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Thomas Jefferson College
BULL FROG POND
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All opinions expressed in the BFP
are those of the editors or
contributors. We welcome con-
tributions to our magazine.

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T. Dan Talks...

Recently Michigan newspapers have been filled with news regarding the efforts of some influential legislators to reduce appropriations to the colleges. The June 18 issue of the Chronicle of Higher Education carried an article by Harold Enarlsen, entitled "University of Knowledge Factory." Because of its relevance to the current issues in the State of Michigan I have decided to use this column to quote extensively from the original article.

ACADEMIC FREEDOM - PUSHED ASIDE

"Make no mistake about it: in state after state a managerial revolution is steadily under way. It threatens to convert relative free standing, self-directed institutions of higher learning into homogenized state systems. The old faiths of academic freedom, institutional initiative, institutional flexibility, are pushed aside. The new articles of faith are control, coordination, efficiency and something called 'accountability.' The new masters...are blessed with their own private visions of what is best for the university.

...The historic independence of state universities has been for a long time an affront to state auditors, personnel departments, architectural offices, centralized purchasing bureaus, and the like. Their instinct for tidiness, sense of professionalism and 'territorial imperative' combine in persistent zeal to bring the universities to heel.

...The power of decision on matters large and small has moved upward from individual institutions into the hands of strong state systems with consequences we have only begun to grasp. In shared innocence, trustees, and the Ameri- ◊

can Association of University Professors, hassle the President on matters that are now largely in the hands of the state system...This sets the stage for the necessary next step, the homogenization of the independent universities

BOARDS OF TRUSTEES ARE AN 'APPENDIX'

into a single megabureaucracy. Boards of Trustees are left with local advisory roles. They are like the appendix on the human body, without real function but capable of flare up or sudden critical disruption.

...The managerial revolution (has produced) an excessive reliance on the so-called management 'tools'. Some are physical tools such as the computer. Most are conceptual tools performance budgeting, cost benefit analysis, the systems approach and the like. These new tools -- we are told -- will lead us to the promised land of easy decisions and efficient management. Unfortunately the tools themselves create the illusion that vitality and integrity of the university is a direct function of management initiative.

...To the new managers the university is just a large system. It has raw materials (students), a labor force (faculty and support personnel), instruments of production (classrooms, laboratories, libraries), a product schedule (academic requirements, classes admitted and classes graduated), management (the trustees in the central administration), and a production index (the cost of producing a student credit hour). In this view faculty are worker bees producing quietly, unobtrusively, on schedule their "full share" of the units of production. The product (students) reflects value added in manufacture. The cheerful assumption is that more has been put into your head than has been taken out.

...Plainly there are advantages in improved coordination and the sharing of extensive li- ◊

brary, computer resources, in the imaginative use of technology and better classroom utilization and better use of time and talent for the faculty. But is this the yield of the managerial revolution? Not at all.

Has the managerial revolution made for the hiring of better teachers, of more inspired teachers, for more creative research, for better career counselling or better organized curriculum, for a sharper sense of intellectual purpose. Has it made for better incentives to learning and intellectual growth? It has not. But has it put administrators on their toes? Are presidents, deans and chairmen made more efficient and responsible -- and to borrow the favored 'in' word of the managers -- 'accountable'? It has done none of these things.

MANAGERIAL REVOLUTION CREATES REVERSE of GOALS SOUGHT

In my considered judgment the managerial revolution creates the exact reverse of the goals that are sought. The impact of multiple sources of regulation on the university is to discourage flexibility, cripple initiative, dilute responsibility and ultimately destroy a true accountability.

For the most part the managerial revolution has meant the triumph of technique over purpose. We witness managerial 'overkill.' The university which is regulated by everyone becomes, by the most bitter of ironies, accountable to no one. The invasion of external authority makes it virtually impossible to fix responsibility on anyone for educational results. With everyone in the act, who is finally accountable?

All this is happening because we fail to grasp ◊

WHAT is the NATURE of UNIVERSITIES

the essential nature of the university. It is not 'just another organization.' It is a very special kind of place. It is more like the Metropolitan Opera than the Metropolitan Life Insurance Company. It is more like a church than a factory, more like a research lab than a highway department. The university is an intensely human enterprise. And it is not so much managed as it is led.

