

1-30-1971

## The Craig Masters Cow Toad Bog, Vol. II, No. 4

Grand Valley State College. Thomas Jefferson College

Follow this and additional works at: <https://scholarworks.gvsu.edu/bullfrogpond>

---

### ScholarWorks Citation

Grand Valley State College. Thomas Jefferson College, "The Craig Masters Cow Toad Bog, Vol. II, No. 4" (1971). *Bull Frog Pond*. 15.

<https://scholarworks.gvsu.edu/bullfrogpond/15>

This Article is brought to you for free and open access by the Thomas Jefferson College Publications at ScholarWorks@GVSU. It has been accepted for inclusion in Bull Frog Pond by an authorized administrator of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).

VOLUME II, Number 4

January 30, 1971

I.

1. Meetings

a. Faculty Meeting

Wednesday, February 3, 3:30 p.m.,

Agenda: Discussion on Teaching.

b. Finance Committee Meeting

Tuesday, February 2, 4:00 p.m.,

129 LHH.

THE

RAIG MASTERS

II.

2. Events

a. Forum

Thursday, February 4, 2:30 p.m.,

132 LHH, Vietnamese and Republic of

China Feature Films.



AW

TOAD

BIG

### III. *THE CLIMATE NEAR THE GROUND*

#### IT'S SEMINAR TIME AGAIN

If you wish to propose a seminar, pick up a seminar proposal form, fill it out as fully as possible, and post it on the bulletin board in the Common Room. Seminar proposals will be removed FEBRUARY 5 for approval by the Curriculum Committee.

Because of the scheduling arrangements, seminars will be assumed to be for one 2-hour block a week for 10 weeks. If the seminar needs to be longer, specify on the form the amount of time needed. This will also help students in their consideration of seminars. It will be possible to generate seminars for 3 weeks or 5 weeks also. I will schedule all 3-week and 5-week seminars according to a pattern: first 3-weeks, second 3-weeks, and third 3-weeks, and first and second 5-week periods. Although it is possible to specify which part of the term you wish the seminar to be in, I would prefer to have the flexibility to move them around to meet the exigencies of rooms, hours, and faculty. Also it is possible for seminars to have varying credit. While hours spent in the class are not commensurate with the credit assigned to a seminar, a rule of thumb is 2 or 4 hours a week for 10 weeks for 5 credits, 2 or 4 hours a week for 5 weeks for 3 credits, or 4 hours a week for 3 weeks for 2 credits.

Signing up on the seminar proposal form does not constitute registration or even commitment to the seminar; it serves to indicate the probable amount of interest so that the Curriculum Committee can make a decision about approval.

Lee Kaufman

### IV. *THE GEOLOGIST KNOWS: THE GEOLOGICAL PERSPECTIVE.*

#### WANTED: A HUMANE EDUCATION

As full time high school students, many members of the Stevens Point High School Coalition are becoming increasingly aware of the very negative and subtly harmful effects their education has had upon them. Upon gaining this awareness we have acted on it in a variety of ways. First of all, we're angry. We're angry because we've come to see the mechanical inhumanity of a school system that consistently refuses to deal with us as individual persons. We're angry at its stubborn unwillingness to change and its rigid adherence to a set of values that are meaningless and absolutely destructive to the human spirit. We've come to see that if we wait for our schools to change by themselves we could wait forever and nothing would happen. We know that each day we remain silent more and more repressive measures are going to be taken to keep us silent. So we have decided to get together and demand, as loudly as possible, that we be treated as human beings. In this article we are taking the first step. We're telling anyone who is willing to listen what we know to be the truth of whats happening in our schools and what we think should be done.

From what we know to be true as full-time students and researchers of our school system, it is quite safe to say that our schools have critically negative and

absolutely destructive effects on human beings and their curiosity, natural desire to learn, confidence, individuality, creativity, freedom of thought and self-respect. This is obvious. More specifically, the school system has the following effects which we consider to be absolutely crucial:

1) Fear The school system is based upon fear. It quickly becomes obvious to any student that certain bad things are going to happen to him if he doesn't conform to the standards of acceptability set up by the school system. The most blatantly atrocious of all the instruments of fear that the school system employs is the grading system. Students are operating under the constant pressure of a relatively arbitrary and grossly misleading system of evaluation. Grades are used as a deterrent for any activity that is not considered acceptable by the school system. There are many other fears that are ingrained in students from the time they enter first grade: administrative or faculty disciplinary action, college and permanent records, humiliation, ostracism, punishment from outside authority. All of these things are used by school officials as levers for obtaining acceptable behavior and attitudes. Although most students learn to adapt to this system of terror, we contend that it has horribly destructible effects, ranging from nervousness, resentment, and withdrawal to gradually accepting these methods as natural ways of dealing with other human beings.

