and 2 students in the All-College Senate.

B.A. (BACHELOR OF ARTS DEGREE)

- A CAS degree: basically includes a major, a foreign language and other CAS requirements.
- Previously a TJC degree but replaced by an interdisciplinary degree (B.Phil.).

B. PHIL. (BACHELOR OF PHILOSOPHY)

- The only TJC degree.
- Requirement is a minimum of 180 credits of interdisciplinary study which is:
 - Either a) a wide-ranging program or b) emphasis on a discipline or area or c) teachers certification.
- Consult with your tutor.

B.S. (BACHELOR OF SCIENCE)

- =CAS degree - a major without a language plus other CAS requirements.
- Only teachers certification degree.
- WJC - a concentration.
- Previously a TJC degree but replaced by an interdisciplinary degree (B. Phil.).

BULLFROG POND (BFP)

- The TJC newsletter - magazine published from the Dean's Office.
- The BFP is read by TJC people, GVSC people, people interested in TJC, senators, congressmen and other friends of TJC across the country.
- Interested persons are welcome to submit articles, stories, poems, drawings, etc.
- Anyone can receive the BFP by mail. (See "How to put a name on the BFP mailing list.")
- Get a copy in 165 LHH.

CAS CLASS

A course offered by the College of Arts and Sciences (CAS).

CENTRAL RECORDS

- Place where official records for GVSC are kept

including transcripts.

- Place where transcript requests are made.
- Room 203 LHH, ext. 327.

CENTRAL RECORDS TRANSCRIPT (SOMETIMES CALLED THE GVSC OR CAS TRANSCRIPT)

- An official graded listing of all credit attempted.
- INCLUDES: A) titles of seminars, exams and CAS and WJC courses B) only the word "Special Study" when special studies are taken C) grades, grade point average (where applicable) D) credit registered for and completed D) cumulative credit completed.
- DOES NOT INCLUDE: A) descriptions or titles of Special Studies B) faculty.
- See "TJC Transcript" and "Evaluation File" and "Transcript".
- See "How to make a transcript request."
- Costs \$1.00 per copy sent anywhere.

CLASS

A scheduled and/or organized credit-earning learning experience.

CLASS TIME SCHEDULE

- A term-by-term list of group offerings (seminars, exams, and some Group Special Studies) which are offered for registration.
- It does not include contract studies.
- Also includes tuition information, course costs, meeting times and places and registration instructions.



Sample Class Time Schedule (including class number, title, number of credits, code number, meeting time and location and faculty):

No.	Title	Cr.	Code	Time	Room	Faculty
13	Psych. Research	5	0213	9-11 MTH	142 H	Diller
15	Ceramics	5	0315	1-3 TTH	Ceramics Lab	King
03	Open Ed. & Soc	5	0503	9-11	161 H	Aranoff

CODE NUMBER

- A four digit number which identified course sections, special studies, and anything that is registered for.
- Code numbers must be accurate on the Student Program Schedule because that's what the computer reads.

CAS (COLLEGE OF ARTS AND SCIENCES)

The first and currently largest unit of the Grand Valley State Colleges. The anticipated final enrollment is 5,000 to 6,000.

COMMON ROOM

- Huron Unit - A large room on the second floor of Lake Huron Hall that can be used as a lounge or a meeting room.
- Seidman Unit - same usage, only in Seidman House.
- Not to be confused with "The Commons".

COMMONS

A building on the north side of campus with bookstore, dining hall, recreation facilities and snack bar.

COMMUNITY COUNCIL (C.C.)

- "The policy recommending body for student affairs and community life on the Grand Valley campus",
- "Comprised of 10 students and 10 members of the faculty and staff.
- It may devise new policies or revision of current policies which directly affect the quality of campus life."

COMPLETE

- TJC's equivalent to a "grade".
- A student gets this if he has met the standards set for a particular study.
- Completes are never changed to letter grades,
- Same as getting credit.
- Same as "satisfactory".
- See "Incomplete".

CONTINUOUS SELF-NOMINATION LIST

- A list where members of the Town Meeting may put their names in self-nomination for the T.M. Steering Committee.
- Names are chosen by lot from this list to replace members of the S. C.
- This list is kept in a well-publicized location.
- (This applies at this time only to the Huron Unit as the Seidman Unit does not have a Steering Committee or a selection method).

CONTRACT STUDY (IES)

- The generic term for the modes of learning in TJC where a contract is made between an individual student and one or more faculty.

- Includes Special Studies, Group Special Studies, Field Studies, Senior Project.

COORDINATING COMMITTEE

- Information source to the Dean and each of the units.
- Mediate conflicts between units.
- Coordinates the activities of the units.
- Hears grievances from faculty and students.
- Provides the mechanism to change the general goals, policies and structures of TJC when the need is apparent.
- Comprised of the Dean, Faculty Meeting Chairmen, Town Meeting Chairmen (or the official designates of the T.M.) and the Chairman of the Admissions Committee.

COURSE COST

- Any cost that a student would have to pay for a specific course besides tuition.
- Usually for books, materials, equipment or pre-arranged field trips.
- The approximate course costs are listed with each course in the TJC Class Time Schedule.

CREDIT (HOURS)

- The numerical unit of value for classes and contract studies.
- A minimum of 180 are needed to graduate.
- Most classes are 5 credits.
- Standard load is 15-17 credits per term. (See "Tuition Costs").

22 CREDIT MAXIMUM RULE

- TJC policy - a student may take a maximum of 22 credits per term.

- Rules are waived by the Academic Affairs Committee.
- Fill out "TJC Waiver" form.
- Get form in Room 165 LHH.

CURRENTLY ENROLLED STUDENT

A student who is registered in the current term.

CURRICULUM COMMITTEE

- "Responsible for generation and alteration of curricular structures."
- "Insures that the Units curriculum is not in conflict with the goals of TJC."
- Three faculty and three students elected by the Faculty Meeting and the Town Meeting, respectively.
- Each unit has its own Curriculum Committee.

DAILY GAZETTE

- A daily one-page listing of announcements that is posted around LHH and Seidman House.
- Should be read daily to keep up with important announcements.
- When possible the Gazette takes the place of the bulletin boards and posters that clutter up walls.
- See "How to put something in the Daily Gazette".

DEAN

- Chief academic administrative officer.
- Oversees the coordination of all TJC units.
- Mediates and, when necessary, adjudicates conflicts between or among academic units with the college.

- Implements resolutions from the Town Meeting or Faculty Meeting (or) channels resolutions to appropriate body (or) submits to Town Meeting or Faculty Meeting, whichever has not considered the resolution.

DEFERRED CREDIT

- Available only in CAS.
- Similar to "Post Experience Credit".
- For more information talk to Lee Kaufman.

DEGREE

- A title conferred upon students by GVSC upon completion of a program of study.
- See "B.Phil.", "B.A.", "B.S."

DEGREE REQUIREMENTS

- B. Phil. -- 180 credit hours; interdisciplinary distribution.
- No B.A. or B.S. offered from TJC.

DROPPING (DROP-ADD)

- Officially withdrawing from a credit-earning, registered for learning experience after the term has begun.
- See "Adding".
- Get Drop-Add form in 165 LHH or Records Office, Room 203 LHH.
- See "How to Drop-Add".

EVALUATION

- Your value judgement of a study.



- An evaluation is written at the end of each term for each credit-earning learning experience. This is your feelings about a class and what you did in it.
- For more ideas See Cam Wilson's article in Vol. V, No. 13 (May 1972) of BFP, page 11.
- (See Appendix C).
- See "How to fill out an evaluation."

EVALUATION FILE

- The official file in which all of a student's evaluations are kept.
- Cost \$1 to have sent out.
- See "Transcript" and "Evaluation".

EXAM

- A learning experience with a pre-set amount of material, designated by the instructor, to cover in one term. The instructor is present at all class meetings though students may not be required to attend. Students are responsible for obtaining the syllabus (in 165 LHH) and in learning the material. An exam (written and oral) is given at the end of the term.
- Exams are listed in the TJC Time Schedule.
- See "How to take an exam."

EXECUTIVE COMMITTEE ON COMMUNITY LIFE AND ACTIVITY (EXCO)

Comprised of the officers of the Community Council and the Vice President for Student Affairs.

EXPERIENTIAL

- "Derived from, based on, or relating to experience."
- Usually in addition to or in place of reading books.

Faculty

- One of the several people hired to help TJC students.
- A person being paid to give an education.
- A faculty can be a "tutor", a "supervisor", or an "instructor".

FACULTY FORUM

- Discusses matters relevant to all TJC units.
- Holds Faculty Workshops.
- Awards degrees.
- Elects Faculty representatives to all college bodies.
- Chaired by either Faculty Meeting Chairmen or Dean.

FACULTY MEETING

- A TJC unit's faculty.
- The regular meeting of one of the TJC unit's faculty to discuss various issues and topics concerning themselves and that unit. It is open to all interested people but only TJC faculty may vote.
- The Faculty Meeting has one-third of the policy-making responsibility in TJC (along with the Town Meeting and the Dean).
- Each unit has its' own Faculty Meeting.

FACULTY SECRETARY

(See Appendix B.)



FIELD STUDY

- An off-campus total-course-load individual learning experience for 15-17 credits.
- A maximum of 3 Field Studies may be taken while at TJC.

- A student's tutor is always the supervisor of a Field Study.
- Get form in 165 LHH -- See "How to take a Field Study?"

FIELD STUDY COORDINATOR

- The TJC faculty member who can help work out and give information about a good Field Study.
- Has access to other similar coordinators on campus.
- He signs Field Study Forms.
- Currently Bud Haggard, Room 129 LHH, ext. 170.

FLOATING SEMINAR

- A 17 credit, total course load with no instructor in which the individual curriculum is worked out with a student's tutor.
- This may or may not be for any pre-arranged length of time, product, or "contract".
- See "How to take Floating Seminar".
- Consult your tutor for more details.



FRESHMAN

A student with from 0-39 credits.

FTIAC (FIRST TIME IN ANY COLLEGE)

A student who has never been in any college before coming here.

GAZETTE

See "Daily Gazette".

GRADE POINT AVERAGE (G.P.A.)

You wouldn't believe how difficult it is to explain, on paper, what a GPA is. So I gave up. If you want to know ask a) the GVSC Records Office, b) your tutor, c) Lee Kaufman.

GRADUATE RECORD EXAM GRE

- A standardized two-part, 8-hour exam that gives graduate schools information about a student's performance.
- Part A-Aptitude- reading comprehensive and mathematical aptitude.
- Part B-Achievement- knowledge of a particular area.
- Approximately 80% of graduate schools will require the GRE of TJC students.
- The GRE is important for TJC students since they have few, if any, grades to show grad schools and because TJC is a non-traditional school.
- For more information see Judy Tatzman (Vice President Hills' secretary) in downstairs JHZ library executive suite, ext. 224.
- See "Miller Analogies Test."

GROUP SPECIAL STUDY (GSS)

- A special study with two or more students.
- Get form in 165 LHH.
- See "How to take a GSS."

HURON UNIT (UNIT I)

-The original unit of TJC in LHH with its own faculty, curriculum, Town Meeting, Faculty Meeting, Personnel Committee, Academic Affairs Committee and Curriculum Committee.

INCOMPLETE

- What a student gets if he has not met the standards set for a particular study.
- An incomplete can be made up (changed to a complete) at any time with the agreement of the supervisor or instructor who gave the Incomplete.
- Incompletes are recorded in "Central Records Transcript" but not in the "TJC Transcript".
- Incompletes are never changed to letter grades.
- See "How to make up an Incomplete".

INDEPENDENT PROJECT

This term is obsolete. Now a part of Field Studies.

INSTRUCTOR

- Commonly known as a "teacher", works with a group of students in Seminars and Exams.
- Evaluates and credits the student's learning experience.

INTERCOLLEGIATE TRANSFER

- A change of college within GVSC.
- Get form in Admissions Office, 254 LHH.
- See "How to Transfer from colleges within GVSC."



INTERDISCIPLINARY

- No one is quite sure but everyone feels strongly that it is important. It is the kind of distribution of discipline a student needs to graduate from TJC.
- Typically, it means "multi-disciplinary" which implies diversity as opposed to specialization.
- See your tutor for more information.

JOINT PERSONNEL COMMITTEE

- Determines salary policies, makes recommendations of specific salaries and considers promotion and tenure.
- Comprised of all members of the several units Personnel Committees.
- See "Personnel Committee".

JUNIOR

A student with 85-129 credits.

LANTHORN

- The GVSC student newspaper. Office in 17 LSH.
- Published bi-weekly.

LATE FEES

- Each term a specific date is designated as the last day of registration. Registration after the designated date will be allowed only with the payment of a late fee as follows:

- a) After assigned period, but before 1st day of classes.....\$15.00.
- b) First day of classes.....\$20.00.
- c) Second day of classes.....\$25.00.
- d) Third day of classes.....\$30.00.

