

1-14-1971

The Anne W-Right! Bull Frog Pond, Vol. II, No. 2

Grand Valley State College. Thomas Jefferson College

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Bob

VOLUME II, Number 2

January 14, 1971

I. Meetings

a. Finance Committee

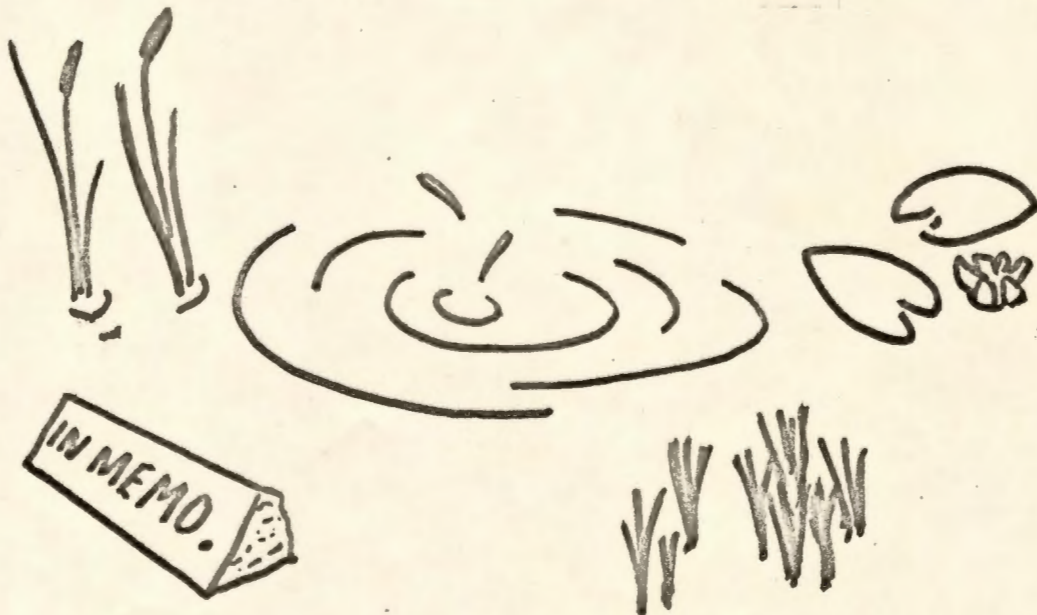
Thursday, Room 129 LHH
3:30 (until a permanent time
is arranged.

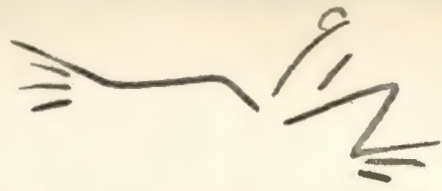
II. Events

a. Forum

January 21, Science By The Reel --
short films dealing with various
aspects of Science.

THE ANNE W-RIGHT!





III. **IN WHICH THE MOTOR IS REVEALED.**

Well, we did it. We held our own registration and it worked out fine. There were a few problems, some caused by my oversights; I was as nervous as a new father. The baby was healthy; it just has a little colic.

I wish to congratulate all the students and the faculty for their part, the faculty for generally being around to help with last minute schedule changes and contract studies, the students for being here at the right times and general cheerfulness at what is usually a dull and tedious beginning-of-the-term chore. I found it a very productive and social occasion. I especially wish to thank Carol Kleinhecksel, Jeani Cowley, Kathy Fox, John McNaughton, Dave Mars, Maggie Luebke, Jim Pongones, Norm Peterson, and Bud Haggard for their work on our first TJC owned-and-operated, home grown and hand spanked registration.

We counted 238 white slips at the end, two more students registered late that day, and one more, I understand, even later. So we have an unofficial head count this term of 241. An official registration count will be forthcoming when the late registration figures are in and the fees paid print out is received. Your tuition receipts have been returned and they may be picked up in my office. You may use them or your yellow slip, marked paid, to have your ID card validated.

JLK

IV. **IN WHICH NON-DOERS TELL IT LIKE IT ISN'T**

The Hard Line On Marijuana

NIMH and the Justice Department are battling over a hard-line anti-marijuana brochure drafted by Justice's Bureau of Narcotics and Dangerous Drugs. NIMH scientists have refused to approve the draft, which links marijuana use to birth defects, psychoses, violence, loss of will, bad school grades, drinking, smoking and early dating. An NIMH official told BT that the draft is full of "extreme bias and distortions." He charged that the narcotics bureau is out to grab headlines before NIMH's first annual report on marijuana goes to Congress next month. He indicated that the NIMH report will be on the liberal side: "We have to produce something that we can live with around here." The NIMH source said that the narcotics bureau's brochure was drafted originally by behavioral scientists who are now at NIMH. The original draft, he said, was an "honest and balanced statement which somewhere along the line became politicized." He added that the situation exemplifies the narcotics bureau's distrust of NIMH scientists. "They actually believe that if we come up with some damaging evidence on pot, we won't talk about it," he said.