2) Dishonesty Schools compel students to be dishonest. By putting emphasis on "success" rather than learning, the school system soon teaches students to suppress thoughts and feelings that will not fit the system's definition of being acceptable. The student then sees that in order to "succeed", other exterior-dishonest things they may be-must be substituted. This is basically unhealthy. Through its ridiculously artificial (but well defined) system of rewards and punishments the school system gradually destroys a student's sense of self, replacing it with a personality designed to conform to the school's standards of acceptability. Also with the system's subordination of the value of learning and its strong emphasis on good grades, students soon learn to cheat. Why shouldn't they, since they have been subtly reminded again and again that the only real thing of importance is the grade they receive?

3) Approach to problems In learning to play the high school game, students soon discover what types of responses will illicit a favorable reaction from teachers and administrators. It becomes obvious that in order to achieve the "success" that he's been taught is so important, the student must approach questions and problems in a manner that will please the system. So, in answering questions the student learns to think "What answer will most please the teacher?" rather than "What is my own honest opinion?"

4) Destruction of eagerness to learn The school system takes young people who are interested in the things around them and destroys this natural joy in discovering and learning. A student's own reasons for learning (which, in real are the only valid reasons) are not considered important and are eventually quashed. They are quashed by replacing the student's own reasons with the artificial set of rewards and punishments that the school system employs in all aspects of its "compulsory miseducation". The school system turns learning, which is normally a beautiful thing, into a painful, degrading experience.

5) Prejudice The school system teaches children to accent what they are familiar with and to reject what seems foreign. This situation is brought about by the fact that school officials have kept schools pretty much isolated from ideas and cultures that don't blend in with those of the immediate community. It is extremely seldom that anyone outside of faculty or administrators comes in contact with students,

let alone anyone who is the holder of unorthodox beliefs or life-styles. This tends to perpetuate the prejudices of the local community, as well as to help the child form unfair prejudices of his own.

6) Competition Students in our schools are compelled to be competitive. Once again, the enormously influential system of artificial rewards and punishments set up by the school system takes its toll. Rather than showing students that to cooperate with their fellow students is more desirable and productive than competing with them, the school system forces students, through the grading system and its emphasis on success rather than learning, to care less about other people than about themselves. So they compete.

7) Self-hate Perhaps most tragic is what the school system does to the emotional and mental attitudes and subconscious of its students. The system, for instance, is willing to and does label students failures at the age of 7 or 17. Besides becoming a self-fulfilling prophecy this practice of telling students that they're worthless has cruelly damaging effects on the students personality, and is inexcusable. Students are also shown in other ways that they are thought to be failures. Ostracism and humiliation in the classroom are quite common occurrences and serve the same end, that of convincing the student that he's inferior to his peers. The self-hate that results can be directed inward or at others but whatever the case it is extremely unhealthy. A system of schools in a community that says it cares about human emotions and feelings should not permit this to go on..

John MacT

v. *Bud*

BEING...Trustful/Doubtful...Open/Closed...Freeing/Manipulating

I sat last Thursday and watched our process in Townmeeting and listened to the great clamor that arose each time the term "trust" was employed -- by various members of our community.

I had sat on the Thursday preceding the past one and listened to Bruce Loessin close out his remarks with a prayer "for the advent of the Skeptics".

One thought that might have been gleaned from those two experiences is that different experiences draw out from us different attitudinal responses. Another learning that might have been derived from both those events is that one attitude may not suitably "fit" EVERY experience. A third learning that might be drawn out of these different occurrences is that one may want to develop more sets of alternatives for responding to each experience than merely "to trust more" or "to doubt more".

