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The CR TG Masters Memorial Bull Frog Pond, Vol. II, No. 1

Grand Valley State College. Thomas Jefferson College

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FEB 26 1971

VOLUME II, Number 1

January 7, 1971



I. Meetings

a. Faculty Meeting

Wednesday, January 13, Common
Room. Agenda - Staffing.

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L BULL frog pond

MORE
FOR YOUR
MONEY

- II. TJC Seminar 56, Spanish Reading, Winter 1971 will meet Thursdays at 7:30 p.m. commencing January 7, 1971 at 641 Prince St., S.E. in Grand Rapids. See Dan Andersen, 167 Huron, about directions. See Mike McCormick if transportation is a problem. This seminar is intended for those who already have a background in Spanish and who wish to build extensively on that background. If enough people with varying competency in Spanish are interested, another section can be formed to meet earlier in the week, say Monday or Tuesday evening.

Mrs. Doris Andersen will also be happy to supervise special studies in some aspects of Spanish, e.g., Spanish/Latin American literature.



III.

A POEM FOR B. F. SKINNER

The trouble is
if you pet the wrong monsters

they pet you back
and do not snap off
great hunks of arm or head

They smile
with insane dignity

lick your face, hands, boots
(or toes if it is grassy or you
are strange)

Nine times
out of ten though

you will be more lucky
pet a lurking well-adjusted monster
and be properly maimed

-- Ralph Adamo

WINCHESTER.
Made by professional shooters.

IV. IS THE UNITED STATES A PLANETARY DISEASE?

Imagine that we could compress the world's present population of over three billion persons into one town of 1,000 persons, in exactly the same proportions. In such a town of 1,000 persons there would be only 70 (United States) Americans. These 70 Americans--a mere 7% of the town's population--would receive half of the town's income. This would be the direct result of their monopolizing over half of the town's available material resources. Correspondingly, the 70 Americans would have fifteen times as many possessions per person as the remainder of the townsmen.

The 70 Americans would have an average life expectancy of 70 years. The other 930 would average less than 40 years. The lowest income group among the Americans, even though it included a few people who were hungry much of the time, would be better off by far than the average of the other townsmen. The 70 Americans and about 200 others representing Western Europe, and a few classes in South America, South Africa, Australia and Japan would be well off by comparison with the rest.

Could such a town, in which the 930 non-Americans were quite aware of both the fact and means of the Americans' advantages, survive? Could the 70 Americans continue to extract the majority of the raw materials essential to their standard of living from the property of the other 930 inhabitants? While doing so, could they convince the other 930 inhabitants to limit their population growth on the thesis that resources are limited? How many of the 70 Americans would have to become soldiers? How much of their material and human resources would have to be devoted to military efforts in order to keep the rest of the town at its present disadvantage?

Chances are the 70 Americans would have to organize into a military camp in order to maintain their material dominance of the remainder of the town. Chances are most of the Americans would be too insecure or guilty about their situation to enjoy their dominance. Chances are this guilt and insecurity would lead some of the Americans to protest the situation and call for a change. Chances are that the protesting Americans would find themselves subjected to variations of the same repressive forces being used to subdue the other 930 townspeople. Chances are the military camp would also be a police camp.

The most regretful thing about the situation you have been asked to imagine is that it is not imaginary. For such is the present material relationship and incipient political relationship of the United States to the rest of the world. The material relationship is very clear: the United States is systematically plundering the planet's physical resources. And if the political conclusions drawn above are not yet so, they are rapidly becoming so. The logical complement of a nation of plunderers is a nation of police.

-- Noel McInnis

**It takes more than one new Winchester
Commemorative for a country big enough
to hold both the Alamo and the Astrodome.**

V.