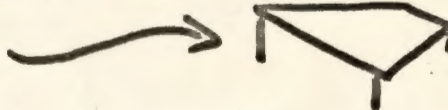
V. **IN WHICH GENITALIA BECOME PART OF THE WHOLE.**

Man's Only Status Symbol

Taking out the garbage is about all that's left of the male domain, according to Harold I. Lief, professor of psychiatry at the Pennsylvania Medical School and director of Penn's Division of Family Study. No other activity can any longer be exclusively identified as part of the masculine role, Lief told an AMA meeting.

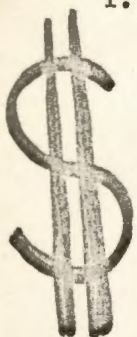
in Boston, and even among the middle class "no behavior is demarcated as masculine or feminine any more." He saw this blurring of traditional patterns as a reaction to the Age of Anxiety's fear about proving one's sexuality. He noted that many young people nowadays sleep with one another, often naked, without having coital relations. "The sexual role is up for negotiation," he said.

BARGAINING
TABLE



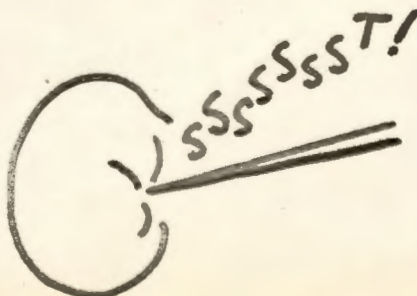
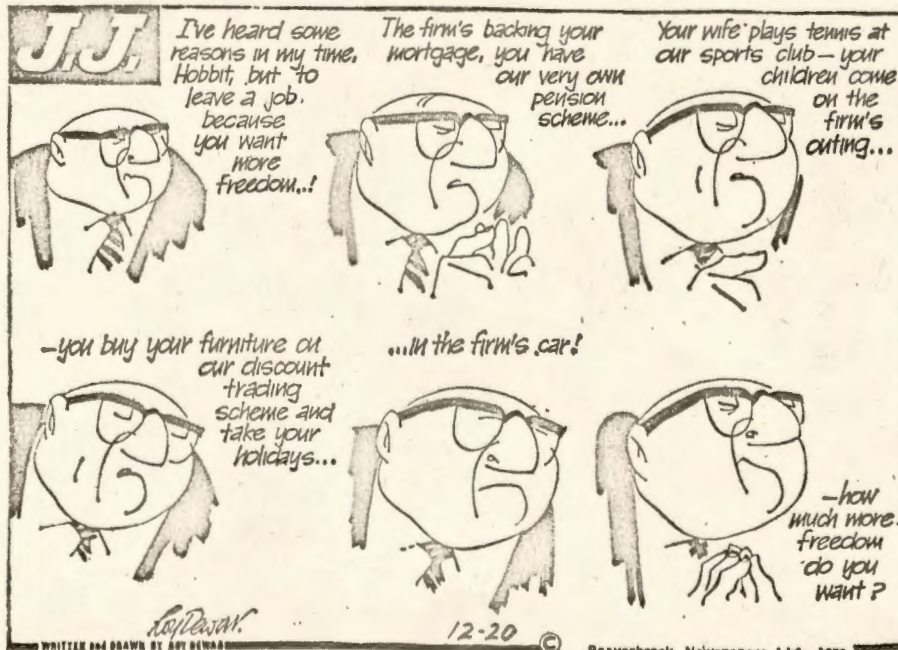
VI. WHEREIN THE TAPE OBSCURES.

1. Finance Committee Minutes, 7 January 1971



9.1 Policy regarding Student Employment at TJC: TJC will hire students, who do not have another GVSC job; while in the employ of TJC, a student is expected to hold only one GVSC job.

9.2 Policy regarding Remuneration of Non-TJC Resource Persons: Non-TJC resource persons will be remunerated in the amount of \$25.00 per student - up to and including 8 students in all academic offerings; a flat rate of \$200.00 per quarter per resource person is the upper limit of remuneration.



