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The Advance Memorial Bull Frog Pond, Vol. V, No. 1

Grand Valley State College. Thomas Jefferson College

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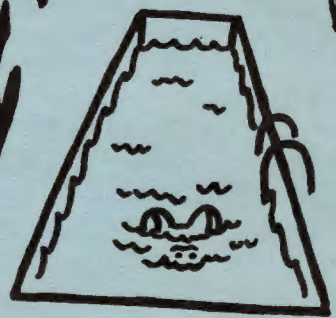
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THE ADVANCE

MEMORIAL BOARD



POUND

VOLUME^N 5 NO. 1

REMARKS (Earl Heuer)

September 1, 1971

It is not nice to pollute the smiling waters of the Bull Frog Pond with a description of an ailment. But since the illness has been chronic rather than terminal; since it may have already disappeared in the surge of fresh bodies and eager minds; since it was so widespread; and since its description may be its preventive--duty and historical interest compel the following details.

AILMENT: Malus TJCitis, or the TJC trots (vulg.).

SYMPTOMS (covert): muscular inflammation, notably in the dominant arm, a result of straining to pat the back; watery bowel; overwhelming lassitude; the "huh? I dunno" syndrome.

SYMPTOMS (covert): More esoteric symptoms may be found in the victim of M. TJCitis by the experienced practioner. The following systemic failures may be found alone, but more usually in combination:

a. Imagination. The victim of M. TJCitis tries to keep his head in chains, although TJC is designed for a birth of freedom. He does not bother to initiate seminars, or if he does initiate them, the seminars are completely conventional. His classes drone on. His own resources remain untapped. He gains no benefit from the interesting people around him. He designs no interesting special studies. He wants to inbreed the TJC community as much as possible.

b. Synapses. The victim's nerve synapses deteriorate: apparently he is unable to relate one thing to another or to actively follow-up an idea or interest. He does not spin off special studies from seminars, nor seminars from special studies. He would not think of following up his interest in ecology by a study of local polluters; in racial justice by a study of real estate practice; or even his cynicism by satire. He keeps his head in lots of little boxes, and they're all made out of ticky tacky...

c. Heart. The victim appears to lack compassion for fellow TJCers, his heart being either scarred or inoperative. He is unaware of or indifferent to his responsibility for the ambiance of the place, for the stimulation of his classes, for the development of an alive and challenging community. This aspect of the "huh? I dunno" syndrome is often overlooked.

d. Guts. The victim of M. TJCitis, whether faculty or student tends to confuse nasty "elitism" with doing one's best, or even one's "good". Accordingly, his guts atrophy, and he becomes willing to accept superficial reading, unimaginative thought, unresearched papers, and an all-round shoddiness.

CURES: Such as are not themselves fatal tend to be worse than the disease notably transfer to CAS. A vigorous experimental program may provide rapid relief, however.

IMMUNIZATIONS. The Pentagon Papers. Swift. Orwell. Twain. Gogol. Lu H:
Cackling misanthropy. Original sin.

There are too
kind
s of people

and those
who don't

There, there are
people

and 2kinds
who don't.

There are
2 people.

2 don't..

--Harvey K.

To: TJC Students & Faculty

With the advice and consent of President Lubbers and Vice President Hills, I am pleased to announce the appointment of Lee Kaufman as Academic Administrative Assistant at TJC. The appointment is for one year on a $\frac{1}{2}$ time basis.

As Academic Administrative Assistant, in addition to duties specifically assigned by me, Lee will be responsible for various records and research functions. These will include scheduling and publishing fall, winter, spring and summer course offerings, organizing and overseeing registration for each term and insuring maintenance of records of student progress. In addition he will make recommendations regarding student and faculty evaluation procedures, and at the beginning of each spring term report to the Faculty Meeting those students who are subject to dismissal procedures. He shall also be responsible for establishing and conducting internal self evaluation research for TJC as a whole. He shall insure maintenance of permanent records of the minutes of the Town Meeting, Faculty Meeting, Curriculum, Admission and Academic Affairs Committees.

In short Lee will be responsible for the smooth "nuts and bolts" operation of the college. He has been doing this job on an informal basis during the last school year. However, with the increased work load demanded of a greater enrollment it seems appropriate to give him some released time from teaching to carry out his administrative duties.