One may recall the simplistic evokings of religious revivalists, who encourage the emotionally harassed "to make a decision tonight" - setting up false alternatives or at least not setting out all the alternatives. The apostle, St. Paul, was frequently guilty of encouraging his auditors "to believe" and condemning those who did not. In the history of the Church, "faith, confidence and trust" have

always been used as either premises in an argument or the argument itself, when, in fact, knowledge and data have been needed. I propose for even so utopian a setting as TJC, that we not dismiss trust or doubt, but rather elevate that which has a greater chance of freeing a greater number of people = knowledge. In some cases, trust will be the new "knowledge" that is needed; in other cases, doubt will be appropriate, and we need not shy away from it. In still other cases, suitable data will come.

Edgar Sheffield Brightman, the philosopher of Personalistic Idealism, was positive, concerned and extremely thought-provoking when suggesting certain attitudes that could be developed for the over-all productivity of the individual and his society! He proposed, in addition to "being trustful" or "being doubtful" when the situations warrant these responses, that there are other responses which we can make when pressured by circumstances. In addition to the development of attitudes and actions, Brightman counselled growth and development in knowledge of one's own feelings and emotions; and so the whole person is encouraged to BE. He suggests some ways to affirm BE-ING in the following list, which may be of help to us - whether we are philosophers or affirming no present interest in "Trusting/Doubting":

- 1) Be Consistent (eliminate all contradictions).
- 2) Be Systematic (discover all relevant relations).
- 3) Be Inclusive (weigh all available experiences).
- 4) Be Analytic (consider all the elements of which every complex consists).
- 5) Be Synoptic (relate all the elements of any whole to its properties as a whole).
- 6) Be Active (use experimental methods).
- 7) Be Open to Alternatives (consider many possible hypotheses).
- 8) Be Critical (Test and verify or falsify hypotheses).
- 9) Be Decisive (Commit to the best available hypotheses).

HEH

P.S. While these are generally actions to perform, there was the concern on Brightman's part to encourage the person to be and to act - to try new behavior patterns. I invite you to consider these as new possibilities and alternatives to trusting/doubting.

## VI. *THE WORLD WILL NEVER KNOW.*

Spring Quarter 1971, Examination 49, Sociology of Religion

- 1) The need for new analytic categories for the social scientific study of religion.
- 2) Are current social scientific conceptions of "religion" and of "faith" adequate for describing and for analyzing the object for our studies?
- 3) Are current conceptions of "science" and of the canons of scientific inquiry (e.g., positivism, functionalism, operationalism, instrumentalism) adequate for the study of religion?
- 4) What is the nature of unbelief? Do the assumptions of unbelief, as well as those of various religious beliefs, necessarily lead to non-scientific or even anti-scientific assumptions, methodology and interpretations in the study of religion?
- 5) What strengths and weaknesses of the field are revealed by a critical review of the concepts and "theories" currently in use by anthropologists, psychologists, philosophers, social psychologists, sociologists, historians and others?
- 6) What does a critical review of empirical research during the decade of the 1960's reveal with regard to the above topics?

- 7) What current research either embodies new categories and concepts or effectively uses the old?
- 8) Is the scientific study of religion an alternative to religious commitment?

HEH

## VII. STUDENT-CENTERED LEARNING THEORY

### Student-Centered Learning Theory

The following statements about the conditions necessary for maximally effective "student-centered" learning reflect my own theoretical and applied position.

These statements can be supported by considerable research (classroom and otherwise). If you would like to explore the research surrounding this theory, I will be happy to assist you.

1. Learning is active, not passive.
2. Learning is facilitated by assuming individual responsibility for one's own learning.
3. People learn in different ways--no single approach will meet all needs.
4. Individuals grow by taking what is perceived by them as high personal risks--they will take these risks only when there is high personal support.
5. Individuals' feelings, experiences, and perceptions provide another basis for knowledge.
6. Maximal learning occurs in a peer group setting (where authoritarian threat is eliminated).
7. Effective learning is usually stifled by programming it into unitary blocks of time.

Learning styles of students can often be identified in three general categories. Most people exhibit a combination of these styles with greater emphasis on one than the others.

1. formalistic--This student is teacher-controlled, looking to authority figures for directions, assignments, and reward or punishment. High dependency needs. Often hostile toward this authority (teacher, professor) but feeling unable to free himself from this self-resented dependency. Feels insecure to make own decisions and choices because blame could not be projected if he did. Often feels guilty about this dependency and "punishes" self for guilt by assigning himself lower worth (self-concept). This student often asks questions like, "What am I supposed to do for your class?" or "What should I be learning in here?"