VII.

TJC -- A SIX MONTH PERSPECTIVE

DAN GILMORE
Preliminary Draft

I have been with Thomas Jefferson College six months now. A good deal of this time has been spent learning the nuts and bolts work required of a dean: committee meetings (you wouldn't believe the number of committee meetings), budgets, records, admissions, faculty recruiting, administrative manuals, what to do in case of a tornado, which memos to read and which to ignore, and so on. This part of my job has been time consuming and not particularly rewarding. Teaching has also claimed a part of my time. It has been enjoyable and rewarding but also frustrating. Because of administrative duties, I haven't had time to do the kind of job I like to do. The remaining time has been spent listening, trying to hear TJC, the words and the feelings and needs behind these words. I have heard much constructive criticism. I feel that I have come to know, really know, many people at TJC and I take it as a complement that many students and faculty have been able to share their insights, fears, and selves with me in utter candor. To me this is a sign of trust.

Now I want to return that trust, to share honestly my observations, criticism, thoughts, hopes, fears, and dreams related to TJC. I hope you will take my comments for what they are: words reflecting where I am now feelings subject to change with experience and new input. I do not see this as either a complete or final statement but perhaps it will serve as a common reference point for further discussion.

Some Positive Feelings

Although self-evaluation and criticism are essential to the continued improvement of TJC, I sometimes feel our penchant for criticism overshadows some of the really positive aspects of TJC. People participating in encounter groups typically find it easy to share their perceived faults with others but are speechless when asked to talk about the really positive aspects of self. At times I feel that TJC displays this same kind of "masochism by default". Let me try to share some of my positive feelings.

1. Our Existence: High on the list of really positive things about TJC is the fact that we exist and, with help from the Great Education God, will continue to exist as a state supported institution. Most authorities agree that an experimental and innovative college such as ours simply cannot exist as a part of publically funded education. Well we do exist and, to the best of my knowledge we are the only state supported college in the nation functioning with almost complete autonomy and freedom. This is no small thing. It means about the difference between about \$350.00 tuition and \$1,500.00 to \$2,000.00 which is being charged by private innovative colleges. Although it is often justifiable to criticize politicians and especially fashionable to vent our wrath on college administrators, I feel personally that we owe a lot to the present administration of GVSC. Don Lubbers, Bruce Loessin and Art Hills, deserve special recognition for their support.
2. Our Autonomy and Freedom: Little more need be said about this except that here again we are unique as a state supported institution: (a) We have our own faculty. Typically, state colleges farm out faculty from straight colleges to innovative programs. Thus a faculty member teaches traditional courses in a traditional way and "innovatives" on the side. We are not subjected to this institutionalized schizophrenia.. (b) We do our own admissions, handle our own finances, formulate and initiate our own academic programs, formulate our own "grading" policies and, in general, are free to experiment and adjust to individual needs. (c) We are free to assume responsibility for our own successes and failures. As we grow and change we are for the most part masters of our own destiny. I feel good about this but find the responsibility a little frightening at times.

3. Our Students: Overall, TJC students are the best that I have ever seen. They are intelligent, alive, creative and turned on people. In my three week Radical Behaviorism seminar, TJC students grasped what has taken two years to get across at other colleges.

In the near future we are apt to have twelve applicants for each student admitted. Because we have decided on relatively slow controlled growth we will, of necessity, have to be selective in our admissions. This selectivity is a luxury but also entails a tremendous responsibility on the part of the faculty. The faculty must grow in quality as well as quantity to meet the increased demands of the students. More on this later - suffice to say when students demand greater academic excellence, this is a healthy sign. During the fall term, we felt the beginnings of these demands.

4. Our Faculty: Although it is probably justified to criticize TJC faculty members on some points (and I will do so later), they can only be respected for their dedication and commitment to TJC. In CAS the typical faculty member has 9 - 15 contact hours per week. Compare this to the 30 - 40 contact hours per week for TJC faculty. This is to say nothing of the awesome amount of administrative work demanded of TJC faculty.

5. Academic Excellence: Improvements can be made here, but compared to other institutions we are not doing too badly. I can point to numerous individual students who are doing truly exceptional work. Some are doing things which would set well with any graduate school. Two statistical facts might be of interest here: (a) A TJC student checks out four library books for every one checked out by a CAS student; (b) the average number of books used in a CAS course is 2.7 as compared to 4.0 for TJC. Averaged over a year this means a TJC student does greater than six years worth of reading for the price of four according to CAS standards. Of course these figures don't tell us anything in and of themselves

but coupled with my observations of students, I feel entirely justified in stating we are well on our way to building a college with a truly exciting academic atmosphere.