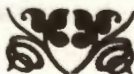
...Everything that really matters and makes a difference in the life of students takes place behind closed doors -- far beyond reach of managers. The bell rings and the 50-minute intellectual transaction begins. It's all there: the excitement, the dullness, the discipline of good teaching or the time consuming ramblings, the eager attention or the slack-jawed stare.

AS FRAGILE AS TRUTH

...Yes Universities are a very special kind of place. They are as fragile as truth itself is fragile. They exist by public sufferance and it is a marvel that the public at large supports with its dollars an institution that is independent, free standing, openly critical of the conventional wisdom, friendly to disputation, enchanted with controversy, hospitable to those who 'think otherwise.' May it always be so."

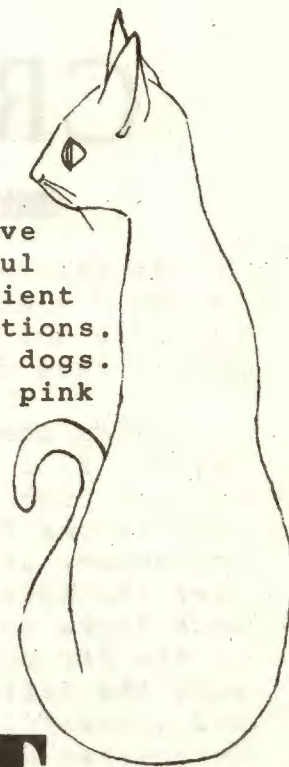


1. Mr. Enarlson is President of Ohio State University. The article was excerpted from his commencement address at the University of New Mexico in May 1973.



White Cat

This morning Momma Cat attacked Duner Dawg and I figure for peace of mind, it would be best to give Momma to a good home. So here she is, a beautiful white cat with a slinky walk, a cat like the ancient Egyptians would worship, with purr-meow conversations. Ma really does like people. She just can't take dogs. Want to meet her? Call 895-6680 or go up to the pink farmhouse. She's waiting.



NOTES to CLASSES PAST

CREATIVITY AND SCHIZOPHRENIA: READ ANTHONY STORR'S DYNAMICS OF CREATIVITY, A GOOD NEO-FREUDIAN ANALYSIS CONNECTING SCHIZOPHRENIA, MANIC/DEPRESSIVE STATES, ETC., WITH CREATIVITY.

TOPICS IN LINGUISTICS: READ BLACK ENGLISH TO SEE THE WHORFIAN HYPOTHESIS AT WORK; BLACKS HAVE OBLIGATORY MODE/OPTIONAL TIME; WHITES OBLIGATORY TIME/OPTIONAL MODE.

SLEEP AND DREAMS: CHECK OUT ANALYSIS SIMULATION -- OR JOIN THE JUNG SEMINAR WHEN WE GET AROUND TO IT.

CRITIQUE of TJC



To the Editor & TJC--

In the 7 months since I left TJC I've had many thoughts yet only now have really had the distance to put any of them down on paper.

In paging through the latest Bull Frog Pond (Vol. VI, No. 9) I was filled with disappointment. Not so much with the quality of it and to contributions as with the feeling that it probably represents the atmosphere at TJC. To me the only interesting articles were the Editorial and "One View" by M. Murdock. Both spoke to what is happening at TJC. The rest of the BFP was letters, poems and an article. I read the letters (I thought they were silly, pointless and place-fillers); I glanced at the poems (not interested unless I knew the author; then quality did not stand by themselves) and ignored the article (how many people could possibly be interested in one interpretation of Ecclesiastes; if it was good, I missed it, if it wasn't I'm glad I did).

Recently, in talking with people "in the know" I found that there is some reason to why there is not more written and published directly related to TJC: It takes so long to get the BFP typed and printed that only undated things can be submitted and published. (If the typist is slow, get a new one!! If the printer is slow, put some pressure on!) Another reason is that few people contribute.