Everyone's educational theory is, I guess, his autobiography. For deep personal reasons, I believe that it is an academic felony to force-feed students. Back in 1941, when I was in college, a Stalinist English teacher virtually murdered me because I refused to agree that Emerson was a "fascist" or that World War II became "moral" the day the Soviet Union was invaded by the Nazis. He announced that I was a "Nazi-Trotskyite-wrecker" (much to the bemusement of the local Trotskyites, who denounced me as a "right-wing Social Democrat") and flunked me. Other faculty members intervened and he quietly changed the grade, but this episode gave me a profound and lasting sense of a student's right not to be pressed into a professor's crew.

Since that time I have perhaps bent over backwards on occasion to be fair to a student who disagreed with me. Early in my teaching career, a couple of academic entrepreneurs (with that unnerving gift for spotting an Achilles heel that talented neurotics often possess) probably got higher grades than they deserved by engaging in conspicuous McCarthyism (old-style, that is—Joe, not Gene).

announcing in class and out that "supporters of Joe McCarthy would never get a fair break from that liberal Roche," these characters may have engaged in a little successful blackmail, though I doubt if my generosity significantly influenced their lives. But that was the price of an education and one I was cheerfully prepared to pay. I would far sooner have the reputation for being a patsy on this ground than be considered an academic *Gauleiter*, mobilizing his students behind his True Faith.

IN any event, over the years I have had a remarkable group of students who have scattered all over the ideological spectrum. They include Bernadine Dohrn, the Weatherwoman, at one extreme; a couple of right-wing nuts at the other; and in between everything from democratic radicals to establishment liberals to austere and distinguished conservatives. I never asked whether they shared my views on contemporary national or international issues; my concern was their work in political theory and constitutional law. From time to time, one or another of my students has inveighed against my "cold-war liberalism" in the campus paper, but that is their privilege. Out of the formal classroom context—in an article such as this, or in discussion—I honor them with equal frankness. I operate on the premise that it would be a

On Being an Unfashionable Professor

to invoke my university authority to set out a party line on Vietnam, or Israel, or the ABM. Similarly, while they are free to contest opinions with me in their private capacities, it is a violation of my civil rights for a student body as such to tell me what to think.

Which brings us to the current academic scene, where faculties and student bodies have conducted solemn referendums and proclaimed the Truth. Right or wrong, I hold strong positions to the contrary. I have no illusion of infallibility; if I had been endowed with the capacity for witless certainty possessed by some of my critics, life would be a lot simpler. Obviously I think I am right, but I am also fully aware that in this contingent universe one has to make 100 per cent action decisions on the basis of imperfect information — so I'm never sure I'm right.

Unable to produce any Sign, pessimistically sensing with the Prophet that "no Sign shall be given," I find myself confronting a couple of hundred intelligent 18- and 19-year-olds, of whom perhaps 10 per cent (secretly) share my positions on American policy. Naturally I am sorry they disagree with me; I am basically an affable soul who dislikes the stigma of nonconformity. But what precisely does the university, which has formally gone on record, expect me to do? Am I supposed to find out what I think from my students? If so, they should get their money back, and I should be fired for grand larceny—or, perhaps, if we need a lesser offense, for prostitution.

For if I changed my views because my colleagues or my students (or both) disliked them, I would be an intellectual whore, patently unfit to teach the young. What kind of respect could a teacher of this sort expect? Obviously I can't speak for the present student generation, but in my day we had nothing but contempt for sycophantic professors—even though they occasionally stimulated our egos. I recall vividly the feeling of disgust I had at 18 for the middle-aged faculty member who tried to be "one of the boys." On the generational scene, as elsewhere, good fences make good neighbors; each generation has its sovereignty, its zone of privacy which should not be invaded by aging Ponce de Leóns.

Indeed, what is more insulting to the young than to have their elders fawning upon their wisdom, dedication and virtue? As I have watched the student generations pass, I have become convinced that the best we can hope for is that they will be no worse than my generation—which in itself would be no mean accomplishment. The cult of youth has its benefits for bored middle-aged intellectuals, terrified of the calendar, but it is a massive insult to the intelligence of the young.