6. Shared Leadership: In daring to give TJC students the freedom and power not only to determine their own academic program but to participate on an equal basis in college policy decisions, we have proven something few people are ready to risk knowing: When given power, students respond with intelligence and thoughtfulness. They are humane, just and responsible. Although I think the Town Meeting is not the most efficient means of generating policy decisions, the student-faculty committees are to be commended. I am especially proud of the work done by students and faculty serving on the Admissions Committee. The work of gathering material on each TJC applicant, interviewing him and finally rendering a decision is extremely demanding. The students on this committee deserve special recognition for the responsible way they have performed their duties.

There are many more positive feelings I have about TJC which are of a more personal nature -- the conversations in the common room; seeing people I thought would not make it, make it in a big way; the advance; playing bowling on the lawn, with human pins; the exciting conversations with Cam about experimental education; the synectics workshop; the books and poems students have given me to read and many more. These are my personal treasures - little things with TJC people which sustain me and provide initiative for attacking the bigger problems.

Some Problems

In this section I will outline some problems, and in the sections which follow attempt to outline some possible solutions to these problems. Certainly this list of problems is incomplete and perhaps inaccurate. However, it expresses pretty

accurately where I'm at. Perhaps - it will provide the incentive for others to do the same.

1. No well formulated underlying philosophy. It seems to me that in many ways TJC is attempting to be all things to all people. "Tell us your needs and we'll serve you" seems to be the implicit guiding assumption. I don't think this is fair to either students or faculty. We have deceived students in the past by offering something we cannot deliver (e.g. a major in art). I feel it is our obligation to spell out what it is we can offer, what needs we can meet and a rationale for our choices. What we are about, our limits, our strengths, and a rationale for these decisions must be made clear to entering students, prospective faculty and to those of us already at TJC. I feel that such a statement would provide the kind of central thrust we so badly need.
2. No well formulated goals. This of course is related to the above paragraph but I think deserves special consideration. I am convinced the founders of TJC had some fairly specific goals. The Common Program is an attempt to achieve these goals. However, at the present time few of the founders are with us. New people and new ideas have changed the complexion of TJC. Not all of the original goals are with us. Yet we continue to work within the structure which is dictated by those goals. I think it is time we formulated our own goals, goals which we can really buy - and then design a structure to help us achieve those goals. Sometimes I get the feeling we are attempting to feed ourselves on bones devoid of flesh.
3. The Common Program. It seems to me there are few faculty and even fewer students who really buy the Common Program. In fact, it can no longer be called a program according to the Reorganization Committee's definition of a program. The courses in no way reflect an integrated sequence of academic activities. Rather we seem to have a group of course which students resent being required to take and which faculty resent teaching. At best, these courses provide a captive

audience to fill some instructors work load. I resist strongly the depersonalization implicit in the concept of "requirements". This is antithetical to everything I want TJC to stand for. I resist even more the idea of ritualistic education -- offering courses because they are on the books. To me this is traditional education at its worst.

4. The Townmeeting. Although the Townmeeting is working better now than in the past, it seems to me to be at best a clumsy, inefficient, and anxiety-producing way of getting things done. I think anyone who takes the time to observe a Townmeeting in action will agree. The attendance is low, only the most verbose are heard, people aren't informed on the issues and even the simplest decision takes an ungodly amount of time to accomplish. I agree that on paper the idea of a Townmeeting is appealing as is the philosophy of participatory democracy. Yet, I think to compulsively continue in one pattern of action when in fact it is not working is at best maladaptive and at worst neurotic. When reality and philosophy find themselves at odds, so much the worse for philosophy.
5. A Resistance to Change. Even though this is not generally true I think there is a tendency at TJC to cling to the old in reaction to the anxiety which sometimes accompanies change. We talk a great deal about change but there seems to be little follow through on ideas. At times this is healthy but I personally would not like to see us trying to develop that "Great School in the Sky". Times change as do people and I would hope that we could serve as an enlightened leader of that change. We have the capacity to be on the cutting edge of the educational reform. I would like to see us develop this capacity to the fullest. Try something. If it doesn't work try something else. Spot a problem, solve it, then dissolve the committee which solved it instead of turning that committee into an institute. What I am advocating is an "Adhocracy" as opposed to Bureaucracy. I think an atmosphere of constant experimentation would do a lot to liven things up a bit around here.