2. sociocentric--This student is group or class controlled in that the approval or rejection of his peers is more important than that of the authority figure in the group (teacher) or his own self-approval or rejection. Often this is a feeling of appealing to the majority as much as possible or "trying to get the whole world to love me". This student typifies the group "conformist"--the person who fears expressing disagreement or disclosing his felt differences. He fears that people will disapprove of him for the feelings he keeps to himself. This student often says, "Let's find out what the group wants to do" or "I wanted to say something but others were talking and there wasn't time" or "Whatever the majority wants to do is OK with me".
  
3. personalistic--This student prefers to decide for himself what and how he wants to learn. He is often resentful of authority figures, especially if they feel they know "what is best" for him. He takes responsibility for his own behavior and prefers to relate with people who are less "manipulative". His estimate of self-worth comes more from his own perception rather than externally through authority or the group. Research indicates that he has a higher self-concept than either the "formalistic" or the "sociocentric" student. This student often says, "This is what I want to learn (explore) in this course" or "I can't speak for others in the group, but I feel, for me, that..."

Some questions you may want to explore in relation to a classroom experience:

1. Am I accountable to this course?
2. Am I accountable to the institution?
3. Am I accountable to the instructor?
4. Am I accountable to myself?
5. What responsibility do I have to myself?
6. What responsibility do I have to others in the group?
7. Will I help others?
8. Will they help me?
9. Do I care about others?
10. Do they care about me?
11. Is this class (experience) important to me?
12. Is this class (experience) important to my life?
13. Do I fear the instructor? Why? How?
14. Do I fear the others in this group? Why?
15. Do I fear myself? How?
16. Can I make this class experience meaningful for me, or is it



out of my control?

17. Do I feel cooperative or competitive in relation to (a) the other students (b) the instructor?

You may want to use the following space to personally respond to some of the questions above. Which "student-type" are you?

Ken Morgan

## VIII. HEAR YE, HUMAN COMPASSI . . . .

### ANNOUNCEMENTS:

#### 1. ORIENTATION ASSISTANTS NEEDED FOR SUMMER TERM 1971

Students (both male and female) to serve as guides, resource persons, and discussion leaders for new freshman students. Candidates must meet the following requirements:

- 1). Must live in the residence halls with the orientation students. (Room and meals will be provided in addition to salary during the sessions.)
- 2). Must be free to participate in all activities with the students during the sessions.
- 3). Must have attended GVSC for at least one year prior to summer term.
- 4). Must agree to work ALL sessions.
- 5). Salary will be \$1.60 per hour for 40 hours per session.
- 6). G.P.A. must be 2.0 or above.
- 7). Assistants will not be able to take classes while working in this program.

All applicants will be required to meet an Interview Board as part of the application procedure for this program.

FOR APPLICATIONS AND FURTHER INFORMATION, CONTACT THE GVSC ADMISSIONS DEPARTMENT, 2nd FLOOR, LAKE HURON HALL.

2. TJC students check your mailboxes upstairs in the TJC kitchen regularly. Mail and notices will be placed in your boxes.

## IX. OUR FIRST MEETING

Faculty Minutes, meeting of January 20, 1971, 3:30 p.m.

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

### 9.01 Announcements

1. EH - TJC candidates for Michigan College Scholarships must be nominated, interviewed and processed by FEBRUARY 1. Tutors who have senior year students who they believe to be eligible should submit nominations to Earl Heuer.
2. MT - A party for Ben Taylor, Candidate in Art for TJC faculty, will be held Thursday January 21, 7:30 p.m. at the home of Mary Te Pastte, Other parties scheduled for visiting candidates are:

Robert Schechtman (Music) - Friday evening, February 5, at home of Whitney L. Sevin.

He will be visiting at TJC on Thursday and Friday, February 4 and 5.

John Williams (History) - Thursday evening, February 11, at home of Earl Heuer.

He will be visiting TJC on Thursday and Friday, February 11 and 12.

Itinieraries for both candidates will be posted in the TJC offices.