T. Dan Gilmore

Two weeks ago, after returning to TJC from La Jolla, California and its program of encounter group facilitation, I told Cam I would write something for the BFP. Today I'm reminded that I haven't done so and its deadline time. I find all the things worth saying have been said time and time again in many different ways, yet they all say the same thing, but you know that.

--Jim Pongones

TJC's FIELD EDUCATION

TJC's FIELD EDUCATION is an off-campus experience of a quarter's duration. The college's goals stress the unity in learning and action; FIELD EDUCATION invites you to use the world as your classroom and learning environment. There are currently three forms of FIELD EDUCATION:

- 1) The Independent Project - an opportunity for you to learn by immersing yourself in another culture. And, it is the opportunity for you to learn by contributing your energies to a social service agency. It can be both.
- 2) The Academic Exchange Project - an available option for you to continue your educational experiences on another campus of your own choosing.
- 3) The Intensive Research Project - a chance for you to pursue a particular interest, which may require more adequate facilities, at another locale.

This is an adventure in surmounting the obstacles which have been provided by stale knowledge and of creating personally relevant knowledge - yes - even personal wisdom.

- 1) You formulate the experience.
- 2) You schedule the experience.
- 3) You geographically locate the experience.
- 4) You decide why it should be done.
- 5) You, finally, implement the experience.
- 6) You receive, at least, 15 hours of credit.

All of the above happens with the assistance of your permanent tutor and the coordinator of FIELD EDUCATION.

Here are some examples of FIELD EDUCATION:

- a) The Intercultural Independent Project.
 - A study of Mexican Rural Life in and around Mexico City.
 - A study of French-Canadian Separatist Movement.
- b) The Social Service Independent Project.
 - Volunteer Service at Mary Free Bed Hospital.
 - College Work-Study Program at G. R. Urban Corps.
- c) The Academic Exchange Project.
 - Study of art and art history in Paris (Helene Perrier).
 - Study of Psychology at the University of Michigan.
- d) The Intensive Research Project.
 - Study of an IBM Simulation System.
 - Study of the House of Commons in England.

FOR MORE INFORMATION -- see Hugh E. Haggard

Faculty Committee Minutes

July 19, 1971 24:00 (A)

Present: Earl Heuer, Lee Kaufman, Don Klein, Bud Haggard, Bill Iron

An informal faculty meeting approved Cliff Hamm's academic log for graduation in the spring 1971. The academic affairs committee requirements for distribution along a single base line were waived.

Michael McGovern's residency requirement that the whole of the last 45 hours be taken at GVSC was waived.

Submitted Earl Heuer, Chairman

Faculty Committee Minutes

July 27, 1971, 24:00 (B)

Present: Earl Heuer, Bill Iron, Lee Kaufman, Don Klein

At an informal meeting the following students were approved for B.A. and B. Phil. degrees as indicated:

Patricia Peterson was approved for a B.A. in Spanish

James Tabak and Betty Tryon for a B. Phil. degree.

Submitted Earl Heuer, Chairman

August 26, 1971

TJC Summer Faculty Meeting.

Present: Schechtman, Kaufman, Heuer, Gilmore

The meeting was called to consider the matter of a dismissed TJC students appeal for reentry. As the student had said she planned to finish incompletes to bring her attempted completed ratio to the usual level, the meeting requested her to do so and then apply to the admissions committee for readmission.

Submitted Earl Heuer, Chairman

It is as impossible for a person to learn nothing over a period of time as it is for him to do nothing (all appearances to an outsider- or to himself-notwithstanding).

The questions are not "Did I learn?" and "What did I do?" They are: "Do I know what I learned?" and "Do I know what assumptions I expressed about myself and the world in doing what I did?"

A good education is not a matter of doing certain things as opposed to other "non-academic" and "anti-intellectual" ones. It is rather one of becoming increasingly more aware of what I do do, its meaning as an expression of myself and the teachings of its consequences (as a return from life to the self).

A failure of traditional education is that it teaches us to lose sight of the fact that we learn--inescapably and throughly--with our very lives. Hence we remain unconscious of most that we learn.

"From the beginning, not a thing is lacking." We have only to return to (awareness of) ourselves.