6. The popular conception is that TJC is an escape from the traditional. This is a relative minor problem but still one worth considering. In our TJC poster and literature we have billed TJC as an escape from the traditional. I would prefer to think of it as a positive alternative mode of learning. To me there is much traditional knowledge which I value and do not wish to escape from. "Escape" to me implies something negative: "come to TJC is you want to get away from it all, if you are sick, depressed, in need of therapy, hate to read or are fed up with writing papers." I don't see TJC or any other college as serving these needs. I'd much prefer to say "Come here because you are coming to something." If you want to grow academically and personally, demonstrate that you have grown and are continuing to grow. Maybe we can help you grow a little faster and more authentically.
7. Little chance provided for community. We have talked this into the ground. It is time we did something about it. I think Most TJC students want a closer sense of community--a place where they can know and be known by others, where they can receive honest feedback in developing their personal and academic life styles, and where they can feel common bonds of friendship and purpose. We don't have this yet but I am sure we can have it. At the same time we must recognize the rights of an individual to choose not to be a part of any community. If he chooses to do it totally on his own, we should provide the occasion for his doing this.
8. Teaching. I say this in spite of an almost impossible student-faculty work load. The role and function of the TJC faculty member has not been clearly defined. In the six months I have been here I have seen faculty members worrying about all sorts of things, but only on rare occasions have the faculty been concerned with the question of how they might improve the significance and quality of their interactions with students. The

dedication is there, but it seems to be channeled in wrong directions. I would like to see the tutors position at TJC defined totally in terms of teaching effectiveness.

A Preliminary Statement of Philosophy and Goal

Over Christmas vacation Cam Wilson and I worked out the following statement of philosophy and goals for TJC. Please let me say again, at the risk of insulting your intelligence that this is a preliminary statement. It needs to be reworked, but at least something is down that can be reworked.

Preamble: One of the deepest needs of our technologically sophisticated and rapidly evolving nation is not for people well prepared to carry out specific vocations but for people with great creative resilience who can successfully cope with kaleidoscopic change in their world. The central task of education at TJC is to develop and strengthen this creative capacity in its students. We are opposed to any educational method which views the individual as "complete" once he has mastered a body of factual material. We view college education to be truly a "leading out" of the individual's expressions of such basic human attributes as creativity, thinking self-motivation, independence, and a sense of personal and social responsibility. These, as living skills, will ensure his continued personal development and hence a sustained value to society regardless of his eventual vocational choice.

The purpose of education at TJC, then, is a) to bring the individual into contact with himself -- his personal and academic needs, his capacities, his values, his aims in life-- and b) to help him integrate these into an effective whole by means of providing him the opportunities and resources for doing so.

GOALS:

1. To encourage the individual student to obtain a truly interdisciplinary education.
2. To provide the individual with experiences which will maximize his creative potential.
3. To develop in individuals an ability to dovetail their individual needs for self-expression with socially valuable work.
4. To promote the capacity for objective, intellectual analysis.
5. To disavow the use of arbitrary power or aversive control in or out of the classroom.
6. To foster the ability of individuals to see themselves in context dispassionately as a part of a larger social and environmental whole.
7. To provide a framework in which the individual is encouraged to become increasingly self-reliant and less dependent on others for feedback, motivation and values.
8. To help individuals know themselves, accept themselves and to begin to feel, as a living actuality, that nothing human is alien to them.
9. To provide an individual the opportunity to form a sense of group identification.
10. To expose students to cultures different from their own, particularly the value systems and life styles of members of differing cultural groups in the U.S.A.
11. To assist the individual in articulating and acting on the issues of his own existence as the source of direction in his education -- personal determined relevancy in connection with the world.
12. To provide the student with exceptionally capable faculty to help achieve all these goals.

Recommendations

In reviewing the section discussing problems and the preceding section on philosophy and goals several recommendations for change seem to emerge. Let me list these and briefly discuss my rationale for each.