It's possible to be too nice. People at TJC, especially faculty, are so afraid of hurting each other, especially in relation to tenure and hiring, that the end product could be a lot of nice people and a school with lousy teachers. I'd say almost 75-80% of TJC's faculty are top-notch. The rest should simply be replaced. If there is any concern for Thomas Jefferson as a college, the community as a whole has to be put ahead of any single individual. This is espe- 0


cially true when it concerns a faculty member. Teachers, and the faculty are teachers whether they think so or not, effect the atmosphere of a college community much more directly than students. If the teachers have accepted their roles as teachers and are attempting to be good ones, the students will be more easily able to accept their roles as students and try to be good ones.

WHAT I'M DOING:

I am working as a Child Care Worker at a small 45 bed hospital in Chicago, for mentally and emotionally disturbed children. I work with boys aged 4-10. Child Care Workers at this institution are responsible for providing a structured and therapeutic milieu environment for the children. This includes responsibility for everything but school and individual and/or group therapy.

Keep up the good work but make it better.

David I. Schuchman



GRADES ARE FAILING

James L. Battersby, a professor at Ohio State University, says letter grades are failing and that the overemphasis of the importance of grades leads faculty members to "inflate" grades. He recommends a system of credit/no-record with written evaluations. After having attempted this himself he pronounced the system workable for other faculty members.

Comment: We must remember not to go to either extreme.

EXACTLY WHAT ARE...

FIELD STUDIES

For the Spring Term 1973 -- the period during which I have been responsible for co-ordinating field studies -- I have talked with numerous students and faculty about potential field studies, and the operating principles which have sifted themselves out in this process have come down to the following:

1. A field study is done off campus.
2. A field study is supervised and evaluated by someone in the field under whom the student is working and/or studying.
3. A field study is the student's only academic commitment during the term it is undertaken.
4. A field study is normally 15 hours, but may vary according to the particulars of the project undertaken.

The procedure for approving a field study has worked something like this: first the student comes to me to discuss the plans for a field study; then the student discusses the plans with that person in the field under whom the project will be done; then I write that person for a commitment to a) supervise the field study, and b) evaluate the student's performance in the field study when it is completed. After this preparation is completed, the student enrolls in the field study for credit, and all is ready for the undertaking. When the field study is completed, I write the field supervisor to request the evaluation. Thus far, of course, we've not completed any of the Spring 1973 field studies, but shortly I shall be calling these evaluations in.

Spring Term, 1973
G. Davis

HELP HOUSING HELP HELP


MANY OF OUR NEW STUDENTS AND SOME OF OUR RETURNING STUDENTS DO NOT HAVE A PLACE TO LIVE FOR THE FALL TERM. I have asked Kaje, one of our TJC secretaries, to contact real estate people, advertise in newspapers, and generally get the word out that we need all types of accommodations for our students. Most of the requests we have involve sharing space in farmhouses (usually having a separate room); others wish to share apartments; some wish space for a tent or trailer; others (not too many) would like a room with a family — board and room — and due to limited finances would like to work out the charges partially or completely. Some students like to live in the city (an older house, for example) and form a living and driving resource pool. I could go on but maybe you have some ideas.

In the meantime, if you know of any places, let Kaje know. If you can accommodate one or two students on a temporary basis, let Kaje know. A Housing Board listing "Wants" and "Haves" will be in operation outside of 165 Huron. Please check it.

So, all you wonderful people out there get busy. WE NEED HOUSING.

Mary Te Pastte

P.S. Bombard Kaje in 165 Huron, Thomas Jefferson College, GVSC, Allendale MI 49401, ph. 895-6611, ext. 357, with all kinds of available housing and/or suggestions.



Rumor of the Week

ANNETTE FUNACHELLO ENROLLS IN TJC

Sunstreaked, bikini-clad, bronze, statuesque, movie star, Annette Funachello, is shedding her micky mouse ears and coming away from the beach to play in our Bullfrog Pond. We interviewed her (Buffy and I) on her big move to TJC. Twirling a three-foot false eyelash in her three-inch unnibbled pearl-shellacked fingernails, she glanced up at the passing lighthouse from the deck of her sixty-foot yacht and gave us these answers...

When will you be arriving in Allendale?