--Cam

Does anyone know of a place to live on the lake (presumably Lake Michigan) preferably for one? and cheap? If so, contact Mary T. at the office, or contact Julie Christianson.

A: I'm not learning a thing this quarter!

B: You know that you aren't learning anything this quarter.

A: That's right; not a thing.

B: When did you learn that you aren't learning anything this quarter?

--Cam

The dizzy head
drunk, like leaves;
Branch of leaves
lifting up, like a horse.
The head of a horse
rearing drunk.

--Harvey K.

INSTANT THEOLOGIES

This particular seminar will focus on the works of men, who have contributed the theological themes that will be read and utilized in the 'seventies'. Some of the content of the discussions will be the treatment of traditional themes, such as God, Man, Sin, Salvation, but a larger portion will probably be spent on: the life of the author, how his theme connects with the current "mind set" of the present moment, what there is in his work that appears determinative in the setting of future theology, how his theology influences culture and vice-versa, etc.

Some of the men who will be read and discussed are:

Michael Novak, formerly of Standord University and currently involved with the experimental program at Old Westbury, seeks to demonstrate that his understanding of Vatican Two and the Human Potential Movement are not irreconcilable. His book is ASCENT OF THE MOUNTAIN, FLIGHT OF THE DOVE.

Robert N. Bellah, a sociologist of religion, who left Harvard for Berkeley, has written considerably on Religion in a Post-Traditional World. His article "Civil Religion in America" destroyed the "churchy" theologians beliefs that 'theology would never GO SECULAR'. His book is BEYOND BELIEF.

Benjamin E. Mays, past president of Morehouse College wrote the first 'Black Theology'. He has since worked closely with most authors and editors of the works of W.E.B. Dubois. His volume is THE NEGRO'S GODS: as found in his literature.

Paul J. Tillich continues to have an effect with 'ultimate concern'. He speaks of faith as "the centered act of the whole person". He wrote THE DYNAMICS OF FAITH.

Thomas J. J. Altizer, formerly of Emory University's Candler School of Theology, structured his form for contemporary theology for existence "outside of the church". With others of a similar mind, Altizer intentionally sacrificed the discipline of Systematic Theology to "relevance". He did it first in his book, THE GOSPEL OF CHRISTIAN ATHEISM.

Gabriel Vahanian had been an even earlier "trend-setter" of "The Death of God Movement" even though Vahanian considered himself an extension of Tillich and Existential Theology. He began his volume THE DEATH OF GOD, with a quote from Camus. "To kill God is to become god oneself; it is to realize already on this earth the eternal life of the Gospel."

Other works to be read and discussed are: E. Troeltsch's, THE ABSOLUTENESS OF CHRISTIANITY AND HISTORY OF CHRISTIANITY, Herb Richardson's, TRANSCENDANCE, and R. L. Rubenstein, a Jewish "Death of God" theology, entitled, THE RELIGIOUS IMAGINATION.

The following is a copy of a letter written to Dean Gilmore from Joy F. Davis, Director and Sally Vanmanen, Assistant Director, Kentwood Little School & Community House.

Yes, as A.S. Neill says, "The whole set-up sounds delightful..." But then, I've felt that way about TJC for some time. I have many friends from the college and worked with many of your students, finding each a great addition to my life.

That's partly why I'm writing. You see Sally Vanmanen and I are starting a school in the new trend also. We're hoping some of your students will want to do independent studies, work with a particular child on a one-to-one basis for a specific reason, or do student teaching with us. There are few, if any, preschools set up as an actual school rather than a day-care center.

I'm enclosing more information, but to put it concisely, Kentwood Little School is for early childhood education with the idea of preparing for the basics through the primary level while working with the whole child. Although new students will be from 3 to 5 years of age, they will continue on with us through their 8th year of age.

Keeping the developmental sequence in mind, we hope to provide every opportunity for each child to achieve in his own way. He will learn how to learn. He can probably end up with a better idea of who he is and a keener sense of responsibility to himself and others by learning about his own success patterns.

There will be no bells or rigid structure. Rather there will be some planned group activities, which little children seem to enjoy such as creative drama and dancing, along with manipulative materials and opportunities for each child to develop in his own way. Many of our materials are for developing perception, size-space-shape-line discrimination, direction awareness and coordination, along with academic skills.