1. Common Program. I suggest we discontinue the Common Program requirements at the end of the winter term. The rationale for this has been discussed under "problem 3" of the "Some Problems" section. Furthermore I see the Common Program requirements working antagonistically to goals 2, 5, 7, and especially 11.
2. An Alternative "Commonly Agreed on Program". I suggest that we begin immediately to work towards developing what I will call, for lack of a better name, a 1st - 4th year program. Basically the 1st year would consist of the three 10 - 15 credit

"courses" made of 20 students, one upper division student fellow, and one tutor especially trained to handle such a course. These courses would have no prescribed curriculum. Each group, facilitated by the student fellow and tutor would be totally responsible for determining its direction for that term. I would expect that initially there would be some focus on group process type things. This along with the fact that an individual would have an opportunity to become a part of a cohesive group would go a long way in dealing with the "cultural shock" many of our students experience coming into TJC out of 12 years indoctrination in an authoritarian educational system. Further, from our own limited experience in doing this kind of thing on an experimental basis at TJC (i.e. Cam Wilson's fall term synectics) and from other published research, there is a every reason to believe that really solid and, more importantly, personally relevant, academic activities would emerge. The basic program in outline form would look something like the following:

- 1st year: 1st year non-curricular program.
- 2nd year: Seminars mainly - some Exams and Special Studies.
- 3rd year: Same as 2nd year but perhaps greater emphasis on Exams and Special Studies.
- 4th year: Senior Project, Independent Project and Special Studies.
(Seminars and Exams available).

The main flow of the program would be from a heavily group-oriented 1st year to a heavily individualized 4th year. I would like to see the Senior "Theses" more broadly defined -- a project reflecting where the individual is at the time. Hence I have called it the "Senior Project". Moreover I would like to see the Independent Project defined solely in terms of providing an opportunity for an individual to really experience another culture (Goal 10). For example, a student with an upper middle class background might live with a ghetto family, a Northerner might live in the South, etc., then of course there is always Mexico, Europe and so on. Such a program has recently received government funding at Johnston College at the University of Redlands. However, their

"cultural exposure" is only 3 weeks duration.

Now here's the kicker: nothing would be required. A student, depending upon where he's at, might choose to take none of the 1st year program or one term during each of his first three years. The only restrictions I would place would be:

- (a) no more than 3 terms 1st year program, and
- (b) Senior Project and Independent Project must be done, if at all, during the senior year.

I haven't thought the 1st-4th year program through all the way, but basically I like it. Hopefully, if we are interested, the Curriculum Committee could come up with some satisfactory plan of implementation. As I see it, such a program would help us achieve virtually every goal stated earlier, certainly 7, 8, 9, 10 and 11, and to a lesser extent goals 1 thru 6. It would also go a long way toward solving the problem of lack of opportunities for community.

3. Townmeeting. I recommend that we discontinue the policy-making function of the Townmeeting and transfer these functions to a body of student representatives elected by the Townmeeting. This body would be equal in number to the number of voting members on the Faculty Committee. It would be chaired by the Townmeeting Chairman and like all other meetings would be open to interested persons. I would also suggest that the Townmeeting representatives be consulted in matters of personnel retention and in faculty recruitment.

In lieu of the policy-making meetings of the present Townmeeting I would like to see a greater focus on community activities - forum sessions, pot luck dinners, concerts, picnics, dances, etc. Many of these could even take place on Thursday afternoons. This might also provide a greater chance for community.

4. Interdisciplinary Education. It frightens me to suggest this because I'm not sure I buy it. However, I'll say it and see what happens. I recommend we

discontinue offering the B.A. and B.S. degrees and focus exclusively on the B.Ph. This is consistent with the preamble which eschews vocational training and goal number 1. On the surface this idea is tolerable. The world is changing very fast and we need creative people to get a handle on that change, to direct it, not to fit into the niches already carved out by the system. Furthermore graduate and professional schools are turning more and more to the truly "liberally educated" person. (To me, there is nothing quite so deadly as a Ph.D. psychologist who has taken 8 years of academic training in psychology and nothing else.) Another point in favor of this recommendation is that TJC simply isn't staffed to give a good B.A. or B.S. For example, I don't think it is fair for a psychology major to get all his psychology from me or a political science major to get all his political science from Earl Heuer. Finally the implementation of this suggestion would give TJC a better defined sense of identity and purpose as distinct from most vocational training schools who group themselves under the general rubric of "liberal arts colleges". We would not be able to do everything for everybody but would have our own special and easily identifiable reason for existence.

I do have certain reservations about this proposal: (a) Would we have to drop teacher certification since it requires a major? (b) Would we be able to go ahead with the program for experimental teacher training? and, (c) Would be able to go ahead with any program other than general studies.

In regards to (a) We could certify all students presently admitted to TJC who wish certification (or a major), and then simply recruit students specifically interested in interdisciplinary studies. I think also we could go ahead with the PETT Program if we could convince the State Board of Education to accept a B.Ph. in lieu of a B.A. or B.S. Another alternative is a 3rd and 4th year in CAS. Finally I don't think "specialized programs" such as humanistic studies or creative arts are necessarily incompatible with the interdisciplinary, non-vocational approach.