-The late fee will be waived by the Registrar only under extraordinary circumstances.

LEARNING EXPERIENCE

Self-explanatory generic name. Some learning experiences earn credit some do not. Some are organized, some aren't; some are planned, and some are recognized later. Includes Seminars, Exams, Contract Studies, workshops and unofficial learning experiences.

MASTER CLASS SCHEDULE

- Listing of a) classes, b) times, c) faculty, d) rooms.
- Posted in secretary's office.

MILLER ANALOGIES TEST (MAT)

- A standardized exam that gives graduate schools information about a students abstract reasoning and creative thinking abilities.
- See "Graduate Record Exam".
- For more information see the GVSC Admissions Office, Room 254 LHH, ext. 344.

MODES

- The officially recognized forms of learning experiences in TJC; such as: Special Study, Field Study, Group Special Study, Floating Seminar, Seminar, Exam,

- Senior Project, Workshop, Seasonal Seminar.
-Subject to change.

NEW STUDENT

- A student newly admitted to TJC or, a student never before in TJC.
- This condition lasts one term, then a student becomes a "returning student".
- See "Returning Students", "Currently Enrolled Students", "Re-entering Students", "FTIAC".

NON-RESIDENT STUDENT

- A student whose legal residence has been designated as outside-of-Michigan for the purpose of tuition payment.
- For further information see Lee Kaufman of the GVSC Registrar (Room 203 LHH, Ext. 347).
- See "Tuition Costs".

ORGANIZATIONAL MANUAL

- Describes the basic goals, organization and procedures that have been adopted by GVSC.
- Included are such things as "Definitions and Objectives" of GVSC; Organizational Schemes of CAS, TJC, and WJC; and "Organization and Procedure" of GVSC administration.
- See "Administrative Manual".
- A copy of the "Organization Manual" is available for study within the library at the circulation desk.

PERMANENT TUTOR

Same as "tutor".



PERMISSION TO JOIN

- What you need to be allowed to register for a Group Special Study -- every student needs to fill out this form to get into a GSS.
- Get form in 165 LHH.

PERSONNEL COMMITTEE

- Makes recommendations on personnel matters affecting a unit's faculty including staffing priorities, hiring, retention and non-retention.
- Comprised of all faculty in a TJC unit.
- Each unit has its'own Personnel Committee.
- See "Joint Personnel Committee."

POLICY DECISION

"The creation, interpretation and implementation of the goals of the college, the student body, and of specific academic programs and extra curricular activities sponsored by the college."

(As passed by the T.M. Steering Committee, May 23, 1972.)

POST EXPERIENCE CREDIT

- Receive and get credit in a later term for work done in a previous term. Usually arranged before the work is done.
- Get form in 165 LHH.
- See "How to get Post Experience Credit".



RAVINE

- An inverted ridge which drains GVSC parking lots. Runs by Seidman and Huron.
- 10,000 or fewer years old.
- A fine woods with deer, fox, racoons and other wildlife.

RE-ENTERING STUDENT

A student who was in TJC and has not been enrolled in at least the one preceding term (not including summer).

REGISTRAR

The legally recognized person in GVSC who handles records. Stu Post, ext. 344 - Bruce Tweddale, ext. 347 - both located on the second floor of Lake Huron Hall.

A RESIDENT STUDENT

- A student whose legal residence has been designated as Michigan for the purpose of tuition payment.
- For further information see Lee Kaufman or the GVSC Registrar, Room 203 LHH, ext. 347.

RESOLUTION

"A formal expression of opinion, will or intent voted by an official or assembled body."

RETURNING STUDENT

- A student who is in TJC during the present term and who was in TJC during the preceding term.

- (Summer term only counts as the Preceding Term if you were a student during it.)

SEASONAL SEMINAR

- A 15 credit seminar with no pre-set curriculum.
- 23 people do what arises from their daily actualities.

SECRETARY

- There are 3 types of secretaries at TJC:
- "Administrative Secretary to the Dean"
- "Faculty Secretary"
- "Student Secretary"
- See Appendix A & B.

SEIDMAN UNIT (UNIT II)

- The second unit of TJC in Seidman House with its own faculty, curriculum, Town Meeting, Faculty Meeting, Personnel Committee, Academic Affairs Committee, and Curriculum Committee.
- Consists primarily of new students in 1972-1973.
- Both units have the same Dean, Admissions Committee, Finance Committee and Admissions Assistant.
- Any student may change units by changing tutors.
- See "Huron Unit".

SEMINAR

- A learning experience with from 2-20 students and 1 or 2 faculty. The average seminar size is 12. There is usually a central topic to discuss/read/think/write/learn about. Attendance requirements are made by instructor (or class).
- Seminars are listed in the TJC Time Schedule.
- See "How to take a Seminar."

SENIOR

A student with 130 and above credits.

SENIOR PROJECT

A Special Study designed to pull together a student's knowledge of a subject or his entire college education.

SOPHOMORE

A student with 40-84 credits.



SPECIAL STUDY

- A learning experience with one student and one or more faculty supervisors, covering a pre-arranged area.
- Get form in 165 LHH.
- See "How to take a Special Study".

STEERING COMMITTEE

- The committee that has been delegated the policy-making powers of the Town Meeting by the Town Meeting.
- Though this committee exists only in the Huron Unit, it may be, but not necessarily, the method of governance the Seidman Unit's Town Meeting will choose.
- See "How to get on the Steering Committee."

STUDENT

A person paying to get an education, and enrolled in school.

STUDENT PERSONNEL INTERVIEWING COMMITTEE

- Interviews prospective faculty.
- Makes recommendations to the Faculty Personnel Committee.
- Its' Chairman is a voting member of the Faculty Personnel Committee.
- Each unit's Town Meeting has its' own Student Personnel Interviewing Committee.
- See "Personnel Committee".

STUDENT PROGRAM SCHEDULE

- The official list of learning experiences (with titles, code numbers and credits) which the student registers for each term.
- This is the main form used for registration each term. It is filled out and signed by the student's tutor.
- Copies go to the student, Administrative Assistant, and Central Records.

STUDENT SECRETARY

- A part-time secretary (usually a student) paid to sit at the desk in 165 LHH, answer phones on the TJC switchboard, and try to help with any problems.
- This job is important to TJC as the secretary takes care of the basic questions that come up during the day. If he or she can't answer a question Mary TePastte can usually help.

SUPERVISOR

- Not to be confused with "instructor", this person has either some expertise in the area or has some skill in researching and learning a subject.
- Handles Special Studies and Group Special Studies.
- Evaluates and credits students' learning experience.

SWITCHBOARD (TJC)

In 165 LHH - manned by TJC student secretary includes all faculty extensions. If a faculty member does not answer by the third ring, the secretary will answer to take a message or try to connect you.

TEACHERS CERTIFICATION

- The recommendation by the Educational Studies Institute (ESI) that a student be issued a legal certificate to teach in Michigan schools.
- Granted only upon fulfilling certain program requirements of the ESI.
- For information see Lee Kaufman, Room 125 LHH, ext. 177.

THOMAS JEFFERSON COLLEGE (TJC)

Opened in September, 1968, as the School of General Studies, Thomas Jefferson College is a four-year liberal arts college with a freely structured experimental program emphasizing interdisciplinary approaches to learning. It is designed for the student who is as interested in exploring his personal and academic potentials as a human being as he is in specialization in a given subject. Less emphasis is placed on preparing students to carry out specific vocations than on preparing them to cope creatively with kaleidoscopic changes in their world. The program gives the student both freedom and responsibility in defining his own curriculum, guided and counselled by a faculty member who serves as a tutor.

Thomas Jefferson College (TJC) was developed in accord with Grand Valley's stated commitment to decentralization. The first college, the College of Arts and Sciences (CAS) offers TJC its educational

resources and facilities, its co-curricular activities, and its administrative and technical staff, leaving faculty and students of the TJC community free to develop new methods and curricula within the framework of the liberal arts tradition. (Copied from 1971-1972 GVSC catalog.)

TJC TRANSCRIPT

- "Official non-evaluative report of credit earned."
- Includes: a) amount of credit registered for in any term, b) amount of credit completed in that term, c) cumulative credit completed, d) title of any CAS or WJC course completed, e) title of any TJC exams, f) title and description of TJC seminars and contract studies, g) faculty and credit for each course.
- Doesn't include: a) titles and descriptions of studies not completed, b) grades in CAS and WJC classes, c) evaluations.
- This is the transcript that is sent when a transcript request is made, unless otherwise requested.
- See "How to make a transcript request."
- It costs \$1 per copy sent anywhere.

TOWN MEETING (TM)

- The body that has one-third of the policy-making responsibility (with the Dean and the Faculty Meeting) in each TJC unit; composed of all students, faculty and staff of that TJC unit.
- Each TJC unit has its' own Town Meeting.

TRANSCRIPT

- The official document that shows the credit and courses taken term by term.

- Official copy kept in Central Records (203 LHH).
- Unofficial copy kept in TJC Central Records.
- There are three different kinds of transcripts:
 - 1) "TJC transcript" and 2) "Central Records transcript" (sometimes called the GVSC or CAS transcript), and 3) "Evaluations File".
- For their contents see under their specific title.

TRANSCRIPT DESCRIPTION

A 40 word or less description of a learning experience which will appear on the "Central Records Transcript".

TRANSCRIPT REQUEST

- A request by a student, faculty member or administrator for a copy of a student's transcript. The transcript can be sent to a college or kept by the student.
- Tutors can get copies of transcripts for GVSC use free.
- Each transcript request costs one dollar.

TRANSCRIPT TITLE

A (20 spaces or less) title of a learning experience to appear on the official transcript. It must be shorter than 20 typewritten spaces.

A TRANSFER STUDENT

A student who was at another college (including CAS, WJC) and is now in TJC.

TUITION COSTS (AUGUST 1972)

Resident students:	12-17 credits	\$160
	7-11 credits	\$128
	1- 6 credits	\$ 80

Non-resident students: 12-17 credits	\$408
7-11 credits	\$326
1- 6 credits	\$204

For more than 17 credits: Michigan residents - \$10 per credit, non-residents - \$17 per credit.
Subject to change without notice.

TUTOR

- The TJC faculty member who advises you and signs various forms.
- Same as permanent tutor.
- This should be a person who you can really work well with in deciding what classes and contract studies you'll take.
- You are encouraged to change tutors if you feel you can work better with someone else.
- See "How to change tutors".
- Often called an "Advisor" in other institutions.

VARIABLE CREDIT

- Offering a course for different amounts of credit, depending on level and amount of involvement.
- Alternative amounts of credit are usually specified in the class time schedule.
- Only those courses specified as such have variable credit but other seminars can often be taken as a Special Study for a different amount of credit than the amount offered.

WAIVER

- An individual suspension of a TJC rule, regulation or policy.

- Waivers should be submitted on a "TJC Waiver Form" to the Academic Affairs Committee.
- Get form in 165 LHH.

WARNING

- A friendly reminder for a student to begin to take notice of what he is doing (or not doing); he is getting close to "Academic Suspension".
- See "Academic Suspension".

WILLIAM JAMES COLLEGE (WJC)

William James College is the third baccalaureate degree granting college at Grand Valley State College. Its first students were admitted in the fall of 1971.

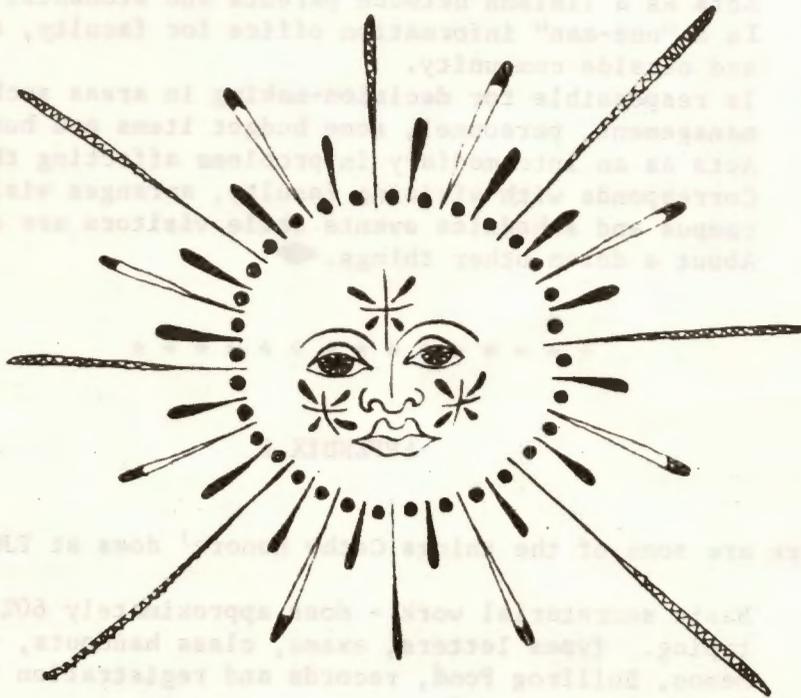
The intellectual focus of William James College is psychosocial humanism, that is, a humanism which includes not only traditional literary, philosophical, and scientific views of man, but also a perspective on the problems of our age derived from contemporary behavioral sciences. William James College will be future-oriented, in the sense that its programs aim to satisfy society's projected needs; it will be career-oriented, because its programs will lead to clearly defined professional opportunities, but in addition will be designed to prepare students for advanced studies if they wish; it will be person-oriented, because its programs will stress intellectual growth and personal maturation within a community of learners. Many of its courses will be concerned with problems rather than with "subjects" and will be transdisciplinary in character.