JOHN P. ROCHE, professor of politics and history at Brandeis University, was a national chairman of Americans for Democratic Action and later a consultant to President Johnson.

A UNIVERSITY, then, is not a temple of youth. The best definition of a good education I have ever encountered was that it involves growing up in an atmosphere of intellectual conflict, even chaos, where talented young people are constantly forced to structure their own minds and lives. There is no guaranteed curriculum; no master plan (whether dynamic and innovative or conservative and rigid) will do the job. The teacher's function in all this is catalytic—he has to keep his students focused on the key questions and challenge all major premises (including his own). A university is a strange locale, full of strong-minded eccentrics presenting a variety of heresies. And doing so zestfully because, by definition, in an intellectual community there can be no Revealed Truth on matters of content. There is only one loyalty oath demanded: to the principle of free inquiry itself. A university or college cannot be a church and a faculty cannot be a church council, imitating the Fathers at Nicaea or Chalcedon in the determination of True Dogma.

Thus, when any group—a legislative committee, a bunch of big donors, the Veterans of Foreign Wars, or a posse of New Left militants—demands that a university fly its flag and pledge allegiance to its Truth, a teacher can have only one automatic, fighting reaction. It is, in the immortal words of e. e. cummings's Young Olaf, "I will not kiss your flag." ■

The teacher's function is purely catalytic

"I found this article in the magazine section of NYTime and have chosen to share it — certain excerpts — with you; it may be 'catalytic' for a discussion." Bud H.

VI. Some Information about CCTCP, II

Last Friday a few of us got together to discuss the second quarter of CCTCP and share some evaluations about the present course thus far. Some of the results of that discussion were:

a) Books were chosen for the second quarter:

Norman O. Brown, Love's Body, N.Y.: Vintage Books, 1966 PB
Harvey Cos, The Feast of Fools, N.Y.: Harvard Univer. Press, 1970
Noah Chomsky, American Power and the New Mandarins, N.Y.: Random House (Vintage PB)
Paul Ehrlich, Population Bomb, N.Y.: Ballantine Press PB
H. S. Kariel, Open Systems: Arenas for Political Action, Itasca, Ill.: Peacock Publishers, 1969 PB
Marshall McLuhan, Medium is the Massage, N.Y.: Bantam Press, PB
Charles Silberman, Crisis in the Classroom, Random House HB
George Princeton, The Practice of Creativity, N. Y.: Harper & Row, 1970
Robert Theobald, TEG's 1994, (A New Mimeographed Novel)
Wilhelmson and Bret, The War in Man HB

Those that participated in the selection of the books opted for the plan- "A Book A Week" - for reading and discussing.

b) Suggestions about improving the seminar:

- 1) The communication will be vastly improved, if small groups are retained.
- 2) Discussion-by-dyad may prove helpful if the group proves dysfunctional.
- 3) The discussions are naturally improved when the selections are read.
- 4) Persons should relate to what others are saying (at the time they are speaking), instead of thinking about what they are going to say next. Perhaps this would facilitate the flow of conversation.
- 5) Each individual should be encouraged to be a facilitator to others, in order that the interaction be developmental of the content.
- 6) Everyone should keep an eye on the energy level of the group.
- 7) There is more than enough content for good discussions.
- 8) It is up to the persons in the group to develop the content for the discussion as well as the personal interaction.