Such programs could indeed be interdisciplinary in their approach as could teacher training.

5.

FACULTY IMPROVEMENT

I have saved this recommendation to last and given it a centered heading because to me it is clearly the single most important thing that has to happen at TJC. In fact, it isn't a recommendation at all but rather a fiat, a decree, a pronouncement, and, anticipating the usual consequences of my fiat-making behavior, a plea.

We can devote all the time we have devising a reorganization structure, formulating philosophies and goals, altering the curriculum, building new buildings, getting bigger and better equipment, and so on, but it won't make one whit of a difference until we get improved teaching. The trap which I think virtually every school falls into, TJC included, is to attempt to solve most problems related to learning by changing the curriculum or tightening up on requirements. This type of problem solving is to me the most appalling form of escapism -- pseudo-problems are solved with pseudo-solutions and faculty members usually feel pseudo-satisfied. This approach to "improving" the quality of education simply ignores the essential core of the educative enterprise - this core is the real human interaction between people.

All the condiments to a fine education may be there on paper (and faculty members, Boards of Control, and accrediting agencies feel good about this), but usually that is where it ends. The student remains touched by glorious statements appearing in college catalogs.

On the other hand he is profoundly affected by his daily encounters with people (some of whom he sarcastically calls "teachers"). It is these people that make the difference, that help him discover the real joy of learning

and if these daily interactions are truly significant and productive formal curricula and other requirements become unnecessary if not ludicrous. Let us be a leader in conscientiously and systematically upgrading and valuing superior teaching. Whatever set of goals or philosophy we finally decide on, we must not escape into the luxury of administrative busywork. This is a cop out, pure and simple. Administrative work has to be done but it should not be done in lieu of good teaching. Paid administrators should be doing it. If the work is done as a substitute for poor teaching, a faculty position is being wasted.

The obvious question, and one not easily answered, is what does it mean to be a good teacher at TJC. I have come up with a few tentative answers which I would like to share. First, it means a commitment to the goals and purpose of TJC. Once we have decided what we want to do, let's get on with the job of doing it and spend less time bickering. Second, it means a commitment to students. Depending on physical limitations, each of us is able to spend 40 to 50 hours per week on campus. A large part of this time should be spent interacting with students in some meaningful way. If you wish to spend more time with students but are unable to because of committee work etc., tell me. We'll work something out.. These, however, are just the quantitative aspects. I want, too, to discuss quality.

Obviously, it is virtually impossible to specify what it is a good teacher does that makes him a good teacher. Probably we can all cite examples of great teachers who have been extremely permissive, student centered, and non-directive. On the other hand we can probably cite as many examples of great teachers who have been outrageously dictatorial, unreasonable, demanding and unsympathetic. I think, however, there are a few basic qualities all great teachers have in common. Certainly they are highly discriminating listeners -- both of verbal and non verbal messages. Like an artist that sees form and color gradations not seen by the layman, the good teacher is in tune with his students - he hears and sees messages which escape poorer teachers. Secondly, the great teacher can communicate his thoughts and perceptions clearly and in a way

which is congruent with others thoughts and perceptions. Thirdly, he is open and anxious to share himself with others. Yet his sharing is in tune with where others are. He doesn't dump his innermost feelings on others when they do not relate to the problem at hand. Fourthly, and probably most importantly, he manages to maximize success experiences for others. This, it seems to me, is really what great teaching is all about -- to tune in to where another person is and help him move in a direction he wants to move; to present a manageable challenge and see it mastered. The natural consequence of success is an increased level of aspiration and as the cycle of increased expectations of one's self followed by successfully achieving these expectations takes hold, one begins to experience the richness, personal meaningfulness and joy of learning. A great teacher can help another person establish this cycle for himself. I think this is what we really mean by self-motivated learning. I believe the assumption by some that self-motivation is somehow magically a part or not a part of a person's make up is simply wrong. When we excuse ourselves because a student "isn't motivated", to some extent we are describing our own inadequacies.


Finally, the great teacher is a role model. His life-style, his competence, his excitement about learning, his having achieved many of the things listed as goals for TJC, all of these offer something for others to try out, to experiment with and to either accept or reject. To me, a teachers life as lived must be congruent with the ideas and ideals he would teach. This implies a certain realness, an authenticity, a sharing, a knowing. The teachers I remember least, who "taught" me least, are the ones I never knew as people.