Probably around the tenth of June. I'm enrolling in summer term.

Why do you want to come to TJC?


So I can learn Swahili and so I can meet David Summers, that flaming bongo.

David Summers?

Ah, yes, David Summers. I remember seeing David watching me on TV. Being a big movie star, I was able to look into all the TV screens and pick out the little boy that I liked best. Then, when he grew up to the ripe age of 24, I would follow him faithfully for three and a half years.

Why do you want to learn Swahili?

I want to learn Swahili so I can understand Arabian Philosophy.



Why do you want to understand Arabian Philosophy?

I want to learn Arabian Philosophy in order to master the Iraqus religion of Iraq.

Who do you plan to study with?

I plan to study Gestalt women 1973, fall and spring with Kathy Beard and Peggy Peloquin.

How did you learn about TJC?

I happened to fall into the arms of Lee Kaufman and as he was nibbling my ankle, he told me about his administrative and his non-administrative, with his educational and pre-philosophical LeeLee left foot.

Will you be studying with Lee this summer?

No. Lee has to be off for an Arabian sabbatical in the art of Ashalomikadas.

What's Ashalomikadas?

Ashalomikadas is the ancient art of bar-be-cuing squibs.

Are you looking forward to this summer?

I am.

What will you be doing in the meantime, that is, while Dan Andersen et al are reviewing your application?

I'll be getting the sand out of my ears and the lipstick out of my tears, as I smoke Tip-A Koo*Loos and drink Coors beer.

by Buffy & Bib

"we're fer weminz lib"

GRADUATES



Fall, 1972

Fox, Kathleen
Gislason, Harold
Harley, Roxanne
Roys, Michael
Schuchman, David
Vande Guchte, Jaque
Vanderbaan, Linda

Glocheski, Helen
Graves, Willis
Harris, Charlie
Hart, Jacqueline
Hogan, Maureen
Iverson, Brian
Kline, Darrell
Klivans, Charles
Knapp, Jamie
Loveless, John
Mandigo, Robert
Morris, Catherine
Ralph, Jere
Rosencrans, Yvonne
Scheppers, Ken
Schumer, Lawrence
Sorenson, Barbara
Vermeire, Cynthia
Zweimer, Robert

Winter, 1973

Averill, Christine
Badias, Kathleen
Hill, Louise Ann
Wainoris, Jeffrey

Spring, 1973

Alms, Joyce
Baker, David
Bartz, James
Brown, Jeff
Bush, Ellen
Darnton, Ann
Darnton, Michael
Davis, Geoffrey
Dick, David
Feeley, Melvin
Friedman, Steven
Fuller, William
Gardeski, James

Summer, 1973

Alvord, Robert
Brunson, Richard
Hillman, Deborah
Marcus, Susan
Newberry, Nancy
Margo, Katy
Bischoff, Tom
Bodenmiller, Frank
Wadman, Carolyn

SHARED LEARNING

THE DEKALB LEARNING EXCHANGE, 683 West Locust, DeKalb, Illinois, 60115. 815-758-0317. A free public information service that provides the means through which people can get in touch with other people for self motivated and self directed learning. A simple but potent philosophy: Everyone has learned -- is learning something that they can share with others. People of all ages and educational backgrounds call the Exchange to learn, share, or teach a variety of topics (over 400 so far). We try to match callers with the names and telephone numbers of people who share their interests. Everything from an 8 year old teacher for weaving to an 80 year old woodworker willing to share his talent. One telephone and a set of 3x5 index cards -- think of the possibilities ... Can we share our hopes, dreams and ideas with anyone out there??? If so, write us -- Rob Schachter and Sue Chase -- in care of the Learning Exchange.

In New Hampshire ...

New Hampshire's governor, Meldrim Thompson, Jr., called the trustee's recognition of the Gay Student Organisation at the University of New Hampshire "repulsive" and "morally offensive to the thousands of mothers and fathers" of university students.

Although the trustees tried to explain to the governor that they could not legally withhold recognition of the group on the grounds of their homosexuality, the governor wouldn't modify his position.

For Erich Segal

You told me once

"Love is never having to say you're sorry"

But I saw thru you

You horny bastard.