The eight rooms will each encompass a particular learning area. This leaves the child freedom to change location and work with others in similar interests. He won't be limited to materials according to his chronological age, but can work at his level of interest and ability. Our goal is to allow the children to develop at their own rate to be free, creative, independent, responsible and happy children. With no grading or report cards involved, we are automatically a school without failure.

Hoping to hear from some of your students, Joy F. Davis & Sally Vanmanen

HAPPINESSES OF 1971

September arrived at the end of a delightful stay in Maine...and Ohio.
It was great - a new year, new students, a new Dean and new opportunities.

Hopes were high; Stephanie had a baby-sitter, Merrill started second grade with Jan Ralya. And Joyce started teaching at Grand Haven H.S.; "synectics" & Prince came.
Reorganization was in at GVSC and administrators were pleasant.

October proved even more exciting...for a while.

Learning "Finance" was fun, but people and procedures proved a hassle.

P.E. Slater's MICROCOSM & THE PURSUIT OF LONELINESS with student discussion...interstitially interwoven began to put reality into a new frame.

Fall struck Michigan and grey "blah" skies summoned up my new longing for Maine.

November brought reality closer still.

A Representative Committee (that made democracy a system of deference and representational instead of one-man-one-vote-actual-democracy) reminded us that "The Corporate State" is alive and well in TJC.

The students were finding out what we were all about:

And so were we - Kleiny and Danny were implementing another "new" view of Organization! Good Luck said the Senate To William James - and Bruce.

Rides, to and from school, with Kleiny's descriptive and analytical mind proved to be much fun. Went to New Academic Community Conf. at Ann Arbor.

December brought a close to the first term of CCTCP - that quarter's "new thing".

There had been Rose and Betty and Ella and Scheidler and "OH WOW"...

Change had occurred in and all around and I was sorry to see the first term go; But almost as happy to start the next one with Earl.

That change which began with Bennis, Slater, Allport, Tillich and another,

It is still occurring, I think, I believe...I hope;..if it left... Michigan's greys would get internalized.

January arrived after a trip to see my parents and my major professor; it was good to be back in my own rented house. And, we were ever so pleased that the Bellaires, Landlord, Inc., had put storm windows on.

Michigan is colder and wetter than Maine, January's "new Year" was psychologically that.

The new year brought occasional walks in the rain and cold with Earl; They later proved to be warm.

CCTCP II and the Religion Exams "picked up" beyond my expectations.

And, my enjoyment of myself, my family, and my students began a replacing of the hate and emotional sores left over from the demise of the New Division and the first year at TJC...and other impacted gunk.

February found Joyce and I struggling for new ways to communicate more effectively.

The faculty had not yet decided whether it would cooperate or compete And so it did both - most inordinately - with great waste of Emotional Energies, in spite of Earl's attempts to provide justice - for all.

It was not all "peaches and cream" in any realm during February - save students and happy days in discussion on Chomsky or some other current "great".

New rhythms of love and hate were alive in me; fighting and loving were more passionate.

Here-and-now respect occurred; taking-for-granted disdain retreated. My mind became over-active with the idea of wanting to research and develop

my own idea of an experimental program.

It sure as hell is a tight job-market;

inflation isn't helping either.

The population bomb/"coerces the cream"/"to the top, too."

The hope for a beautiful spring became a constant clamor

Damn, what grey clouds "they" grow out over Lake Michigan!

March saw the end of a very strange but enjoyable NSPS section;

I met and got to know Nub - what a pleasant witch!

On the first day of this month I had an awkward but eventually most enjoyable meeting with Frank Bodenmiller; his openness then startled me. Joyce's Grandmother died and the kids and I kept house one weekend; it was fun.

The throb of life was unsettling - winter ended and spring began. A family trip to Chicago was fine; the COURAGE TO BE (ever fresh) was reread for the umpteenth time. Faculty evaluation by Students was done - the first time.

The beginning of CCTCP III and Carl Rogers', FREEDOM TO LEARN did a job on my head.

For six weeks I found an ever newer high and exuded this in my behavior.

The break of Grey Skies and-the-BLUE-came-with-warmth, frightening the winter consciousness away, but mildy so.