These are about the only characteristics I can think of which great teachers may have in common. Beyond that it is difficult to find anything in common. However, in terms of results I would be willing to call a teacher at TJC great if most of his students came to possess the kinds of qualities discussed as TJC goals.

We should examine these goals carefully to discover which ones we as individuals can really facilitate, and which ones we need help on. The immediacy of this problem cannot be overestimated. It is not simply a matter of future faculty recruitment or something to work on in our spare time. It requires attention now. We must begin to talk frankly and honestly about our teaching skills and the extent to which they serve TJC. Helping to bring this about is probably the most substantial and certainly the most personally meaningful contribution I can make to students at TJC.

VIII. ALWAYS LOOK A NEW HORSE IN THE MOUTH.

PEOPLE

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1. Richard G. Doty who is being considered for a position on the TJC Faculty, visited, conversed, and was interviewed during his sojourn at TJC on Monday and Tuesday, January 11th and 12th respectively. Following is a synopsis of his vita:

Born, January 11, 1942, is married, no children.

He received his BA in History at Portland State University in 1964.
Received Ph.D in Latin American Studies at University of Southern Calif. 1968.

Taught Latin American History, U.S., U.S. - Latin American Diplomatic History, Latin American Literature, etc., as well as Mexican History. He has had teaching experience in Yucatán.

Mr. Doty developed a Latin-American Studies major at Central; working on same at York College (C.U.N.Y.), where he is teaching History at present.

He has written an article on Mexican industrial labor unrest, "The Río Blanco Strike of 1907," which has been submitted to Labour History, Canberra.


At present he has these articles in preparation, i.e., "Baja California in 1853," "Champtomón, Campeche in 1872." Both articles are translations of XIX century eyewitness accounts by functionaries of the Mexican government. He plans to submit the first of these articles the beginning of next month.

He will be delivering a paper at the 4th annual conference of historians, Bloomsburg (Pa.) State College, in April. The subject is MNR revolution in Bolivia.

The following grants were awarded to Mr. Doty:

NDEA (Title IV) Fellowship, U.S.C., 1964-67
Fulbright Fellowship to U. of Madrid, 1964
Mexican government fellowships, Universities of Mexico and Guanajuato, etc.

2. Mrs. Daleen Menning



Mrs. Menning is presently teaching Art part-time in CAS and is applying for a part-time position in TJC. She will be here for a visit and interview, etc. on Wednesday, January 13, at 9:30 a.m.

Graduated with a degree of B.S. in Design from U. of Michigan in 1965. Attended Horace H. Rackham School of Graduate Studies and received M.F.A. Degree. Majored in Ceramics and Painting.

Mrs. Menning has attained distinction as an artist; received awards and prizes for her work in ceramics and painting from exhibitions in which her work was shown.

3. Robert L. Stallman, Associate Professor of English, West Michigan University, and several others from W.M.U., will be visiting TJC to investigate possibility of a similar program at W.M.U. They will be talking to faculty, members and students, attending a seminar, and in general trying to see how TJC ticks. Prof. Stallman has talked to Dean Gilmore and received our TJC literature and is quite enthusiastic about the TJC operation. They plan to spend most of the day, Wednesday, January 13, at TJC.

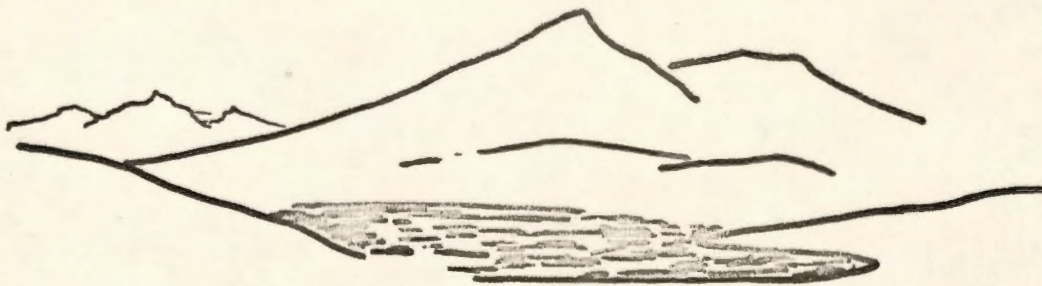


IX. *IN WHICH IT IS DONE.*

EDUCATION -- PART II: IMPLEMENTATION

Inevitably, we teach ourselves.

-- Cam Wilson



FANATICISM

George Santayana

-"Redoubling your effort when you have forgotten your aim."