WJC CLASS

A course offering in William James College (WJC).

WORKSHOP

- A short intensive learning experience usually on a single, well-defined subject.
- Often experiential.
- May or may not be given for credit.◆



APPENDIX A

Here are some of the things Mary Te Pastte does at TJC:

- 1) Personal Secretary to the Dean.
- 2) Supervisor of professional, clerical staff and student employees.
- 3) Basic secretarial work.
- 4) Handles housing problems.
- 5) Helps in direction, co-ordination and organization of TJC projects (e.g. National Poetry Festival, "Advance", and TJC functions generally).
- 6) Assists in admissions procedures and interviews.
- 7) Does promotional work.
- 8) Acts as a liaison between parents and students.
- 9) Is a "one-man" information office for faculty, students, and outside community.
- 10) Is responsible for decision-making in areas such as office management, personnel, some budget items and human relations.
- 11) Acts as an intermediary in problems affecting the college.
- 12) Corresponds with visiting faculty, arranges visits on campus and schedules events while visitors are on campus.
- 13) About a dozen other things. ◆

* * * * *

APPENDIX B

Here are some of the things Cathy Honore' does at TJC:

- 1) Basic secretarial work - does approximately 60% of TJC's typing. Types letters, exams, class handouts, schedules, memos, Bullfrog Pond, records and registration forms, transcript evaluations.
- 2) Takes dictation of short letters and memos from faculty and composes routine letters for faculty.

- 3) Does most of the duplicating.
- 4) Handles mail for faculty and students.
- 5) Schedules appointments for faculty and often reminds them of their appointments.
- 6) Keeps track of TJC's budget expenditures.
- 7) Requisitions supplies and forms.
- 8) Answers phone.
- 9) Handles requests and inquiries for information.
- 10) Works with administration, faculty, staff and students.
- 11) Many other things. ◆

* * * * *

APPENDIX C
 GRADES -- EVALUATIONS
 by Cam Wilson

At TJC a written self-evaluation and an instructor's written evaluation together replace the traditional grading system. These evaluations are written for each study taken, usually at the end of the term. In cases of "Incomplete" the evaluations are written when or if the study is finally completed.

The evaluations go into TJC Records and can be sorted through just before you graduate for ones that you don't want to be there permanently. The ones you choose to keep are put into a permanent evaluation file. (See "How to have evaluations sent").

Frequently, the evaluations are half a (single-spaced) type-written page with the student's self-evaluation appearing on the top and the instructor's on the bottom half. As you can guess, there is a form for this, (Room 165 LHH). The evaluation can be longer or shorter, as you wish.

Writing the evaluation is an integral part of completing a study. Some faculty members think them so important they will not grant credit until it is done.

The reason is simple: even a month after a study is complete, the details that make an evaluation unique and useful are fading beyond easy recall. You will be amazed at how easy it is, by May, to forget even the names of the studies you

were doing in October! You'll have to stop and think for a minute. And it gets worse the more studies (and therefore Qtrs.) you have to sort through.

The following guideline questions have helped people write their evaluations. They bring focus to different aspects of the study. You can either a) write your self evaluation as soon as a study is done or b) take extensive notes at that time to use in writing the evaluation statement later on. Both approaches work. Use the one that sits best with you.

File with your Permanent Tutor whatever evaluation notes you make. Your instructor for the study will send him a copy of the finished evaluation. Together these make a fascinating record to read one, two or four years into your stay at TJC.

Note: If you do not get an evaluation statement in the mail from your instructor within a month after you have finished the study, make it a point to ask him for one. Just as yours becomes less accurate (and therefore less useful) with delay, so does the instructor's.

Questions for Notes for Evaluations

HOW AM I FEELING RIGHT NOW ABOUT THIS CLASS?

WHAT SPECIFIC EVENTS DO I REMEMBER FROM THE CLASS OR STUDY?
(Briefly list them as they come to mind.)

WHAT DO THESE EVENTS MEAN TO ME? THAT IS, WHY DO I REMEMBER THEM?

WHAT HAPPENED TO ME IN THIS CLASS OR STUDY?

IS WHAT HAPPENED TO ME DIFFERENT FROM WHAT I EXPECTED WOULD HAPPEN?

HOW DID I HANDLE THE DIFFERENCE?



David Schuchman has asked me to write an article on "What does the Dean of TJC really do". Basically, I function in about seven different ways which might be categorized as follows: worrying, attending meetings, doing nuts & bolts busy work, teaching, seeing TJC faculty and students by appointments, wandering, and doing general custodial work.

Worrying: Worrying pervades just about everything else I do at TJC. It's a great way to pass the time. I am gifted with the ability to see the worst in just about everything, but lately I've learned it's not necessary to take my worrying seriously. This realization has

What the DEAN does

by T. Dan Gilmore

left me with a rich fantasy world which provides a sense of meaningfulness but at the same time is relatively harmless to others. The fact that nothing terrible has ever happened is proof that my vigilant worrying serves a useful function.

Meetings: I attend lots of meetings where I function mainly as a TJC representative. For what it's worth, here's a list of some of the meetings I have attended during the past 6 months: the President's Executive Committee meetings, Academic Planning Committee meetings, Board of Control meetings, Task Force for Promotion and Tenure meetings, Task Force for Registration Procedures meetings, Budget meetings, Student Life meetings, Faculty meetings, Personnel Committee meetings, Academic Administrative Committee meetings, Utilization of Dorm Space Task Force meetings, Academic Staff Survey meetings, meetings with Staff Legislatures, meetings with local Junior College Representatives, meetings with parents, meetings with the

.....
"... a rich fantasy world"
.....

Holland Retired Teachers Association, meetings with the Stage 3 Board of Control, and meetings with parents organizations.

Busy Work: This is part of my job which satisfies my need to do something with immediately tangible results. I make a list of all the things I have to do and once something is accomplished, cross it off with a dark red felt pen. By the way for those of you who haven't discovered the contemporary art of list-making, here's two helpful hints: 1) always list several things which are easy to accomplish along with the more difficult tasks. 2) If you do something and then discover you

The Contemporary Art of List-Making

forgot to list it, write it down anyway then cross it off. The real reinforcement for the confirmed list-maker is crossing things off the list. These two suggestions help accomplish that end.

Here's a list of the things I did last week; it seems representative of the kinds of activities I do most of the year: Wrote three reference letters for students who are applying to graduate school; asked Mary to make sure that the Faculty Committee Meeting minutes were circulated to all interested parties; made requests for part-time teaching positions for the fall term; arranged for \$250.00 to be transferred to student activities fees in support of the Mort Sahl visit on campus; wrote a memo to Art Hills forwarding Cam Wilson's request to be off on the winter term; arranged an appointment with John Hunting to discuss Stage 3 and related projects; straightened out a problem Lee Kaufman was having with his summer salary; read several issues of Change magazine and circulated one article to all the new faculty; got off a letter to all returning students explaining the orientation program coming up in the fall; completed the Faculty Handbook; began and am half-way through the Annual Report for TJC 1971-1972; in consultation

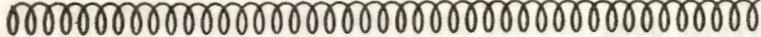
with Chuck Eardley sketched out an advertising campaign for TJC in 72-73; arranged and set the date for a jazz workshop with the University of Indiana band in the fall of next year; made contact with a beautiful Indian musician who wants to visit TJC next year for three terms (by the way, it looks like we'll get him); straightened out some problems people were having with insurance claims; began working on the awarding of a small memorial fund set up for one of our students who was fatally injured last year; ordered bulletin boards for outside the office suites; designed a new poster brochure for the TJC Field Studies; edited three student papers and discussed them with students; requested soundproofing be installed in Bob Shechtman's office; arranged for a moving van to be used to go to Lansing to bring some furniture back; arranged for two students' internships in Grand Rapids; reviewed several statistical studies done on experimental colleges across the country; requested that mailboxes be placed in Seidman House and more bookshelves in my office; planned orientation in detail; made the committee assignments for the TJC faculty next year; took a copy of the Trial of the Catonsville Nine to Stage 3 so that the technical director could begin planning the stage setting; ordered several books; proofread some of this issue of the BFP; and wrote this article.

Teaching: During my first two years at TJC I did quite a bit of teaching, but now going into my third year I realize that I won't be able to teach as much. The other aspects of my job are simply too demanding. I don't know if I'll miss teaching or not. In the past it's given me a great

❀ "I really like teaching." ❀

opportunity to get to know lots of TJC people. I suspect I won't have that same opportunity this fall. I really like teaching, especially when I have the time to give it my best effort but when I don't have this time, it can be the most devastating experience I've ever known.

Appointments: I spend about 15 to 20 hours a week in "in-office" appointments with TJC faculty and students. Most appointments revolve around problems ranging from "Ruth Dunkelberger won't give me a key to my office without your permission" to "I desperately need some kind of help; my life is falling apart." To this point



"The real key seems to be awareness of possible alternatives..."



at least I have been amazed at how many problems are solvable. The real key seems to be awareness of possible alternatives and how the system works. There are some really good and helpful people at GVSC. The problem is to find out who they are and how to get to them.

Wandering: I wander a lot. In the course of attending meetings, doing paper work, worrying, and so on, I sometimes get the sense that I'm not making real contact with people - that's when I leave my office and simply walk around from room to room, up to the Commons Room, drop



"I wander out of a sense of loneliness..."



in on classes and, in any way I can, attempt to establish a little real contact. Usually I wander out of a sense of loneliness but some great information about what's really going on at TJC comes as a bi-product.

Custodial Work: Finally, I must admit I don't like messiness. During the year the East Common Room looks like a rodeo has just taken place in it. I find myself filling ash trays with the butts I've picked up off the floor and picking up an occasional piece of paper. My efforts are never

much rewarded. It's like trying to clean the city streets with a wisk broom. Last spring one of the numerous dogs on campus defecated on the floor outside the classroom next to my office. I watched this disrespectful act with disbelief but what was even more incredulous was that about 200 people managed to avoid this pile of fresh dung and at the same time appeared not to have seen it. In the period of ten minutes I watched 200 amazing feats of sonar location. After about 10



THE DEAN CLEANS UP DOG DUNG



minutes of total frustration I went into the men's john and got three paper towels and came back out to dispose of the droppings. In doing so I attracted the attention of all of the people who had just previously been so totally unaware. They laughed and pointed, made remarks, such as, "Oh, this is what the dean of TJC does, eh?" I tried to smile back with deanly restraint but inwardly I was boiling.

These things pretty much characterize my "function" at TJC. They don't seem to say much about my "self". For those of you new to TJC, I hope we can somehow find ways to relate as persons as well as functions. ◆

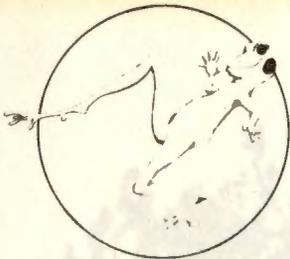


memo

TO; Dan Gilmore
FROM; GVSC President Don Lubbers

Dan: I just finished reading the "Bull Frog Pond" Vol. V No. 14 June 1972. It is an improvement over many of the Past issues I have read. It makes its points without being eccentric. The editing seems tighter.