3. TDG - J. M. Neil (History) will be visiting TJC on his own for an interview. Faculty members and students are invited to speak with him at this time. He will be here on Wednesday, January 27, at 9:15 a.m.
4. DC - The present meeting time for the faculty can be inconvenient because of other all-college meetings already scheduled. It was decided that the next meeting would be held Thursday, January 28, at 3:30, with the main agenda item being to consider promotions policies with specific applications thereof.

### 9:02 Philosophy and Goals for TJC

The faculty discussed the "six month perspective" prepared by TDG. After some discussion, it was decided that the faculty would not attempt to revise or "approve" the whole paper but would rather agree on a statement of goals which they would like to see TJC achieve. It was agreed to use TDG's statement of goals appearing on p. 12 of the January 14, 1971 Bullfrog Pond as a basis from which to work. The faculty unanimously adopted the following goals for TJC.

1. To provide the individual student the opportunity to obtain a truly interdisciplinary education, and to encourage him to do so.
2. To provide the individual with opportunities to maximize his creative potential.

out of my control?

17. Do I feel cooperative or competitive in relation to (a) the other students (b) the instructor?

You may want to use the following space to personally respond to some of the questions above. Which "student-type" are you?

Ken Morgan

## VIII. HEAR YE, HUMAN COMPASSI . . . .

### ANNOUNCEMENTS:

#### 1. ORIENTATION ASSISTANTS NEEDED FOR SUMMER TERM 1971

Students (both male and female) to serve as guides, resource persons, and discussion leaders for new freshman students. Candidates must meet the following requirements:

- 1). Must live in the residence halls with the orientation students. (Room and meals will be provided in addition to salary during the sessions.)
- 2). Must be free to participate in all activities with the students during the sessions.
- 3). Must have attended GVSC for at least one year prior to summer term.
- 4). Must agree to work ALL sessions.
- 5). Salary will be \$1.60 per hour for 40 hours per session.
- 6). G.P.A. must be 2.0 or above.
- 7). Assistants will not be able to take classes while working in this program.

All applicants will be required to meet an Interview Board as part of the application procedure for this program.

FOR APPLICATIONS AND FURTHER INFORMATION, CONTACT THE GVSC ADMISSIONS DEPARTMENT, 2nd FLOOR, LAKE HURON HALL.

2. TJC students check your mailboxes upstairs in the TJC kitchen regularly. Mail and notices will be placed in your boxes.

x. *THE CLIMATE FARTHER ON.*

PEOPLE

1. Congratulations to John McNaughton and Pattie McClelland - NOW MR. AND MRS. JOHN MCNAUGHTON by the grace of all the powers that be, legal and otherwise.
2. Robert Schechtman (Music) will be visiting TJC on Thursday, February 4 and Friday, February 5. Mr. Schechtman is being considered for the TJC Faculty and his itinerary will be posted in the TJC offices.

Some Vita:

Presently, Director of University Performing Ensemble  
Instructor of Music  
Drew University, Madison, New Jersey

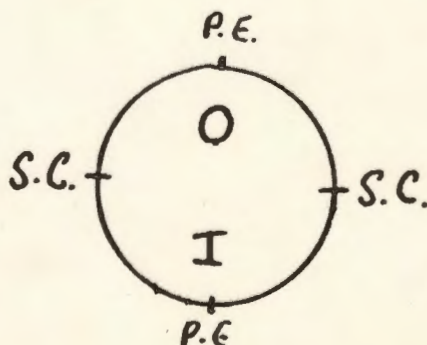
EDUCATION: A.B. Rutgers University, 1962  
M.A. Sarah Lawrence College, 1968

OTHER: He has performed classic and flamenco guitar recitals and was guitarist with Improvisation Ensemble at Sarah Lawrence College. He has been bassist with numerous jazz groups and guest artist with Aeolian Chamber Players. Also, he was trombonist with numerous jazz groups (toured Latin America and Europe), and is currently active as a trombonist and bassist with several concertizing jazz groups.

He was awarded: \$1000 Kurt Weill Prize in Composition, 1965  
Awarded Composers' Forum Concert, 1967.  
Assistant in Music for the Theater, Sarah Lawrence College, 1966-1967

Mr. Schechtman has an extensive catalog in orchestral music and gave a great many performances, as well as composed and performed music for theater productions.

He initiated The Exploration Series at Drew which brought established artists from all media onto campus so that students might experience their work, and informally discuss it.



*and all the rest is commentary.*  
*-Cam*