II. 1. Curriculum Committee Minutes, December 1, 1970

- 1) POLICY: Approved unanimously that TJC language course requirements for the B.A. degree will be filled by enrollment in proposed CAS Language Department reading courses.
 1. Proficiency exam (reading skill).
 2. Placement exam (for placement in advanced courses).
 3. A sequence of any 4 courses, including reading courses.
2. STATEMENT: to be included in the next GVSC College Catalogue. "All Program elements, including the Common Program, are subject to modification. The student entering under this catalogue cannot expect that in detail his college program will be comprised of those elements as described herein."
3. Discussion of the Common Program 1971-1972. We agreed that the initial experience of a student at TJC should be an introduction to self-directed learning and to self-directed group learning. It has to be a course which focuses on enabling people to use the college. Tentative suggestion: focus on them developing skills the first three weeks and practice these skills by development of own group curriculum during and for the last 7 weeks.
4. MODULES: If modules are part of the Common Program, 1971-1972, we believe the initial one of the whole year should be done by a continuing faculty member.
5. NEXT AGENDA: Planning of the Common Program for 1971-1972.

2. Finance Committee Minutes, December 3, 1970

Present: Fox, Haggard and Wilson, plus Gilmore and Klein

8.1 Purchase Requests:

Kaufman - Travel Voucher for Conference	- Supported.
Heuer and Klein - An "Orgone Catcher"	- Supported.
Mary Seeger - Request for Remuneration	- Supported.
Rod Mulder - Request for Remuneration	- Supported.
The New Republic - Advertisement	- Supported.

8.2 A.B. Dick Duplicator Use and Cost:

After a reading of Stu Post's memorandum to Dan Gilmore, the committee approved the payment of the "fair share" of the cost of using the machine. TJC, Admissions, Financial Aid, Teacher Prep., and Records all use it. The committee expects to receive the requisition.

8.3 Discussion of Availability of Finances:

Considerable discussion issued from the announcement of the "Governor's Cut" and the students' interest to secure Tom Vandenberg as an instructor to teach creative writing. General consent was given to postpone any decision until January and the beginning of the second quarter.

8.4 Agenda for the Next Meeting:

- a) Setting policy on remuneration of non-TJC staff. "The Finance Committee will support seminars directed by non-TJC staff at the rate of \$20 per student - up to a maximum of \$240 per seminar."



- b) Guaranteeing the 50 per cent of furnishings of the Townmeeting's new office in LHH 169. Ward Aurich in the Plant Department has indicated his willingness to round up a desk, some files and a chair. These will be (some of them) rather temporary, and an agreement needs to be reached with the Townmeeting about which items it is securing for itself.
- c) Beginning a canvass of faculty and students' needs in order to write a comprehensive proposed budget for 1972-1973.
- d) Secure a cost estimate for converting LHH 131 into two faculty office.
- e) Secure cost estimate for remodeling and improvement of common room west for faculty offices. - Telephone installation, - Furnishings
- f) Purchase Request Review. Request for remuneration for Roger Tro for services rendered as facilitator in a seminar.

3. Faculty Minutes, meeting of December 8, 1970, 3:00 p.m. in Common Room

Present: Dan Andersen, G. Davis, Kathi Gatov, Bud Haggard, Earl Heuer, Don Klein, J. Lee Kaufman, W. L. Sevin, Mary Sonneborn, Mary Te Pastte, Cam Wilson, John McNaughton, Students.

7.01 Announcements

1. HEH - He has only received three returns on the form he distributed to the faculty for anticipated travel expenses. He needs to know.
2. After some discussion it was decided that nominations and a vote be taken as to whether or not we should have a new moderator for the Faculty Meeting (replacing T. Dan Gilmore) for the Winter term.
3. CW - Suggested that Faculty of TJC have an Encounter session the first weekend of the winter term (January 9) at his home. He believes too many of the faculty are being swamped by details and we never talk about teaching, ideas, etc., any more. There was considerable discussion on this. It was generally agreed to go ahead with the session. Discussion then revolved around getting an outside facilitator. It was resolved that T. Dan Gilmore be delegated to get an outside facilitator for this encounter session which will be held at Cam's house.
4. JLK - Presented formal motion as follows: Move that the following students, having satisfactorily completed the degree requirements are recommended for graduation by TJC as indicated, contingent on the satisfactory completion of the present term.

