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Bull Frog Pond, Vol. V., No. 14

Grand Valley State College. Thomas Jefferson College

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BULL FROG POND

Vol. V No. 14 June 1972

Thomas Jefferson College
BULL FROG POND
published from the Dean's office
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The opinions expressed in the BFP are those
of the contributors or the editor.
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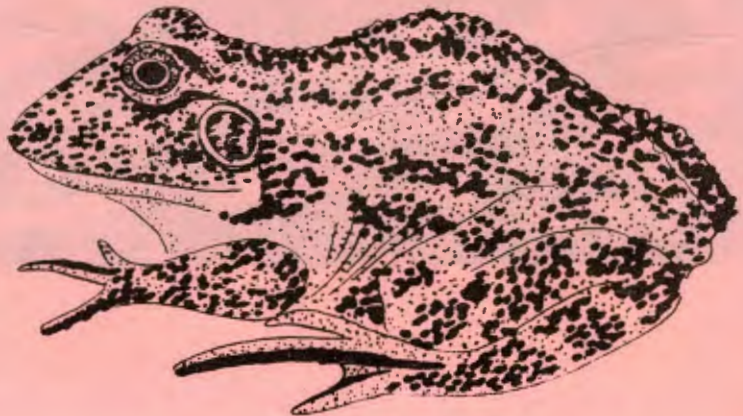
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**"In the province of the mind, what one BELIEVES
to be true either IS true or BECOMES true."**

John Lilly - 1970

**BULL
FROG
POND**



The future enters into us,
in order to transform itself
in us,
LONG BEFORE IT
HAPPENS. -RILKE



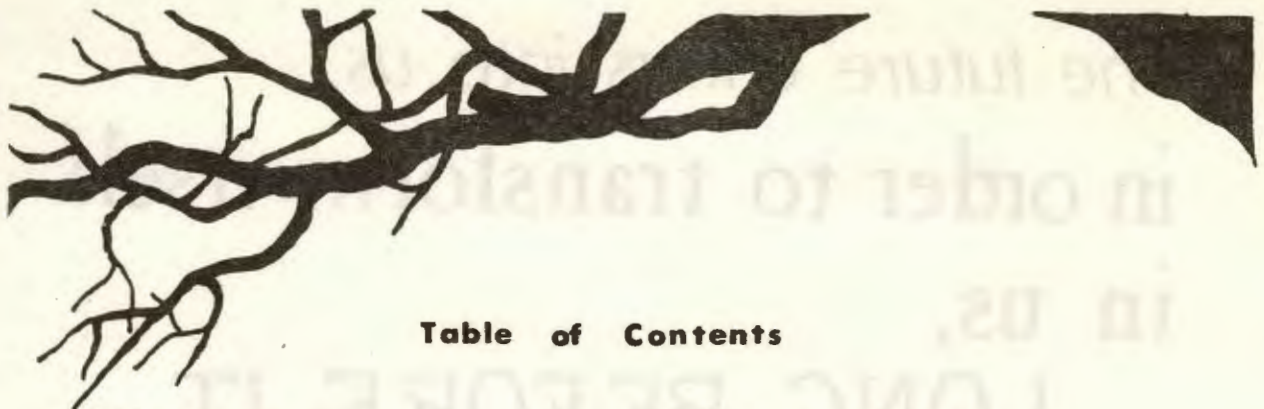


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drawings by karle murdock

Vol. V No. 14

June 1972



ABOUT TJC PEOPLE

Earl Heuer - was elected as a precinct delegate to the Ottawa County Democratic Convention. At this convention the delegates to the State Convention will be chosen. At the State Convention, delegates for the National Democratic Convention will be elected. At the National Convention the Democratic candidates for President and Vice President will be elected (sic!). Earl says his chances of going to the National Convention are "essentially zilch" but will try anyway. He's positive he won't be the Presidential candidate.

* * *

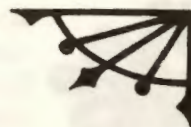
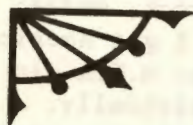
Ken Schepers - was also elected as a precinct delegate to the County Democratic Convention.