THURSDAY
HORROR
MOVIES

August 9 BURN WITCH, BURN

A "superior excursion into the field of demonology and witchcraft" that combines the supernatural and the logical into a tense mixture. Don't let the title put you off. It is based on Fritz Lieber's story, "Conjure Wife" and in England it was called "The Night of the Eagle" because the climax involves the hero running in panic from a huge stone eagle come to life.

August 16 VAMPYR

Directed by Carl Dreyer, this is "one of the all-too-few masterpieces of the horror film." It was entirely shot through a piece of gauze placed three feet in front of the camera, to give an eerie, dreamlike quality. It tells the strange adventure of David Gray as he gradually realizes that the uncanny happenings around him are due to a woman vampire in league with an evil doctor. "The entire film is built on atmosphere and on an almost unbreatheable sense of evil."

Two Showings: 1:00 p.m. and 8:00 p.m.

132 Lake Huron Hall

FREE

Faculty Evaluation

THE FACTORS THAT DETERMINE MY VOTE ON MATTERS OF RETENTION, TENURE, AND PROMOTION

-- Cameron Wilson
June 8, 1973

1. Does the faculty member attend at least 2/3 of our faculty and personnel committee meetings and does he/she attend the faculty workshops?

If yes, then cool. If no, are there legitimate reasons for absence (e.g., scheduled-class conflicts) or not? If not, not cool.

2. Is the faculty member a conscious professional?

That is, does he/she work consciously on his/her teaching to make it more effectively accomplish what he/she has become a teacher in order to do? Corollary: Does this person show awareness of his/her self-chosen goals in teaching, both overall and in reference to each specific study? "Showing awareness" means being able to state overall and specific goals and to state how she/he has acted to implement them. These may change even quarterly. That's cool. And often they are most clearly (or only) perceived after the experience. That's cool, too.

3. Is the faculty member seen by and does she/he see students informally outside of classes and contract study situations or does he/she make contact preponderantly during and in terms of formal contractual situations?

That is, is a considerable portion of the unscheduled work-day spent in areas of ready accessibility to students -- commons, hallway, open door office, classroom after class and at lunch? ◊

4. Is the faculty member present and available:
a) five days weekly and b) for six hours or more each day? (30 hour work week at that rate, not bad).

If not, is the time accounted for by other TJC job-focused and contributive work? E.g., all-campus duties, special projects (such as poetry festivals?) This item (#4) is important to me because of its direct relation to #3, above.

5. Has the faculty member generated 2/3 or more of the average credit load expected of faculty for two of the preceding three quarters? Or has he/she consistently generated less than 2/3 of the average-expected credit figure?
6. Student feedback -- oral and via evaluation surveys: If student evaluation of a faculty member's effectiveness is broadly and regularly negative, that carries veto power with me over positive answers for all the preceding criteria. Some favorable student response is the sine qua non of my evaluation system.

Two things are clear to me right off. One is that in many cases, I lack the information necessary to apply these criteria with accuracy. The second is that my list turns out to include the factors I'm aware of and emphasize in my own working at TJC. I think that would be true for each of us. Whether it would be or not (and it's OK either way), I urge that each of us write down his/her own decision-making criteria as explicitly as she/he can and make them available to the rest of us. Even "first approximations" are useful. They can be revised as they evolve. All of ours probably will evolve, once exposed to awareness and subject to conscious application.



TJC ADMISSIONS REPORT

Fall 1973 How we stand as of 6:18:73 a.m.

Number of applications received.....190

One year ago this date.....185

Two years ago this date.....169

	Summer 73	Fall 73	Winter 74	Spring 74	Fall 74
Regular	29	148	5	1	2
Re-enter	17	4	0	0	0
Guest/Audit	7	1	0	0	0

ADVANCE TJC

A TJC Advance will be held this year, September 17, 18, 19, and 20 at Circle Pines. Contact Mary TePaste or Kaje, extension 357, to learn more about it.

For times are always changing
and words become aged while being born
I can only speak of the second just past.
and the unclear feelings are over
before you can see
just what it is that makes you ponder
All of this.



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