April came and with it some feigned attempts at Spring.

I went to Church once this month and found the sermon the only thing exciting enough to get angry about.

The faculty sent contracts to Rodin and Loizeaux.

I had an experience of lumping and dumping indiscriminate negative feelings.

The matter of tenure was resolved for Kleiny and myself; it felt good (and still does) to know that there is both

Academic Tenure which guarantees Academic Freedom.

Experimentalists require it.

It was fun to travel to Lincoln, Nebraska with Milt Powell and Dick Sherrell And work out the design of next Fall's conference with Ted Beck and Co.

May felt like Spring - maybe even Summer at times. I ran for G. H. Board of Education.

The CCTCP III had gone well for 6-7 weeks but leveled off in performance a bit low.

Introduction to Religiology had the experience of several CAS students; it was better than O.K. for individuals, but not markedly so as a group.

History of Near Eastern Religions became a series of some lectures with discussion interspersed; again the CAS contingent gave the whole experience a new flavor.

Introduction to Philosophy was an open thing and boiled down to a three-time-a-week thing.

May was a time of preparing for the summer five-week thing.

NTL materials helped immeasurably.

Bill Iron and Lee Kaufman stretched my emotions with form and protocol. Kleiny and Cam relented not either, but their incessant chicanery was more fun.

June and the end came (of 1970-1971). If Mary and Cathy had left, where would we be?

I shall miss Pat Spielmacher - an honorary sympatico of TJC.

June happened ... in the manner of a leaf leaving a tree.

It shook ... and fell off. Mom and Dad retired from 50+ years in parish ministry.

This was as fine a year of teaching-learning as I have ever been a part of...

MANY THANKS TO ALL.

July was something else- eagerness and anticipation in planning and first steps.

Norm and Nub and Frank - involvement and participation - "decision-making" in small and large groups. "Are we gonna' meet with them today?" Frustration and some creation - trying to communicate with one's wife by letter and phone.

Camping with many beautiful people - feeling closer to Consciousness III than ever before.

Tending the fire - all day - through 3 rainstorms - with the tarp over head - near Spectacle Lake. "Is an exercise book the kind of summer-fun you were thinking about?"

Building relationships with self, others and groups - intentionally/inadvertently.

I heard many times - "Who am I? What am I doing here? Where am I going? Why did I do this?" in my head and from others' mouths. "Can we do it again for 10 weeks?" I would like to take 45 students to the capitals of the Near Eastern countries - touring the first two and last two weeks of the summer and "do it again" for ten weeks in Israel in the middler of the summer.

August came after a trip of 20 hours across Michigan through Canada and the beautiful city of London and finally the state of New York - Mass. TPKE, New Hampshire and "home" to Sanford, ME. Seeing Joyce, Stephanie,

Merrill, "our house" and Maine was 2 much.

I wrote this for me, if you read it - that's cool.

At eight and a half, Merrill is becoming a man!

THE PRIME MERRY SCHOOL

We have opened a "free" school for children ages 5 through 12. We are at 03585 Lake Michigan Drive (locally known as The Boat Landing on the east bank of the Grand River). We are open to a maximum of 15 children and have several openings. There is some financial assistance available to families who express need for it.

If you are a parent and have kids, please call us for more information, 677-1801.

If you are a person interested in visiting or volunteering regularly, also please call us. We would enjoy sharing our day with you, and we would like you to make arrangements ahead of time so we don't get swamped.

--Jo Wilson & Chris Morgan

~> OFFICIAL WELCOME <~

THIS IS A WELCOME TO TJC
WHICH IN ITSELF IS NOTHING MUCH
- A REAL VIRTUE SINCE THAT MEANS
THAT THERE IS NO "RIGHT" WAY TO BE
HERE. I AM TJC AND YOU ARE TJC. BIG
DEAL. BUT STILL, IT IS EVERYTHING.

IF YOU WONDER WHAT IT'S ALL ABOUT
LOOK TO YOUR OWN MOODS INSTEAD OF TO
HIS OR HERS. IF TJC DIFFERS FROM OTHER
SCHOOLS IT IS ^{THRO}NO VIRTUE OF ITS OWN
BUT OF US WHO MAYBE HERE WILL COME
TO BE, DIFFERENTLY.

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