* * *

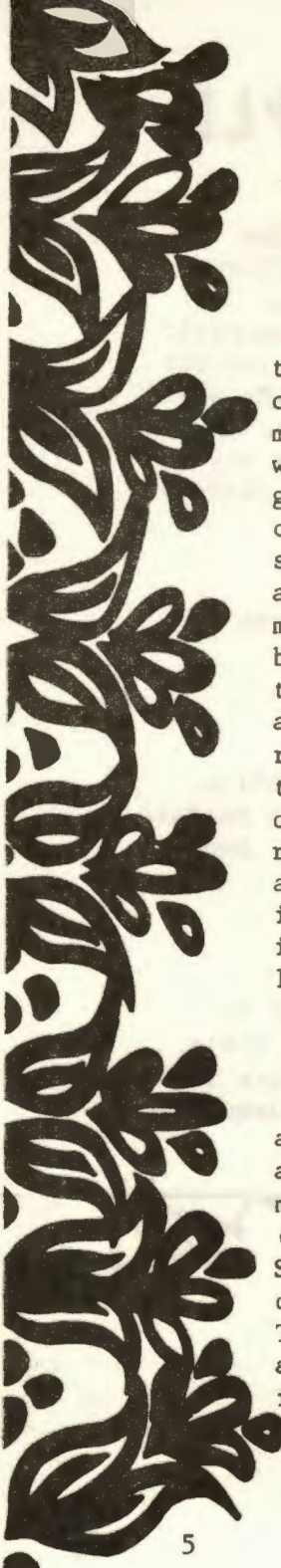
Don Klein - will be on the staff of the Creative Problem Solving Institute at the State University College at Buffalo, N.Y. The Institute will be held from June 18 - 23. Don foresees many problems ahead.

* * *

Bob Stine - has been working with the Children of God in Miami, Florida. This group bases their lives on the Bible. Bob denies that he is a "Jesus Freak". To get a better idea of what the Children of God are read Bob's letter elsewhere in this issue. ◆



BIOGRAPHY



I Bob Shechtman I realized after coming to TJC from New York a year ago, how much of a product of the East I am. I grew up there, got my training there and worked there, with two big chunks of time away: A year in South America, and about six months in Europe. These were working trips.... I went "on the road" as a trombonist with two jazz groups. Playing jazz is one of my real loves. I compose music.... symphonies, string quartets, jazz stuff, theatre music, rock scores, multi-media pieces, and waltzes. I was going to be a lawyer, so I got my B.A. (Rutgers University) in American Studies; but then studied with a composer for six years, two of them in graduate school (Sarah Lawrence) where I got an M.F.A. in composition and theory. I love cars and read Road and Track magazine faithfully. I like to talk about ideas....and love teaching. (My music classes are strictly staff directed.) Last night I re-read Hesse's "Journey to the East", and then thought about how I could make a Ford Pinto handle better than it does in fast corners. The apparent contradictions in my life sometimes disconcert people, but give me lots to watch.



II I realized coming to TJC. From a year ago, a product of the East I am. I got there, training there, and worked two big chunks of time away. South America, and Europe....these were trips I went on. The road as a trombonist is one of my real loves. Compose music.....symphonies, jazz, theatre, rock, media; (and I was going to be a lawyer!). So I got American. Studied a composer. Six years. Two, an M.F.A. in composition and theory. I love cars faithfully. Talk teaching classes strictly. Last nite I re-read and thought how I could handle better the contradictions in my life sometimes. People give me lots to watch.



III I realized TJC a year ago....a product of the East. I am there, two big chunks of time. South America, Europe... trips, the road as a trombonist....real. Love music.... symphonies, jazz; and I was a lawyer! (So American). A composer, six years, two in composition. Theory, I love..... Faithfully talk. Teaching classes last nite, I re-read and thought how? (I could better the contradictions sometimes!) In my life, sometimes people give me lots. Watch!

IV I realized a year ago...a product of the East, I am. Two. Chunks of South Europe, trips as a trombonist. Real love...music. And I was so American. A composer. Six years, two in love, faithfully, (talk) teaching classes. Last nite I thought how I could better the contradictions. My life....sometimes people watch.