-Don ◆



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

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Special Issue

**BULL
FROG
POND**

**STUDENT
HANDBOOK**

Part 2

Vol. V

August 1972

No. 16

Thomas Jefferson College
BULL FROG POND
published from the Dean's office
editor: David I. Schuchman
special thanks to: Cathy Honore'
Mary TePastté

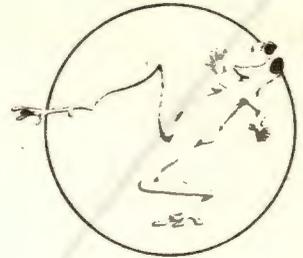
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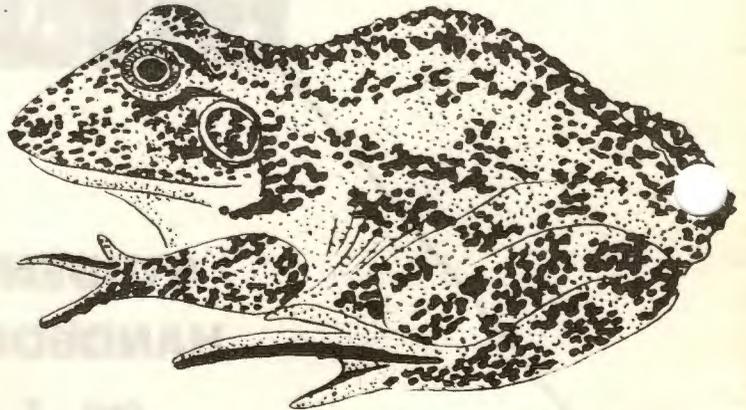
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Thomas Jefferson College
Grand Valley State Colleges
Allendale, Michigan, 49401

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BULL FROG POND



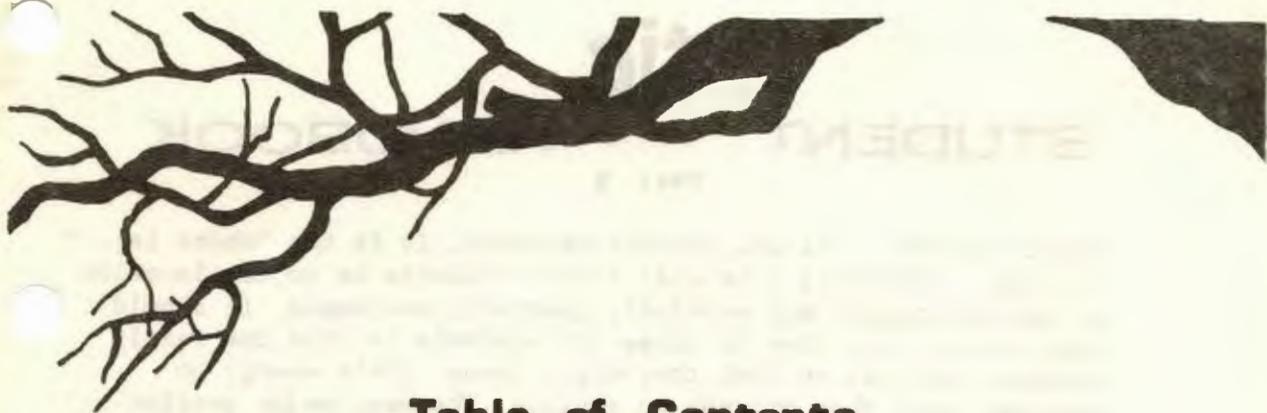


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August 1972

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tjc

STUDENT

HANDBOOK

Part 2

HEREIN IS Part 2 of the Student Handbook. It is the "Where is..." section. Hopefully this will inform students as to the location of various people and services; generally on-campus. It should also shorten the time it takes for students to find the fairly obvious services so that they might focus their energy on seeking those that are not so obvious. The next major section of the Handbook is entitled "How to...". This will be included in the next special issue of the Bull Frog Pond.

PLEASE REMEMBER that this is not a "official" Student Handbook. It was written primarily by two people with the advice of several others. It is the first attempt to standardize terms and methods peculiar to TJC.

AS WAS STATED in the introduction to Part 1, and is repeated here for emphasis, any and all comments, suggestions, corrections, additions and revisions are very necessary and welcome. Send them to the Bull Frog Pond. All the parts of the Handbook will be revised and consolidated into a single pamphlet.

IF YOU have any questions feel free to write or call TJC.



Where ? Is..

Abbreviations

Commons	Com
Central Utilities Bldg.	CUB
Fine Arts Building	FAB
Field House	FH
Lake Huron Hall	H
James H. Zumberge Library	JHZ
Loutit Hall	L
Lake Michigan Hall	M
Mackinac Hall	Mac
Manitou Hall	Man
Lake Superior Hall	S
Seidman House	Seid

Accounting Office

154 M

Administrative Assistant of TJC

164 H

Admissions Office (GVSC)

254 H

Admissions Office (TJC)

264 H

Advisory Center For Teens

Phone 534-5424

Apartments one-half mile South - Southwest of campus.
(See map.)

AV (Audio-Video)

304 Man

Bars Eight miles West of Allendale, Standale, Grand Rapids, etc.

Book Store

Commons

Bowling Alleys

Allendale

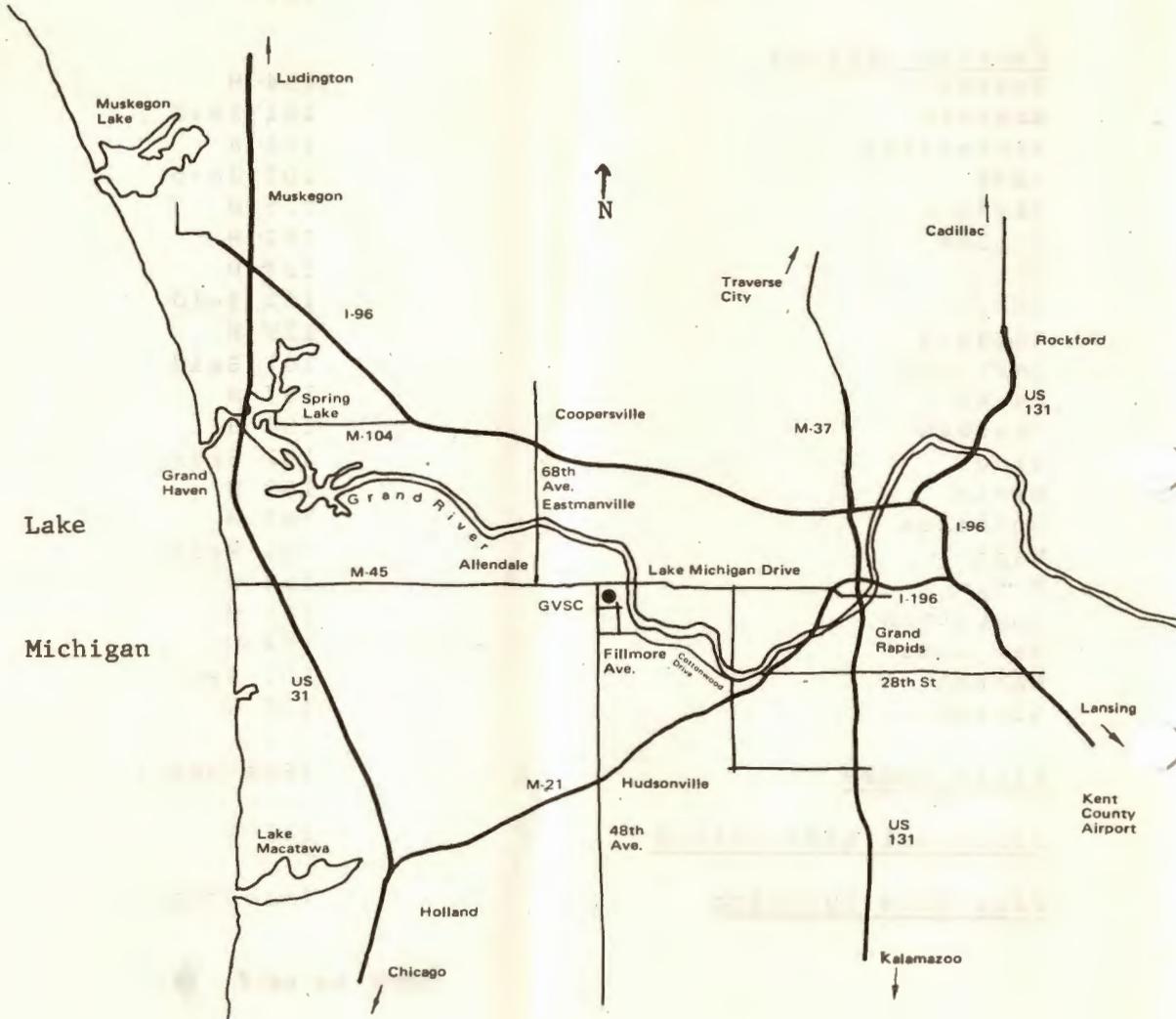
<u>Campus Activities Office</u>	164 M
<u>Campus Ministry</u>	2nd Floor H
<u>Campus Police</u>	141 M
<u>Central Records</u>	2nd Floor H
<u>Central Utilities Building</u>	(See map.)
<u>College of Arts and Sciences</u>	480 Mac
<u>Common Room</u> a) Huron Unit - Northeast corner of 2nd Floor of H. b) Seidman Unit - Northwest corner of 1st floor of Seidman.	
<u>Commons</u>	(See map.)
<u>Community Counseling Ministry</u>	Phone 456-1586
<u>Computer Center</u>	314 Man
<u>Copeland House</u>	(See map.)
<u>Counseling Office</u>	214 H
<u>Dean of TJC</u>	166 H
<u>Dorms</u>	(See map.)
<u>Drug Help Flying Squad</u> Grand Rapids, phone 456-3535 (problems, referral and listening service).	
<u>Drugstores</u> Allendale, Standale, Jenison, etc.	
<u>Duplicating</u>	CUB

<u>Educational Studies Institute</u>	210 H
<u>Environmental Studies Institute</u>	206 L
<u>Faculty Mailboxes</u>	165 H, 126 H, Seid
<u>Faculty Offices</u>	
Andersen	264 H
Aranoff	101 Seid
Birtwistle	128 H
Cash	101 Seid
Davis	125 H
Diller	262 H
Efron	123 H
Gibson	101 Seid
Haggard	129 H
Harrison	101 Seid
Heuer	167 H
Kaufman	164 H
King	101 Seid
Klein	168 H
Loizeaux	263 H
Mage	101 Seid
Rodin	163 H
Shechtman	101 H
Vas Dias	124 H
Warren	101 Seid
Wilson	127 H
<u>Field House</u>	(See map.)
<u>Financial Aids Office</u>	248 H
<u>Fine Arts Building</u>	(See map.)

contd on pg.9 

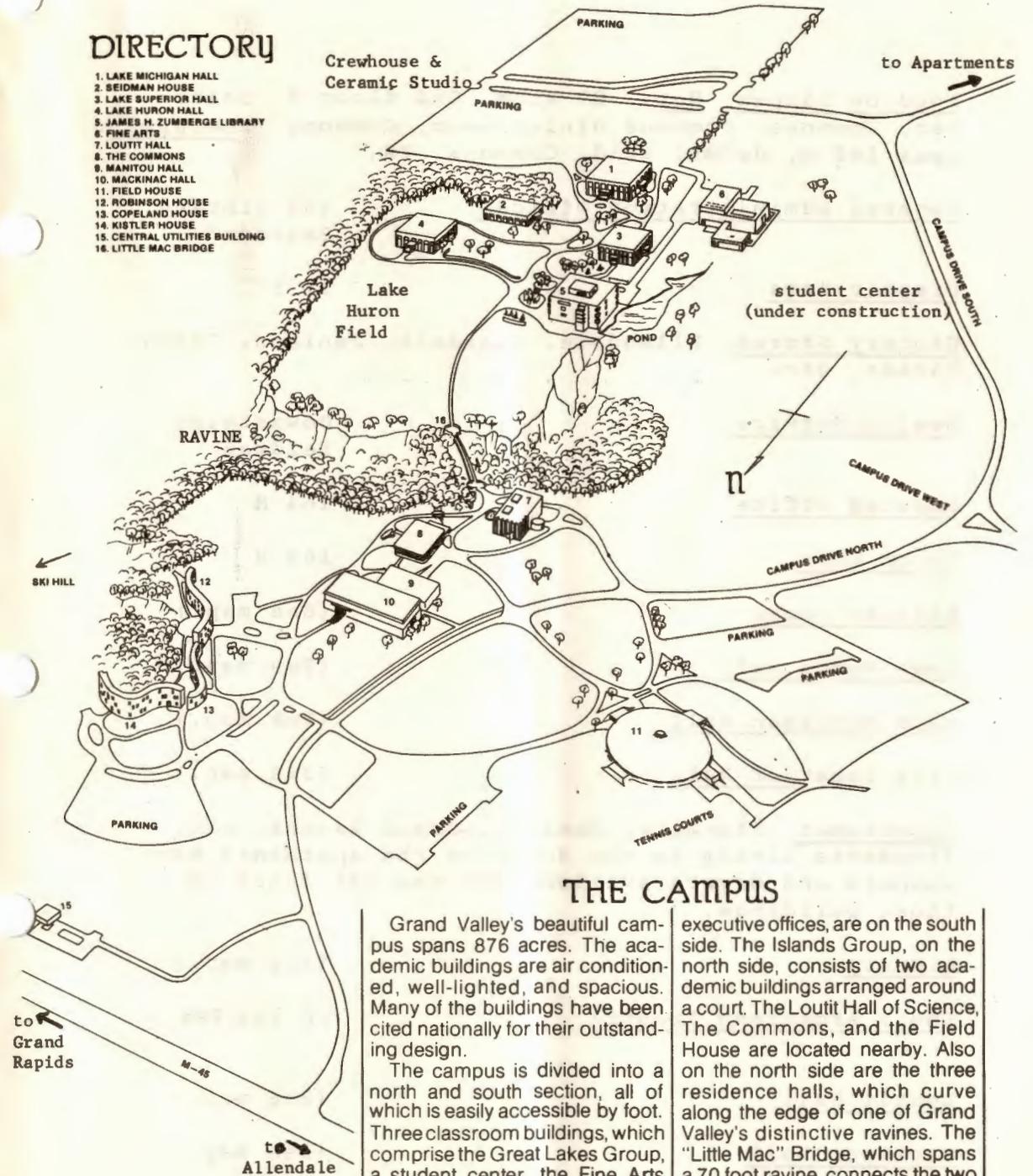
WHERE IS...