Hathaway, Judy-----B.Ph.
Lannin, James-----B.Ph.
Schroeder, David---B.Ph.

Motion seconded by Don Klein. Motion carried unanimously. Lee also asked that Ruth Ike be approved for graduation as well contingent upon his reviewing her credits and eligibility and phoning some of the faculty for confirmation and approval. This was agreed.

7.02 Registration **without Comment**

JLK had checked with Bud Haggard (Finance Committee) on having student help available January 6 for registration. Students Kathy Fox, Chris Buekers, Clare Den Besten, Betty Tryon, John McNaughton and probably David Mars will be helping with registration. TDG suggested if more help was needed secretaries, Mary T.P. and Cathy H., could assist as well. Bud Haggard will be available for registration help. John Benser offered to help with registration as well.

JLK asked faculty to get grade cards in as much before the 14th as possible since certain adjustments and corrections had to be made. On incompletes he cautioned about giving an incomplete unless student especially requested it and knew what was involved. Incompletes do show on the transcript of the student until the work is completed. "U" does not show on the transcript. He suggested that no time limit be set for making up incompletes but for students to make arrangements with their instructors for this. Giving students "U's" until they can produce satisfactory work makes more sense generally. Effective immediately we will no longer use the Incomplete forms with grades. Students will make arrangements with instructors for completion of work.

7.03 Finance Report

\$4 HEH distributed a paper showing purchase charges against TJC to-date. According to the figures we have a balance of \$500.00 to date and are over-drawn on our allotted budgets in several instances. It was decided in view of expenses coming up to defer expenditure of the \$500.00. It was also decided that unless the budget looks exceptionally good on January 10, 1971 not to hire Tom Vandenberg as an instructor for creative writing for the Spring 1971 quarter.

7.04 Admissions

DA reported that although it had been decided to admit only 30 for the Winter 1971 term they had admitted 37 so far. He had referred a lot of the applicants to CAS that we had to deny because of our over-extending our quota. CAS will be accepting students up to January 6.

Kathy Fox mentioned that many CAS students were registering for our seminars and exams increasing the already heavy load of our TJC tutors.

TDG pointed out that if the student/faculty ratio increases we will have to request more tutors.

DA stated that we have admitted one student for Fall 1971 and have about 15 on hand for disposition. Also students who were denied because of our over-filled quota are re-applying in some instances for Spring and Fall terms. Admissions have been so busy handling the winter term applicants the spring and fall term applicants have been held in abeyance.

EMERGENCIES

7.05 Remodeling

The outside is inside

TDG had requested remodelling upstairs North-side Huron into 4 offices but cost quoted by Mr. Romkema of \$10,000.00 was prohibitive. He had contacted him to ask how money could be allocated for this since it obviously couldn't be taken from the TJC budget which was pretty tight already.

7.06 Summer Term Schedule

TDG announced we had been allotted 1 ½ positions for the summer term. This included having 4 people - 10 weeks, or more people - 5 weeks. He asked who would be willing to teach and which courses they would offer. Following is the list of those willing to work and courses:

J. L. Kaufman	10 weeks	Exam in Practical Criticism Exam in Lyric
E. Heuer	5 weeks?	
C. Wilson	Last 5 weeks	US 22 Seminar in place of NSPS
H. E. Haggard	5 weeks?	
W. Sevin	5 week	Seminar on museums. Suggested possibly travelling, camping type arrangement with students travelling with college limousine to different parts of the country, attending museums, camping, cooking, etc. Wondered if there could be a stipend allotted for food per day. TDG said he doubted this but it would depend on the budget allocated to us.
T. D. Gilmore	10 weeks	Developmental Psych Exam Seminar in Humanistic Psych
D. Klein		Sophomore Seminar
D. Andersen	½ time 10 weeks	Admissions

7.07 Adjournment

Meeting adjourned 4:30 p.m.

Head-wetting?

At your age?