V I, a product of the East, am two trips. A trombonist.... and I was so (a composer) in love faithfully. (Teaching last). I thought I better watch.

VI I am trips. Trombonist.....a composer.....in love..... I better the contradictions. Watch.

VII I am in love. I watch.

VIII I am, I watch. ◆

"Poor fellows! They were left unburied in a foreign land. They had, perhaps, as near and dear friends to lament their sad destiny as the Americans who lay buried near them. But they should have kept at home; we should then never have gone after them to kill them in their own country. But, the reader will say, they were forced to come and be killed here, forced by their rulers who have absolute power of life and death over their subjects. Well then, reader, bless a kind Providence that has made such a distinction between your condition and theirs. And be careful, too, that you do not allow yourself ever to be brought to such an abject, servile and debased condition"

--From the Diary of a Soldier of the American Revolution◆

BOOK REVIEW

EMPATHIC EDUCATION: MAKING THE LEARNING PROCESS
RESPONSIVE TO THE NEEDS OF THE YOUTH CULTURE

by Jerry V. Diller, Ph.D.

KREVIEWBOOKREVIEWBOOKREVIEWBOOKREVIEWBOOKREVIEWBOOKREVIEWBOOKREVIEW

My first reaction when I finished this unpublished book was - I hope it gets published. Jerry promises it to be a new kind of book on education and it is. He states that in innovative education the first two stages have dealt with criticizing present educative systems and developing plans for future systems. But that if we don't get past that and into how specifically the new ideas can be implemented (the third stage), nothing meaningful will ever happen.





The author speaks as an educator to educators, but also to students who are nearly fed up with the system. He tells them that there is hope within the system and that in dropping out, the skills they need to cope with a "radically changing and chaotic world" are just too hard to come by outside the traditional education apparatus. Of course, at present it's that way for the most part inside the apparatus too, but that it can change whereas the outside never will.

Jerry's contact has been mainly with students and so when he typifies the "youth culture" he's talking about mainly middle class kids. But within those few qualifications I believe he's fairly accurate on the two apparently big "hangups" of the youth culture. One is the observation that they seem to be unable to handle much frustration. This he says can be seen clearly by the rejection of white students in special interest groups like the black movement. When the going gets tough they just don't stick around. The other hang up is their unsuredness about their own abilities. He says "very few of them are sure enough of their own abilities to accomplish any project". I personally was surprised how much I identified with such a generalized diagnosis. He says it's easy to see

how these hang ups came about - I've been passive all my life! Thanks to the good 'ole middle class! I expect, as a human being I would have hang ups whatever way I was brought up, altho, Jerry's way of attacking these specific problems seems very beneficial towards working them out. In fact, he is very helpful when he describes the "growth and success experiences" that Outward Bound and Vista (for example) have built into their programs.



Another big hassle is the students' and teachers' attitudes toward learning. He lists six assumptions that are held-two are: all learning happens in the classroom and only intellectual content is proper for learning in class. I'm afraid that I resist being put into the category of the "assumption holders". But I suppose that's why I'm at TJC. I'm sure alot of us can remember even way back in high school thinking things like "school is getting in the way of my education".

 **According to Jerry's "norm" ... I'm abnormal.** 

According to Jerry's "norm" of the youth culture I'm abnormal. But that's okay. Again his practical applications on how to break through these assumpstions seem to be very helpful and useful. He admits doing mantras and zen breath concentration for mind stilling might be hard for an educator to get into. He advises the instructor to go at his own pace. Jerry also gets into physical relaxation exercizes to help facilitate learning. From that he describes group games etc. so that the student can develop an understanding about learning in groups.

The last chapter talks about a class called Communication-Impossible, that the author helped run when he was teaching at the University of Colorado. It sounds like some of the things going on here especially the community class. But you can read it for yourself.