Grand Valley State College



DIRECTORY

1. LAKE MICHIGAN HALL
2. SEIDMAN HOUSE
3. LAKE SUPERIOR HALL
4. LAKE HURON HALL
5. JAMES H. ZUMBERGE LIBRARY
6. FINE ARTS
7. LOUITT HALL
8. THE COMMONS
9. MANITOU HALL
10. MACKINAC HALL
11. FIELD HOUSE
12. ROBINSON HOUSE
13. COPELAND HOUSE
14. KISTLER HOUSE
15. CENTRAL UTILITIES BUILDING
16. LITTLE MAC BRIDGE



THE CAMPUS

Grand Valley's beautiful campus spans 876 acres. The academic buildings are air conditioned, well-lighted, and spacious. Many of the buildings have been cited nationally for their outstanding design.

The campus is divided into a north and south section, all of which is easily accessible by foot. Three classroom buildings, which comprise the Great Lakes Group, a student center, the Fine Arts Center, and the Zumberge Library, which also houses the college's

executive offices, are on the south side. The Islands Group, on the north side, consists of two academic buildings arranged around a court. The Louitt Hall of Science, The Commons, and the Field House are located nearby. Also on the north side are the three residence halls, which curve along the edge of one of Grand Valley's distinctive ravines. The "Little Mac" Bridge, which spans a 70 foot ravine, connects the two sections of the campus.

DIRECTOR

Food on Campus Hot: GT Room, 2nd floor M; Snack Bar, Commons; Commons Dining Room, Commons. Machines: near 165 H, dorms, Seid, Commons, FH.

General Administration Offices

JHZ Library
Basement

Graphic Arts

17 S

Grocery Stores Allendale, Standale, Jenison, Grand Rapids, etc.

Health Service

Downstairs
Seidman

Housing Office

164 M

Huron Unit

165 H

Kistler House

(See map.)

Lake Huron Hall

(See map.)

Lake Michigan Hall

(See map.)

Lake Superior Hall

(See map.)

Laundromat Standale, Jenison, Grand Rapids, etc. (Students living in the dorms or the apartments have washers and dryers available on the 1st floor of those buildings.)

Library

(See map.)

Louis Armstrong Theatre

In the FAB

Loutit Hall

(See map.)

Mackinac Hall

(See map.)

Manitou Hall

(See map.)

New Food Co-op 5900 Lake Michigan Drive, Allendale,
Phone 895-4102 (organic and health foods)

Personnel Office 121 M

Pizza - College Inn, Pizza Shop, Arturo's in Standale

Placement Office 248 H

Planned Parenthood 435 Cherry S. E., Grand Rapids,
Phone 459-3101

Plant Department 141 M

Pool Tables Commons, Allendale, Standale

GVSC President's Office 22 JHZ Library

Project Rehab (rehabilitating people with drug problems)
phone 456-3922

Public Phone Dorms, FAB, M, Com

Radio Station Downstairs Seid

Registrar 203 H

Robinson House (See map.)

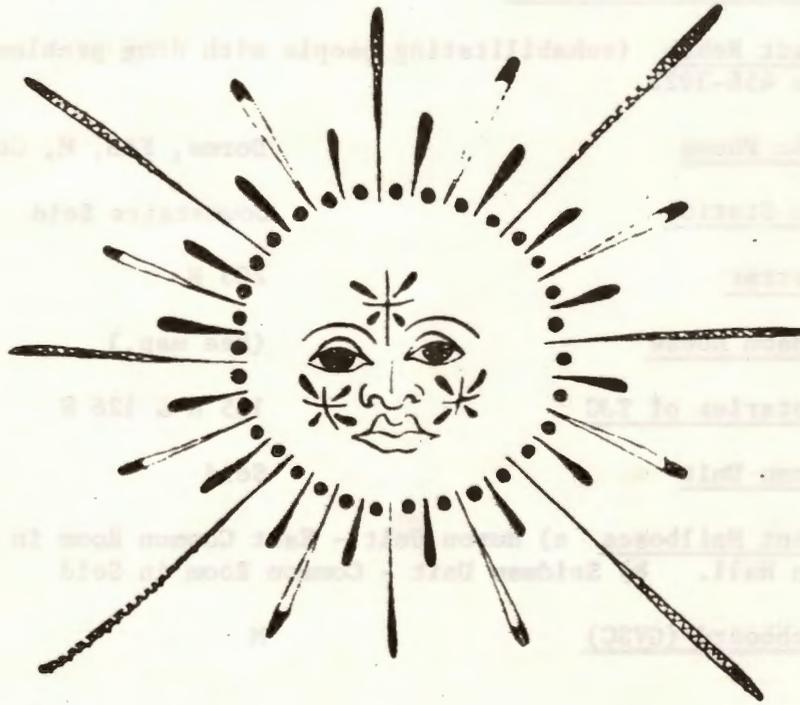
Secretaries of TJC 165 H & 126 H

Seidman Unit Seid

Student Mailboxes a) Huron Unit - East Common Room in Lake
Huron Hall. b) Seidman Unit - Common Room in Seid

Switchboard (GVSC) M

<u>Switchboard (TJC)</u>	165 H
<u>Tennis Courts</u>	(See map.)
<u>Thomas Jefferson College</u>	165 H & Seid
<u>Urban Studies Institute</u>	115 Seid
<u>VD Clinic</u>	1619 Walker N. W., Grand Rapids, Phone 456-3431
<u>Veterinarian</u>	Standale, Coopersville
<u>William James College</u>	107 S ◆



What to Do

WHEN YOU GET TO GVSC:

- Come to TJC in 165 H (See map.)
- Find out who your tutor is from Lee Kaufman.
- Talk to your tutor, ask questions, get to know him (you'll be working closely with him).

- Attend the various Orientation Events:

Thursday 9/21 Informal get-together; 7:30 p.m. in Common Room of Lake Huron Hall -- Faculty and New Students -- Try to find and talk to your tutor. Talk to faculty who interest you.

Friday 9/22 Orientation for New students - 9:00 a.m. to 5:00 p.m. in Common Room of Lake Huron Hall.

Saturday 9/23 Picnic and Beer Party -- All TJC and faculty at Johnston Park. Bring guitars, frisbees, softballs, etc.

Sunday 9/24 Advising for All TJC students - 1:00 p.m. to 5:00 p.m. Faculty will be available in their offices in Lake Huron Hall and Seidman House

Monday 9/25 REGISTRATION -- 9:00 a.m. to 4:00 p.m.

Tuesday 9/26 A day of rest or whatever.

Wednesday 9/27 CLASSES BEGIN ◆

Sexual Repression

LAST NIGHT as I was sitting talking to a former lover, he told a story about one of his recent lovers. She used to call him up every other day or so and say that she was bored (translate: horny); like any other right-thinking young man he would obligingly go over and screw her. Then one day she told him that she was pregnant and needed money for an abortion. He was shocked. He told me, "A girl like that; I just naturally expected her to be on the pill."

THIS MORNING I reflected on what he had said. What an enormous amount of gall men have!

"the underlying assumption is sexist"

And how deeply hidden in our simplest attitudes is sexism hidden. Apparently an active interest in sex by a woman is something to be snickered about---it makes her "that kind of girl". If a woman is disinterested, not even in sex but just in that particular man, she is "frigid" whereas if she actively enjoys her sexuality she is an object of mockery, and is considered abnormal. Also, if she is "that kind of girl" she is assumed to be on the pill.

PERHAPS in practice this is valid. Most women do use some form of birth control; however, the underlying assumption is blatantly sexist. Why is it that men assume that they have no responsibility for birth control? After all, the Virgin Birth rate isn't what it used to be.

-D.K.◆

TJC ADMISSIONS REPORT
August 15, 1972

Applications Received for Fall 1972:

As of 8/14/72 a.m. (before mail) -----	258
One year ago this date -----	184
Two years ago this date -----	126

Students admitted as of 8/15/72 p.m.

Fall '72 Regular-----	200!!!
Re-enter-----	15
Winter '72 Regular-----	6

It hardly needs to be said that admissions is healthy and things are looking good for this fall!

-Dan Andersen ◆

HANDSPUN YARN

anyone interested in buying handspun yarn please contact nub yankee at 456-5093 or through tjc. natural white and some naturally-dyed; 1-, 2-, or more ply. combination-yarn (tweed, boucle, thick or thin, etc) orders can be taken. ◆



HOUSING

TJC HOUSING BOARD--There is a bulletin board outside of 165 H for TJC students who either need a place to live or have room in a house or apartment. Students are welcome to put up notices on the board or to send notices to TJC by mail. Don't forget to give a phone number and/or address where you can be reached. ALSO, if you have or need a place you can write to us and we will connect you with other people who have ads up. Please try to keep the information as up-to-date as possible. GOOD LUCK-See you soon. ◆

ARCHIVES
BULL FROG POND



STUDENT
HAND
BOOK PART 3

Thomas Jefferson College
BULL FROG POND
published from the Dean's office
editor: David I. Schuchman
special thanks to: Cathy Honore'

Mary TePastte

The opinions expressed in the BFP are
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 Colleges
Allendale, Michigan, 49401

area code 616-895-6611 ext. 357



BFP

EDITORIAL GUEST

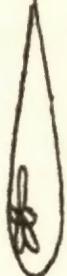
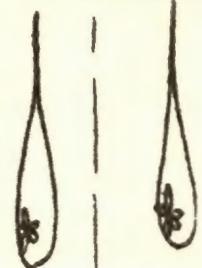
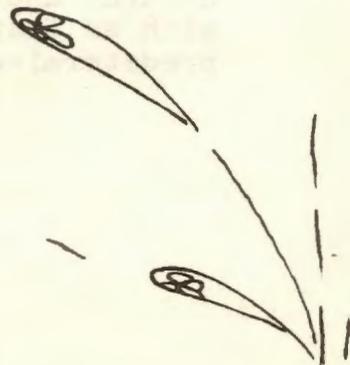
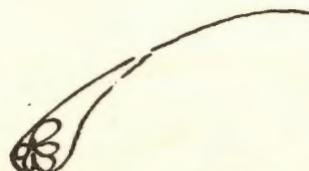
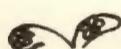
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Cover by Basil King

Vol. VI No. 1

September 1972



GUEST EDITORIAL

"Going All The Way"
or
"The Classroom is a Whole System"

--Cam Wilson

Any "discussion seminar" with more than ten (10) members is inherently unworkable in terms of obtaining a) regular participation by most members and b) sustained real discussion*. Even 10 people is above the optimum number for effective group work (7, acc. to Synectics).

To me, a discussion class with more than 10 members represents a hybrid between a lecture class and a

"MANY SEMINARS SEEM MORE PRODUCTIVE WHEN THEY SLIP BACK INTO BEING LECTURES."

seminar. The lecture part of the class has been dropped but its context (an audience-sized group) has not. This context must also be dropped to obtain a new productive whole.

I think failure to drop the lecture context explains why many "seminars" seem more productive when they

*Discussion: A conversation where what is said is responded to and becomes part of a developmental sequence of ideas which leads the participants to insight-conclusions. These are often followed by natural and enjoyed silence. Not to be confused with an instructor's leading group members to his predetermined conclusion. ◆

slip back into being lecture classes. It also explains why there is such a pull in them toward monologue, by the teacher or the most dominant student(s) should the teacher somehow manage to refrain.

It is deeply unfair (and not very informative) to evaluate a student as "not an active participant" in a situation which inherently prevents activity on the part of all but the five to seven most comfortable or brazen members.

STOP TALKING

It is equally as unthinking and unfair to expect teachers to facilitate productive discussions in such a situation. It is hard enough for teachers to avoid talk-dominating a small group, how much harder in one whose size applies hidden pressure for someone to lecture!

Some classroom alternatives to "semi-seminars" (given the probability that our classes will continue to have 15 to 20 members).