I have just a few more thoughts. One is that if a teacher only goes half the way on this plan of implementing ideas and drops the "source of knowledge" role but doesn't attempt to be open and be the initial set breaker, the educational system is still going to be a failure. Like Jerry says: kids should learn to be their own teachers. I greatly respect educators who make that their greatest goal and realistically try to accomplish it. Empathetic education can help to reach those ends. ◆

--Kathie Stucky

Jerry is still trying to find a publisher for his book. He says "I'm getting tired of the whole thing. It isn't as glamorous as it seems." ◆



graduation **SPRING** celebration

Well, the TJC Graduation Celebration took place with many bangs and only a few whimpers. Due to graying skies and a strong chance of rain the outdoor convocation and barbecue were moved indoors to the G. T. Room.

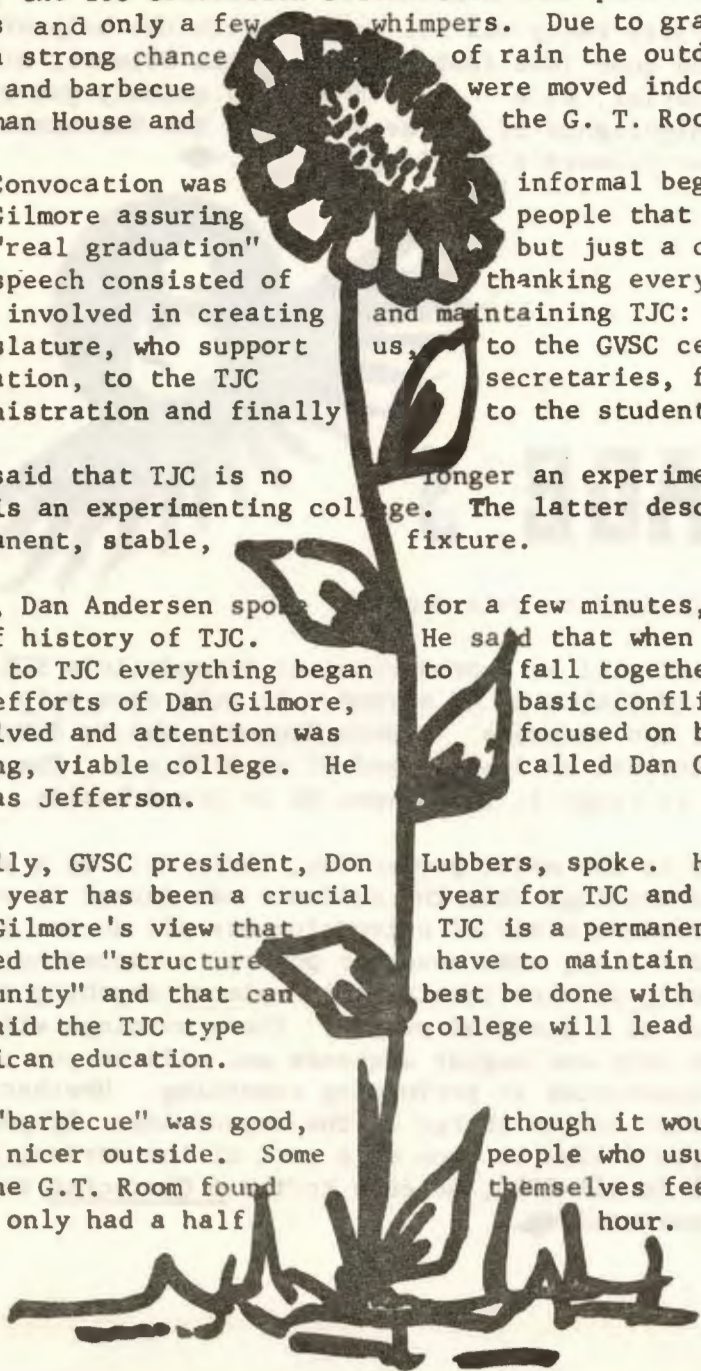
The Convocation was an informal beginning with Dan Gilmore assuring people that this wasn't the "real graduation" but just a celebration. His speech consisted of thanking everyone who's been involved in creating and maintaining TJC: from the legislature, who support us, to the GVSC central administration, to the TJC secretaries, faculty and administration and finally to the students.

Dan said that TJC is no longer an experimental college but is an experimenting college. The latter describes a more permanent, stable, fixture.