- 1) Return to lecturing and be explicit about it in the course description.
- 2) Divide a class into discussion groups of 7 to 10 members. Offset the instructor's inability to be all the time with each by a) having specific readings or other experience to discuss, b) starting with a short straight-out lecture to the whole class on what you see in the material at hand and want to be sure the students hear, and/or c) having each group rotate material-presentation responsibility among its members for its group. ◆

- 3) Offer as many course sections as it takes to bring the size of the largest down to 10.
 - 4) Shift from discussion to "activity" courses where people learn skills with materials and environments via exercises. Singles, pairs and small teams can all be working simultaneously with material, autonomously yet together.
 - 5) Start the class session by making briefly an agenda, thus building-in an opportunity for members to indicate they have something they want to share or talk about that day. Then be the teacher and see to it that the class covers that agenda! No one will long continue to suggest things for an agenda which is then ignored.
 - 6) Finally, if it's not a lecture class, STOP TALKING! If I'm talking as much as 20% of the time in a discussion class, something has gone very much awry. And at root, it may be my own terror of silence, or my sense of guilt (that I'll not be doing my job) that keeps me talking, not anything about "them" at all -- such as their "unwillingness" to talk.◆
-

Letter

Dear Bullfrog:

Thanks many times for continuing to send the Frog to me here at Western. I remember my visit to TJC vividly even tho it was almost two years ago now.

Congratulations on your continued existence in an increasingly turgid and frigid environment. Tho the ice age may return, the Frog seems healthy yet. Don't croak.

Bob Stallman ◆

ABOUT TJC PEOPLE

Tommy Walker - will attend the Graduate School of Education at the University of Colorado at Boulder.

Elizabeth Ryan - worked this summer as the assistant to the Court Administrator for the 61st District Court in Grand Rapids. The Court Administrator's position was recently created to take over the administrative duties of the judges.

Betty worked on numerous projects during the summer; she re-organized the accounting and inventory procedures for the Court Library, acted as a liaison between the administrator and the Civil Division, computed the annual budget report of the Civil and Criminal Divisions, and helped revise and redesign the Rights Pamphlet. This pamphlet informs people who come into court of their rights.

She also learned the methods of the Court Divisions and brought possible improvements to the attention of the Administrator, many of which were implemented. She gave a layman's view of many issues which helped make them more understandable and fair.

Betty says she learned a lot about the judicial system and liked seeing the judges as real people. This fall Betty will be a pre-sentence investigator for the Probation Department of the Court.

Jim Tabak - is the Administrative Co-ordinator for the Poverty Program in Muskegon and Oceana. This includes Neighborhood Centers, Headstart, Planned Parenthood, Legal Aid, and Health Programs. Jim is a recent TJC graduate. ◆



Calendar of Events

Friday, September 29, 8 p.m.: GVSC concert featuring the jazz of STAN KENTON, the blues of MUDDY WATERS, and the folk of the SINFUL STREET TWO. Advance tickets \$3; at-the-door, \$3.50. Field House.

Sunday, October 1, 8 p.m.: GVSC. National singer JONATHAN ROUND. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Wednesday, October 4, 8 p.m.: GVSC. Well-known speaker, DICK GREGORY. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Friday, October 6, 8 p.m.: GVSC concert featuring CHEECH AND CHONG. Tickets, \$3.50. Field House.

Tuesday, October 10, 8 p.m.: GVSC. Popular speaker and comedian, MORT SAHL. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Thursday, October 12, 8:15 p.m.: GVSC concert featuring THE CHARLIE BYRD QUINTET. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Sunday, October 19, 8 p.m.: GVSC recital with William Beidler, popular Michigan entertainer and GVSC faculty member. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Friday, October 20, 8 p.m.: GVSC speaker, ALLEN GINSBERG. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Friday, October 20 - Sunday, October 22: GVSC's first annual "Niddy Griddy Weekend" filled with musical events and activities surrounding GVSC's Saturday afternoon home football game against Findley College of Ohio. On-campus.

Tuesday, October 24, 8 p.m.: GVSC STRING QUARTET in concert. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Thursday, October 26, 8:15 p.m.: GVSC. Chamber music by the NEW YORK CAMARATA. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.

Saturday, October 28, 2 and 8 p.m.: GVSC. The three-ring acts, animals and clowns of the nationally-renowned HANNAFORD CIRCUS. Admission at-the-door: \$3 general admission; \$1 children under 14; \$6 family (2 adults and up to 4 children); \$2 GVSC community members. Field House.

Saturday, October 28, 8 p.m.: GVSC recital featuring LEONARD ROSE, cellist. No admission. Louis Armstrong Theatre, Calder Fine Arts Center.◆

NOTE: MORT SAHL will spend an afternoon at TJC on October 10. Time and place to be announced. ALLEN GINSBERG will spend an afternoon at TJC on October 20. Time and place to be announced.◆

"MAD MONDAYS"

*A Film Series of Comedy Classics
all in 132 Huron*

Mon. Oct. 2 -- MAJOR BARBARA (England, 1941) 2 p.m.
and 8:30 p.m.

A girl who has joined the Salvation Army tries to convert her millionaire father (who heads a gigantic munitions factory) to her values. But instead, he converts her. Rex Harrison, Robert Morley, Wendy Hiller, and Deborah Kerr perform flawlessly in George Bernard Shaw's movie version of his famous play.

Mon. Oct. 9 -- THE ITALIAN STRAW HAT (France, 1927)
2 p.m. and 8:30 p.m.

Rene' Clair created a silent comedy masterpiece out of the farcical adventures of a young man who is forced to spend the day of his wedding racing frantically around Paris in search of a woman's hat. Because of its ingenious sight gags and rich visual humor, Pauline Kaol called it "very simply, one of the funniest films ever made."

Mon., Oct.16 -- SOME LIKE IT HOT (United States, 1959) 2 p.m. and 8:30 p.m.

Tony Curtis and Jack Lemmon impersonate women in order to join Marilyn Monroe's all-girl band and thereby escape the clutches of the Chicago gangsters who are chasing them. Billy Wilder's far-out farce is already an acknowledged classic. ◆

Mon., Oct. 23 -- THE BAKER'S WIFE (France, 1938)
2 p.m. and 8:30 p.m.

When the wife of the town baker runs off with a handsome young man, the baker is too heart-sick to bake. So the whole town organizes itself to get her away from her lover and back to the baker so that they can once again have their daily bread. The acting of Raimu (as the baker), and the story and direction of Marcel Pagnol, caused Orson Welles to call this film "a perfect comedy" and the New York Times to call it "one of the very greatest pictures ever made."

Thurs., Oct. 26 -- HIS GIRL FRIDAY (United States, 1940) 1 p.m. and 8:30 p.m.

Cary Grant and Rosalind Russell belt each other non-stop with verbal wallops in this fast-moving, hard-boiled newspaper comedy based on the play The Front Page by Hecht and MacArthur. Directed by Howard Hawks, and full of satirical gibes at corrupt politicians, cynical reporters, and crooked cops.

Mon., Oct. 30 -- BUSTER KEATON 2 p.m. and 8:30 p.m.

Two of his most famous silent features: STEAMBOAT BILL, JR. and an abridged version of THE GENERAL.

Mon., Nov. 6 -- HARRY LANGDON 2 p.m. and 8:30 p.m.

His first feature-length success, still considered a classic: TRAMP, TRAMP, TRAMP.

Thurs., Nov. 9 -- HAROLD LLOYD 1 p.m. and 8:30 p.m.

Three short subjects from the silent era:
HAUNTED SPOOKS, NEVER WEAKEN, and ALL ABOARD.

Mon., Nov. 13 -- CHARLIE CHAPLIN 2 p.m. and 8:30 p.m.

Two of his best shorts, ONE A.M. and THE
PAWNSHOP, and the feature that made him
world-famous for mixing pathos and comedy,
THE KID.

Mon., Nov. 20 -- LAUREL AND HARDY 2 p.m. and 8:30 p.m.

Two of their best silent shorts, BIG BUSINESS
(selling Christmas trees) and TWO TARS (demol-
ishing cars in a traffic jam), and their
Academy-Award-winning sound short, THE MUSIC
BOX (moving a piano up the longest flight of
stairs in movie history).

Thurs., Nov. 30 -- W. C. FIELDS 1 p.m. and 8:30 p.m.

Two of his best shorts, THE DENTIST and
THE BARBER SHOP, and a feature that critics
consider unsurpassed by anything else he did,
IT'S A GIFT.

Mon., Dec. 4 -- THE MARX BROTHERS 2 p.m. and 8:30 p.m.

Their best feature, DUCK SOUP. ◆



FRENCH LYCÉE

I spent eleven months in France (August 1970-July 1971) living in a French family in Marseille and attending a French high school (lycée) six days a week. French schools are truly anti-life. The present school system was established by Napoleon in the early nineteenth century and has changed little since. I, who enjoyed class discussion, found myself in a school where what the teacher said went and where no one dared to question the significance of what was being inculcated. My history class is typical of what went on. We would sit and take notes for an hour every class meeting and we were then expected to memorize them. For our tests, the teacher would cite a certain point in her lecture notes and you would have to write all you could remember of what she had said. Discussion is discouraged because students aren't considered as having anything intelligent to contribute. At least in my high school in the United States they pretended that they wanted us to think critically, in France you must sit passively and memorize.

Discussion is Discouraged

Needless to say, I was not too thrilled by being forced to sit through this six days a week for nine months. For a while, I pretended to try to ingest what was being taught, but after a time I just quit pretending. In late February or early March of that year I started using most of my free time at school to translate "The Student as Nigger" into French. It took nearly all of

the rest of that year, but it was much more gratifying than anything I was doing in class. Unfortunately, I lent my second and improved draft of this work to a classmate who I never saw again before school was out. So, now "L'étudiant comme esclave" is somewhere in Marseille or thrown away and all I have left is my first rough draft.

I could write about my experiences in France for pages, and pages, but I would rather not, so I won't.

--Charles Cump◆

Time; it whispers on ahead, through the mazes of life; through coiled minds, and twisted thoughts. Gently it imitates us, gliding by--so swiftly, unhesitatingly, gaining speed--always gaining speed, so fast, speed....

Running along side is nature, FIGHTING, barely surviving, Mother Nature. It jerks along rapidly, trying to win. Oh what spirit Nature has, pulling extra weight, always gaining weight. Consume as she does, all in vain with more loads to come, much pain (.)..So, chugging onward, she'll spill here and there, without fear--a mess--for us: we see it now? And with her engine going, she leaves a scent behind, we find; and breath it now, we must. And walk around and through the haze, gaze, be amazed. There is a clock, it tells the time-left, right? time left right, LEFT?

--Larry Schumer◆

Ministry Scholarships



Dear Dean:

Our Campus Ministry Council has established a scholarship fund, the details of which I have listed below. We would appreciate your sharing this information with the appropriate people in your college so that interested students will know of our interest in their study and growth in relevant religious areas.

- I. Purpose: to encourage GVSC students in research projects in the general area of religion.
- II. The Campus Ministry Council
 - A. Will offer assistance in...
 1. selection of topics
 2. personal counsel
 3. financial grants
 - B. And will expect from the applicant...
 1. an outline of the project
 2. an estimated length of time
 3. progress reports
 4. the completed project
- III. Applications for scholarship help must be submitted by the fourth week of each term and selection of applicants and amount of aid will be made by a committee of the Campus Ministry Council.

Thank you,
Rodney W. Westveer
Secretary - GVSC
Campus Ministry Council

Supreme Court

-from the "Chronicle of Higher Education,"

-July 3, 1972

Just before the U.S. Supreme Court began its summer recess last week, it ruled on three important cases concerning higher education. Two of the decisions involved the rights of non-tenured teachers whose contracts were not renewed. The other concerned the rights of student groups on campus.

STUDENTS

In a unanimous decision, the Supreme Court ruled last week that a state college cannot refuse campus recognition to a student organization merely because the college disagrees with the group's philosophy and fears that the organization will foment disorder.

❁ Status of Student Groups ❁

"State colleges and universities are not enclaves immune from the sweep of the First Amendment," said Justice Lewis F. Powell, Jr., in the Court's opinion.

The Court did say, however, that a college can require a student group to abide by "reasonable" campus regulations as a prerequisite for official recognition.

TEACHERS

A non-tenured teacher whose contract at a public college is not renewed is not entitled to a hearing and a statement of reasons as a matter of course, the Supreme Court ruled last week.

If the teacher can show, however, that the decision not to rehire him deprived him of his constitutional rights to "liberty" or that he had a "property interest in continued employment," he should be granted a hearing, the Court said.◆



Be Sure To:

- 1) Keep records that are sent to you from school (transcript evaluations, grade reports, etc.).
- 2) Check with your Tutor about requirements (?).
- 3) Check the accuracy of records that are sent to you.
- 4) Make evaluations.
- 5) Read the Bullfrog Pond and the Daily Gazette and bulletin boards.
- 6) Keep your address up-to-date with Mary T. in Room 165 LHH.
- 7) Know what's required by a supervisor or instructor in a specific learning experience.
- 8) Periodically check with your tutor, supervisors and/or instructors during the term.
- 9) Check with somebody if you think something is wrong or if you don't know something; usually with your Tutor or Lee Kaufman. Don't Hesitate -- ASK as soon as possible.◆

Faculty

SELF-EVALUATION

Self Evaluation -- Spring Term 1972

Cam Wilson

The insight that comes immediately to my mind, and which -- along with returning to the prairie, (where I learned ecology) -- decided me to teach "content" courses this coming Fall, is that my journey here of three years is now done.

Midway through the term, six of us went to Minot, N.D. The prairie there stirred me and I remembered that I know a whole discipline and a whole way of seeing. I decided to teach ecology again.

When I came to TJC in 1969, I quickly learned that a class group's interpersonal process was as important a factor in the success or failure of a course as ever the caliber, organization and usefulness of the material studied could be. I also saw that I was unable to structure the process usefully. The traditional way was no longer open to me, personally, and I had no positive alternative. Consequently, how frustrating my courses often were! Such high hopes and initially live sessions! Such bog-down as the term progressed!

Pure Process

still so much to learn

With the pain of that, I began to search for a way out. Finally, with Seasonal Seminars, I dropped all pretense at teaching pre-determined subject matter. Pure process. Ahhhh -- and still so much to learn. (See "Seasonal Seminars at TJC", summarized in the March 72 BFP). ♦

During the last weeks of this Spring term I saw that I'd completed the journey away from content and into the mastery of an alternative course process. Now I want to return to topic-based classes for at least one term to do successfully what in many ways I couldn't do before.

There are other ways to describe the journey, too, two important ones would be to describe it a) as the evolutionary creation of a valuable curriculum element different from topic-centered seminars and special studies, or b) in terms of the relationships I've developed with people at TJC, especially since the fall of 1970. Pluralistic reality. The one developed here serves here.

A concomitant of my insight is the re-valuing of my function as Advisor to thirty students. My new Advisees are people whom I know and have previously worked with or are new people interested in biology.

THE EVOLUTIONARY CREATION OF A VALUABLE CURRICULUM

In both cases we have built-in momentum of seeing each other. This spring I was much more freely available for spontaneous short and long sessions with people. I continued plugging the importance of people's doing course evaluations, drawing up a preparation guideline (See May 72 BFP) and emphasizing the value of doing them now rather than later. My own dereliction in this has been appalling and I'm making up for lost time. In a month I'll be au courant. I've never made use of "evaluation initiated by instructor" before. I do now. I needn't wait for an evaluation statement to write one.

Behind the "official business" function of Advisor/
Advisee lies the one of our meeting as people beyond
roles. A cliché now, but to say more would be
to detail actual relationships, each unique and each
integral to my work/life at TJC.◆



run the lake
into my earth, palms rubbing grime,

moisture,
fleeeeeeting words,
and your
aroma is love

to my senses -
wordless tongues dart,

you suck my breath

give all

say nothing

i smell you all the

way home

-Anon.◆

Hitch-hiking Book

WE ARE MAKING A BOOK ABOUT HITCHHIKING, a book which is concerned with hitchhiking not simply as a means of travel, but as a vehicle for a kind of interaction that does not ordinarily occur. Those who hitchhike and/or pick up hitchhikers make up a fluid community which exists despite police, bad weather, and other risks,

In this book, we would like to explore not how to hitchhike but WHAT HAPPENS WHILE HITCHHIKING. Because we would like this book to be feedback for a community, we would like to collect as much material from the community as possible. Please send anything relating to hitchhiking as experience - PORTIONS OF JOURNALS, STATEMENTS OF YOUR OWN EXPERIENCES AND ATTITUDES, FOLKLORE, PHOTOGRAPHS, DRAWINGS, ALMOST ANYTHING.

Send contributions and/or questions to:

HITCHHIKING ARTS COLLAGE
c/o PATRICK BRENNAN
THOMAS JEFFERSON COLLEGE
ALLENDALE, MICHIGAN 49401



MOVING?

I will move your possessions in my full size station-wagon with 2 roof-racks. Lots of room for lots of stuff. \$4 a load plus gas. call Michael Murdock--458-4779

616 Pine nw (GR) ◆

tjc

STUDENT

HANDBOOK

Part 3

FINALLY, here is Part 3 of the TJC Student Handbook. Hopefully it will answer the basic questions of How to do something so that students may spend less energy wandering and devote more energy to exploring the many educational resources at TJC.

PARTS 1 and 2 were the "What is" and "Where is" sections, respectively. If you have not gotten a copy, ask for one in Room 165 Huron. Together, the three parts make the first attempt at a TJC Student Handbook. Eventually they will be revised and reconstituted into a single pamphlet.

ANY AND ALL comments, suggestions, corrections, additions, and revisions are very welcome and necessary. Send them to the Bull Frog Pond.

IF YOU have any questions feel free to write, call or visit TJC.



HOW ? TO



FIND FACULTY

- When they are at School:
 - Check schedules on their office doors
 - Give them a call
 - Check master class schedule in 165 H
 - Ask secretary or student secretary (leave message in box or with secretary)
- When they are not at school:
 - Call them at home (only if you know they won't mind or if its important); leave message in their box or with secretary
 - Call Missing Persons

LEAVE MESSAGE FOR A FACULTY MEMBER

- Tape to his door
- Leave in his mailbox
- Leave with student secretary
- Call his TJC extension



GET HOLD OF STUDENTS

- Get address or phone number from student secretary or Mary T or dial "0" on GVSC phone
- Call Directory Assistance (411)

SEE

- The GVSC President -- make appointment with secretary, room 22 JHZ Library, ext. 244
- A Vice President -- make appointment with appropriate secretary
- The Dean -- make appointment with TJC secretary in 165 H or call ext. 357
- The Academic Administrative Assistant -- go to room 164 H or call ext 285
- The Faculty - attend a Faculty Meeting
- The Steering Committee -- attend a Steering Committee Meeting
- God (Be here now?)
- See "How to Find a Faculty"

MAKE FRIENDS

- Talk to people
- Walk with people
- Look at people
- Ignore people
- Wink at people
- Touch people
- Hug people
- etc., etc., etc.



GET YOUR OPINIONS HEARD

- BFP
- Lantern
- Steering Committee or Town Meeting
- Faculty Meeting
- Dean
- Tutor
- President Lubbers
- Student Ombudsman

GET POLICY DECISION MADE OR CHANGED

- Put item on Steering Committee agenda, discuss there, and get them to make the decision
- Call a Town Meeting
- Get item put on Faculty Meeting Agenda
- Talk to members of committees
- Push

INFLUENCE POLICY AND HIRING

- Student Personnel Interview Committee
- Steering Committee, Town Meeting
- Talk to members of SPIC, SC, FM, Dean, TM -- attend a meeting of the above
- Get an item put on agenda of an above meeting.
- See Town Meeting room for list of current members
- See Daily Gazette for meeting times

FIND OUT WHAT'S HAPPENING

- Read Daily Gazette (most important)
- The daily and weekly GVSC notices posted around campus
- The Bullfrog Pond
- Read the Lanthorn
- Ask around
- Read bulletin boards (Common Rooms and suite windows)

PUBLICIZE THINGS

- Put announcement in: Daily Gazette or BFP or have a poster made (Bob Hart, Graphic Arts in 17 LSH) or make your own posters

GET SOMETHING DUPLICATED

- Ask Mary Te Pastte (165 H) for ditto-master
- Take out center sheet and write on the white sheet with a ballpoint pen or pencil (leave margins on all sides)
- Ask student secretary to run it off for you
- Students may use TJC duplicating facilities for school-related things (not personal or political)

CALL A TOWN MEETING

- Ask the Steering Committee
- Ask the Faculty Meeting
- Ask the Dean
- Petition by 1/3 of the members of the Town Meeting

GET ON THE STEERING COMMITTEE

- Place name on continuous nomination list
- Wait (anyone is welcome to attend S.C. Meetings and provide input)

PUT SOMETHING IN THE BULLFROG POND (BFP)

- Write down on paper and specify that it should go into the BFP or call in simple messages to GVSC, ext. 357 or 265
- Put in Bullfrog Pond box in 165 H
- Give it to the editor
- Make sure information is complete -- who, what, when, where, why
- Articles, stories, poetry, drawings, photos are welcome

PUT A NAME ON THE BULLFROG POND MAILING LIST

- Write on paper: name and address and zip code, leave with student secretary or TJC secretary or in Mary T's mailbox in 165 H

CHANGE A NAME ON BULLFROG POND MAILING LIST

- Place old and new address with zip codes on paper and give to student secretary, TJC secretary, Mary T's mailbox or BFP box in 165 H
- (ZIP CODES ARE NECESSARY)

PUT SOMETHING IN THE DAILY GAZETTE

- Write down the message and specify as going into the Gazette, put in Mary T's mailbox in 165 H
- Call in simple messages to GVSC, ext 357 or 265
- Note how many days the message should be in the Gazette

CHANGE ADDRESS ON GVSC MAILING LIST

- Fill out form in Records Office 2nd floor H

SEND TJC INFORMATION PACKET TO SOMEONE

- Write on paper: Name and address and zip code and give to student secretary in 165 H or in Mary T's mailbox



TAKE A SPECIAL STUDY

- Get form in 165 LHH
- Consult with your tutor and/or supervisor
- Fill out form
- Get proper signatures
- If supervisor is a GVSC faculty member, the form goes to Lee Kaufman
- If supervisor is not a GVSC faculty member, the form goes to the Academic Affairs Committee, room 165 H
- Student, keep goldenrod copy for your personal reminder
- Consult with the supervisor to decide when you'll meet
- Register

GET CREDIT FOR A SPECIAL STUDY

- At the end of the study consult with your supervisor(s)
- Decide on the transcript title (20 spaces or less) and transcript description (40 words or less)
- Fill in bottom of yellow copy of form (which supervisor has)
- Get Supervisor's signature
- Sign it yourself
- Submit to Lee Kaufman (164 H)

TAKE A FIELD STUDY

- Get form in 165 H
- Consult with your tutor and agree on what you'll do
- Fill out form
- Get tutor and Field Study Coordinator's (Bud Haggard) signatures
- Keep goldenrod copy for your personal reminder
- Register

GET CREDIT FOR A FIELD STUDY

- At the end of the study consult with your tutor
- Decide on the transcript title (20 spaces or less) and transcript description (40 words or less)
- Fill in bottom of yellow copy of form (which tutor has)
- Get tutor's signature
- Sign it yourself
- Submit to Lee Kaufman

TAKE (DO) AN INDEPENDENT PROJECT

- See "How to Take a Field Study"



PROPOSE A GROUP SPECIAL STUDY

- Consult with your tutor if you don't know what you want to do
- Consult with the supervisor if you know what you want to do
- Fill out form
- Get supervisor's signature
- Indicate number of students desired and prerequisites (if any)
- Get student signatures (2 or more including yourself)
- Submit to Lee Kaufman if supervisor is a GVSC faculty member or to the AAC if the supervisor is not a GVSC faculty member
- It will be posted in the Common Rooms
- If you want a GSS to be listed in the Class Time Schedule, it must be submitted at the same time seminars are approved
- Reasons for doing a Group Special Study: 1) Too late for seminars 2) to limit number of students 3) to limit who specifically is in a group study 4) to require prerequisites

TAKE A GROUP SPECIAL STUDY

- Get "Permission to Join" form in 165 H
- Fill out transcript title from original proposal form
- Get tutor and supervisors' signatures
- Get student signatures if required by original
- Submit to Lee Kaufman
- Register

TAKE (DO) A SENIOR THESIS

- Consult with your tutor
- Decide on a thesis to defend
- Fill out a Special Study form
- Submit to Lee Kaufman (164 H)
- Register

TAKE FLOATING SEMINAR

- Get "Floating Seminar" form in 165 H
- Consult with your tutor
- Fill out form
- Submit to Lee Kaufman (164 H)
- Register

GET CREDIT FOR FLOATING SEMINAR

- Get "Floating Seminar Credit Designation" form (FSCD) IN 165 H
- For each experience you wish credit for there must be a 20-space or fewer transcript title and a 40-word or fewer transcript description and a numerical designation of credit.

- The tutor signs for each description and title that the student did by himself
- An instructor or supervisor signs for each credit-earning learning experience in which he has worked with the student
- Tutor signs the completed form
- Submit to Lee Kaufman

PROPOSE A TJC SEMINAR

- Get "Proposal for TJC Seminar" form in 165 H
- Fill out approximate title and description (and other information)
- Try to get a faculty member to agree to be the instructor
- If you have a preference for which faculty member you'd like to instruct the seminar, tack the form under his name in the Commons room.
- If you have no preference or are unsure of who should instruct it, tack the form under "Find Me a Leader".

TAKE A SEMINAR

- Consult with your tutor
- Consult with the instructor if you want more information about a specific seminar
- To register for a different amount of credit the study must be taken as a Special Study
- Register

TAKE AN EXAM

- Consult with your tutor
- Consult with the instructor if you want more information about a specific exam

- To register for a different amount of credit the study must be taken as a Special Study
- Register

TAKE A SEASONAL SEMINAR

- Consult with your tutor
- Consult with the instructor of the Seminar
- Register

ENROLL IN THE CONTRACT DEGREE PROGRAM (CDP)

- To be announced in late Fall 1972

TAKE A WJC CLASS

- Check Records Office to see if the class is still open
- Consult with tutor
- Register at the TJC Registration

TAKE A CAS CLASS

- Check Records Office to see if the class is still open
- Consult with tutor
- Register at the TJC Registration

FILL OUT A FORM

- These are NCR (No Carbon Required) forms but press hard (type if possible)
- Make sure writing goes through to all copies
- Fill in all requested information
- Get proper signatures (see specific form)
- Submit to proper person or AAC

FILL OUT AN EVALUATION

- See Appendix C in Part I of Student Handbook
- Get Study Evaluation form in 165 H
- Fill out
- Submit to the supervisor or instructor for his evaluation
- Completed form should be sent to Lee Kaufman (164 H)

CHANGE TUTORS

- Get form in 165 H
- Fill out form
- Get agreement of new tutor
- Submit to Lee Kaufman



GET POST EXPERIENCE CREDIT

- Get form in 165 H
- Consult with your tutor and supervisor or instructor
- Fill out form
- Sign it
- Get tutor's signature
- Get instructor's or supervisor's signature
- Submit to Lee Kaufman

GET AN INCOMPLETE

- Do not meet the standards set for a particular study
- Do not turn in course title and description for Special Studies at end of term

MAKE UP AN INCOMPLETE

- Meet the standards set for a particular study
- Turn in the course title and description for Special Studies at the end of the term
- Must be made up with the person who gave the Incomplete

GET A RULE OR POLICY WAIVED

- Get a Waiver form in 165 H
- Consult with your tutor
- Answer questions on form as completely as possible, get tutor's signature
- Submit to AAC



REGISTER

- Consult with your tutor
- Decide on what to take
- Fill out "Student Program Schedule"; include date, student number (very important), term and year, study titles, number of credits (very important), code numbers (very important), hour and place of meeting, total number of credits
- Get tutor's signature
- Make sure all Contract Studies forms have been submitted (See individual type)

SOLVE PROBLEMS

- See your tutor
- See Lee Kaufman in 164 H, ext. 285
- See Dan Gilmore in 165 H, ext. 357
- See student secretary in 165 H, ext 265
- See whoever is involved
- See President Lubbers, downstairs Zumberge Library, ext. 244

SEE SOMEONE ABOUT PERSONAL PROBLEMS

- Talk to someone you trust
- Talk to your tutor
- Talk to GVSC counseling office (214 H)
- Do it your own way

WORK OUT COURSE SCHEDULE

- Consult with your tutor
- Consult with supervisors and instructors if necessary to decide what to take
- Fill out Student Program Schedule



DECIDE ON WHAT CLASSES TO TAKE

- Consult with tutor
- Consult with friends
- Consult with parents
- Consult with someone you trust or like
- Consult with self
- Check Class Schedule (offerings)



GET ON ACADEMIC SUSPENSION

- Earn less than 60% of your attempted credits after attempting 45 as a TJC student
- Students on Academic Suspension will be sent a letter informing them of the action
- May be appealed to Lee Kaufman. The appeal will be channelled, if necessary to Dean Gilmore then to the faculty of the student's unit
- Reasons for appeal: 1) error, 2) extraordinary circumstances
- See "How to Clear Academic Suspension"

CLEAR ACADEMIC SUSPENSION

- Make up Incompletes (must be approved by supervisor or instructor)
- The student should demonstrate, to Lee Kaufman, that a sufficient number of credits have been completed before the last day of registration of the term that he is intending to register in
- See "How to get an Academic Suspension"

HOW TO DROP-ADD

- In order to simply add one or more credit-earning learning experience: get a multi-copy Drop-Add form from 165 H or 203 H. Fill in name(s) and code numbers(s) of the experiences(s) to be added. You will need the instructor's signature and then Lee Kaufman's if the class is closed or just Lee Kaufman's signature if the class is open. Submit the form to the Central Records Office. Payment for additional credit must be made the same day. Any adding must be done the first 5 days of classes.
- In order to simply drop one or more credit-earning learning experiences: get a multi-copy Drop-Add form, fill in name(s), code number(s) of experience(s) to be dropped. Get Lee Kaufman's signature and submit to Central Records. Refund will be made on the following schedule, if form is turned in to the Records Office:
 - 1) prior to the 1st day of classes, refund is 80%
 - 2) within the 1st five days of classes, refund is 60%
 - 3) within the 2nd five days of classes, refund is 40%

- 4) within the 3rd five days of classes, refund is 20%
- 5) if action is later, no refund will be made.

Appeals because of extraordinary circumstances will be reviewed by the Tuition Appeals Committee.

- In order to drop and add one or more credit-earning learning experiences so that the total number of credits to be registered for will change, get a multi-copy Drop-Add form. Fill out as above.
- In order to drop and add one or more credit-earning learning experiences so that the total number of credits to be registered for will not change, get the single-copy Drop-Add form and fill out as above.
- For more information ask your tutor or Lee Kaufman

SEE YOUR TRANSCRIPT

- Ask Records Office (203 H)
- If you want your own unofficial copy either ask your tutor to get you one free (or) pay the Records Office \$1 to get an official one.

MAKE A TRANSCRIPT REQUEST

- Go to Records Office (2nd floor LHH)
- Request and fill out form, pay money

GET EVALUATIONS SENT TO A SCHOOL

- Have Records Office (203 H) send them (cost is \$1)

GET A COPY OF YOUR TRANSCRIPT

- Ask your tutor to get you an unofficial copy free or pay Records Office \$1 for a copy

FIND HOW MANY CREDITS YOU'VE EARNED

- Ask Records Office (203 H)
- Look on your transcript (Cumulative Credits Completed)
- See Lee Kaufman (164 H)

MAKE AN EVALUATION FILE

- At the time of graduation consult with Lee Kaufman (164 H)
- Arrange in chronological order the evaluations you wish to be part of the file
- If you want to add or expand the file, do so (See "How to Write an Evaluation")
- When the file is finalized, it cannot be added to or subtracted from

GRADUATE

- Consult with your tutor well in advance of your prospective graduation date
- Keep in contact with your tutor throughout your college career
- At registration of the term in which you are going to graduate, fill out a diploma card
- During that term you will be asked to come in and fill out the actual graduation forms
- This is an important part of your college experience and must be done in person

GET A B. PHIL. DEGREE

- Consult with your tutor
- See "How to Graduate"



WORK OUT TEACHERS CERTIFICATION

- See Kaufman in 164 H

MAKE A BUDGET REQUEST

- See T. Dan Gilmore room 165 H, ext. 357

CALL TJC

- From GVSC ext: Ext. 357, 358 or 265
- From off-campus: 895-6611
- From long distance: (616) 895-6611 - see above

CALL OFF-CAMPUS FROM GVSC EXTENSION

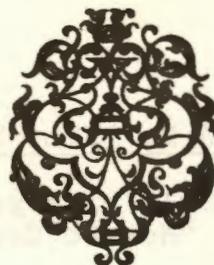
- Dial 7 then the number (if it is long distance, you'll not be able to do it)
- Call from a pay phone (Seidman, Library, Commons, Dorms)

REPORT A FIRE

- On GVSC: Call ext. 255, or dial "0"
- Or call: (from GVSC Ext.) 7-895-4991 or 7-458-1441
(from off-campus) 458-1411

REPORT A BUSTED FACILITY

-Call GVSC ext. 255



HOW TO RECEIVE MAIL AT TJC

- Have mail addressed to: (Your name), Thomas Jefferson College, Huron Unit or Seidman Unit, Allendale, MI 49401
- Student mail will be put in student mailboxes in East Common Room (upstairs in H) for Huron Unit, the student mailboxes in Seidman House for Seidman Unit

MAIL A LETTER FROM TJC

- Place in green "out box" on desk in 165 H or 125 H

PLAN A TJC PARTY

- Get Town Meeting or Steering Committee to help

TAKE THE G.R.E. (GRADUATE RECORD EXAM)

- See Sally Kietzman in Room 11 JHZ Library or call ext. 224

CHANGE COLLEGES WITHIN GVSC (INTERCOLLEGIATE TRANSFER)

- Get Intercollegiate Transfer form in Admissions Office (254 H)

- Get signatures of Lee Kaufman
- Submit to the Dean of the College you are transferring to

FIND HOUSING

- Check GVSC Housing Office (161 LMH), Newspapers: Grand Rapids Press, Grand Haven Tribune, Muskegon Chronicle.
- Check local flashes: Hudsonville Shopper, Zeeland Flash, Advance etc., most are available at local Post Office and stores.
- Check with "Looking for a Place Desk" near 165 H this fall 1972
- Check and put ads in BFP, Daily Gazette, newspapers, etc.
- Put up a notice on the TJC Housing Board (outside 165 H)
- Ask around

APPLY FOR FINANCIAL AID

- Go to Financial Aids Office (248 H)
- Ask someone there about your specific situation
- You may talk to a Financial Aid secretary, Jim Moored or Ken Fridsma

GET TJC T-SHIRTS

- Buy them in GVSC Book Store (in Commons)

GET FOOD (ON CAMPUS)

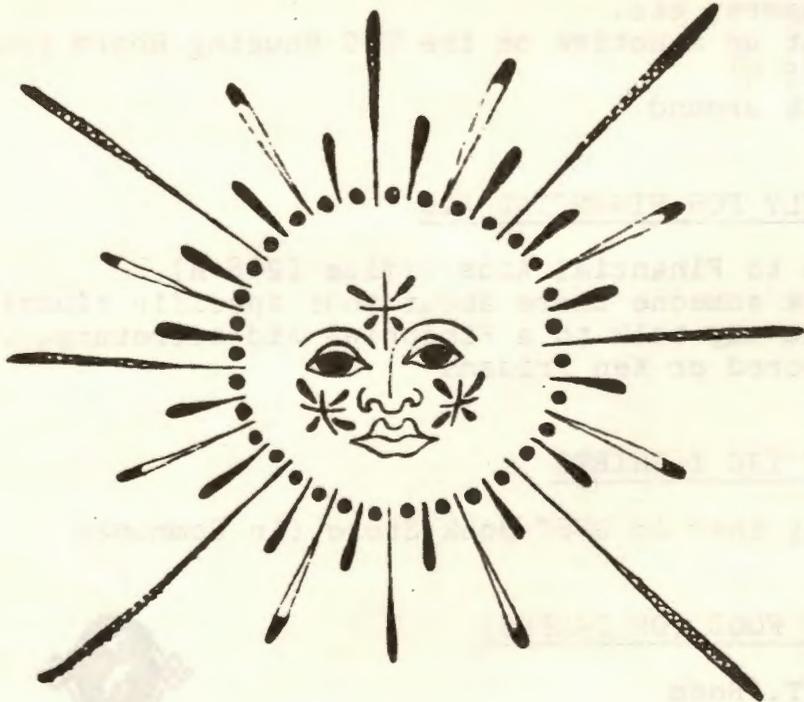
- G.T. Room
- Snack Bar
- Dining Commons



MACHINES: Huron Hall (near 165), Seidman
(downstairs), Michigan, Superior, Library,
Loutit, Field House, Fine Arts Center,
Manitou, Mackinac

APPLY TO TJC

- Fill out GVSC application form and TJC applica-
tion; follow instructions on those forms
- For specific information ask Dan Andersen,
Director of Admissions, Thomas Jefferson
College, Allendale, Michigan 49401, (616)
895-6611, ext 271.◆





TJC A/LA CARTE

1 great, slightly balded, very open dean named Dan
15 + generous, well informed tutors
1 farm house containing a Cam Wilson
1 pinch of a Lee Kaufman
3 of the greatest secretaries around
350 nagging, crazy students from all over the country
1 Lake Huron Hall
and lots and lots of FREEDOM

Take the Lake Huron Hall and build offices at each end of the building. Gently fill the offices by stuffing one of the generous, well informed tutors in each. Close door tightly to keep out flys. Gently crack open the farm house containing a Cam Wilson and seperate the Cam and the house. Set aside. Find unoccupied office and remove furniture and fill with pillows. Set the Cam on the floor, then leave the door open. Opposite that office, fill one with forms, papers, a typewriter, lots of files, 8,000 feet of heavy duty red tape, one heavy duty red tape cutter, pretty girls (for incentive), and miscellaneous junk. Then, very carefully add a pinch

350 Crazy Students

of a Lee Kaufman, being particularly careful that nothing is knocked in its proper place. Place one of the greatest secretaries around in each office group with lots of work, add the 350 nagging, crazy students from all over the country. Cover entire mixture with lots and lots of Freedom. Place building at Grand Valley State College, add water, electricity and wait. In 3 to 5 seconds you will have, to use, abuse, and misuse, one changing, student oriented, "free school" located off the western edge of Michigan.

--Larry Schumer◆



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

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