Then, Dan Andersen spoke for a few minutes, giving a brief history of TJC. He said that when Dan Gilmore came to TJC everything began to fall together. Through the efforts of Dan Gilmore, basic conflicts were resolved and attention was focused on building a strong, viable college. He called Dan Gilmore, Mr. Thomas Jefferson.

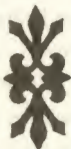
Finally, GVSC president, Don Lubbers, spoke. He said that this year has been a crucial year for TJC and reiterated Dan Gilmore's view that TJC is a permanent fixture. He stated the "structure we have to maintain a sense of community" and that can best be done with small numbers. He said the TJC type college will lead the way in American education.

The "barbecue" was good, though it would have been much nicer outside. Some people who usually eat lunch in the G.T. Room found themselves feeling rushed, like they only had a half hour. It was good



seeing almost everyone in TJC together in one room.

The wine-beer-Jazz Party was all bangs. With the help of wine, beer, and good jazz (Bob Shechtman, Dan Gilmore, Dick Paschke, Bob Taylor, Rick) the party quickly got off the ground. Highlights of the evening were Bob Shechtman's singing and Dan Gilmore's pelvic gyrations. ◆



STAGE 3



Stage 3 will operate this summer.

The big event will be a production of Pirandello's SIX CHARACTERS IN SEARCH OF AN AUTHOR. It will open July 27 and run for two weekends. Dennis Kennedy, who is directing, will hold tryouts on June 19 and 20 at 8:00 p.m. The place, of course, is Stage 3, 101 Campau NW in Grand Rapids.

In addition to the major production, there will be a series of pot-luck evenings when the audience can expect to see several different kinds of entertainments all on one program--a short play, some dance or poetry, a happening, a brief concert, an experimental film--almost anything that can be shown to a group of people. These evenings will take up the July and August weekends and will be put together by anyone interested in performing something. Heather Ramsay and Sam Joseph are in charge of the organizing. If you have something you'd like to show as a part of the series, give them a call at 454-5705, or come to the 6 Character tryouts and get acquainted. ◆



I wish I could feel a rainbow
cause rainbows
are pretty things
I wish I could be a rainbow
I wish I wish I wish
my mind
could unwind
all the wish
mash

It comes arosh.
New thoughts
New images
New dementions
New thoughts
New travels



michael murdock

critique from

PERU

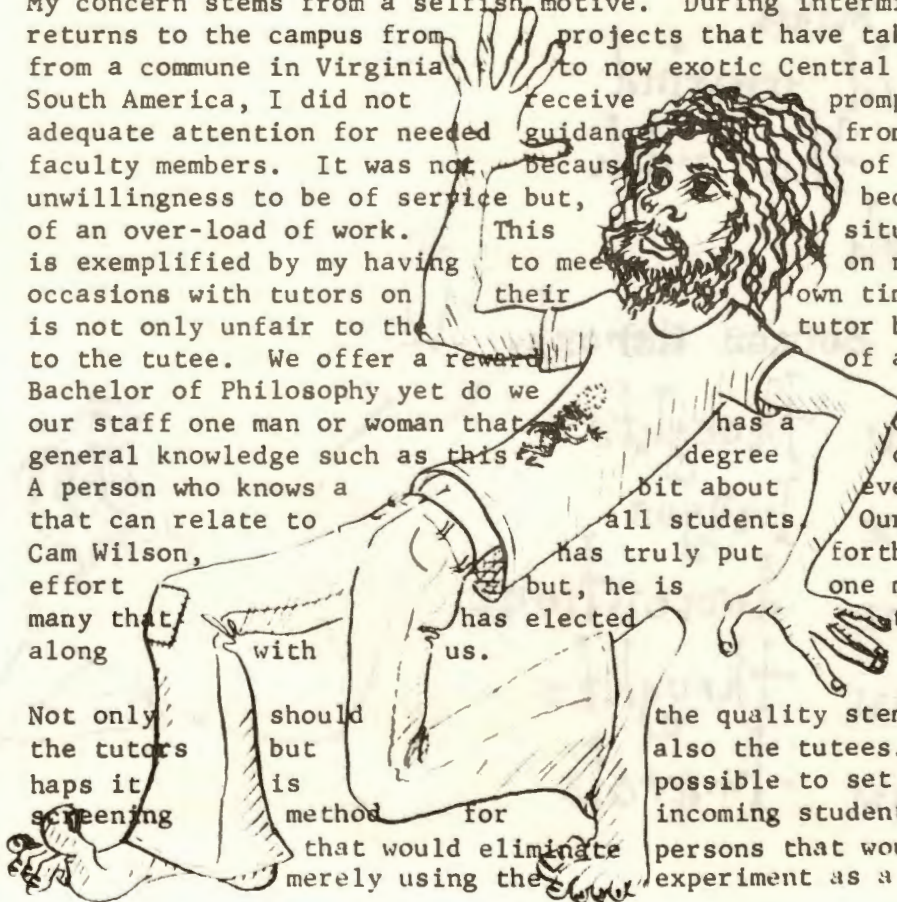
Dear Thomas Jefferson:

I have been involved in an educational experiment with you and your colleagues for three years. I imagine you were elected as figure-head of this adventure in education because of your radical approach to dealing with environmental problems of your time.

In these three years I have not been involved in the active administrative end of the experiment but rather a self-controlled confederate. My observations of the experiment have been limited. However, I have seen a minimum of three different approaches to its governing functions. This I as well as you yourself am pleased with, for it truly points out an openness for new ways of attacking the problems facing any type of experimental procedure.

My concern stems from a selfish motive. During intermittent returns to the campus from projects that have taken me from a commune in Virginia to now exotic Central and South America, I did not receive prompt and adequate attention for needed guidance from faculty members. It was not because of an unwillingness to be of service but, because of an over-load of work. This situation is exemplified by my having to meet on numerous occasions with tutors on their own time. This is not only unfair to the tutor but also to the tutee. We offer a reward of a Bachelor of Philosophy yet do we have on our staff one man or woman that has a degree in general knowledge such as this degree dictates? A person who knows a bit about everything that can relate to all students. Our friend, Cam Wilson, has truly put forth the effort but, he is one man of many that has elected to grow along with us.

Not only should the tutors but the screening method for incoming students. One possibility is to set up a method that would eliminate persons that would be merely using the experiment as a womb



away from the society for a few years. What type of a screening method I am not sure of, but it is surely a privilege to be a part of the experiment. What the percentage of students accepted and those rejected is I don't know. The question of what the student can do for the experiment is an important question in the admission of new students. Apathy and student involvement is surely not a new element in the problems of the experiment, nor can its' cause be blamed solely on the administration. Especially when such administration is made up of both faculty and students.

This fall we are to grow to 400 students and 20 faculty members. This makes the tutor/tutee ratio approximately 20-1. I urge you and your colleagues to keep the number at 400 and not to go beyond this number. Each new student means time to the tutor and for he or she to have more than the state requirement is not only unfair to the tutor and tutee but the experiment itself.

In conclusion, Tom, my hope is that you will give serious thought to what I have said. I am now in Guatamala and events are going well with my present project. Looking forward to seeing you in the fall.

As Ever,
Taron Caine
c/o American Express
Lima, Peru ◆



EPISTLE: *a warning*

I am into the Bible very much. I wish that you would have this letter put in the Bullfrog Pond or parts of it that are worthy or to pass it around to as many friends as possible. I am unable to visit for we are working hard here getting the message of Jeremiah the Prophet out.

There have been two countries founded upon God since creation, Israel and America. Both times have these people turned their backs on their creator and worshipped idols, cars, families, education, jobs, business.

It is difficult for you to realize that this is a spiritual world and that everything you see physically is just a figure of the real spiritual thing. The understanding, belief and faith comes by hearing the word of God. The revelation of Jesus Christ our Lord and Savior.

We must put away childish things and realize that there are no neutrals. That truth contains no maybe's, almost's, or try's. You either are in the light or the darkness, in the spirit of God or devil, have eternal life or not. Heaven or hell. Cut and dry, and simple.

"...THIS IS AMERICA'S LAST SUMMER AS A FREE NATION."

The message of Jeremiah the Prophet is for America. We know that this is America's last summer as a free nation. Soon there is to be what is called the Great Confusion. There will be bloodshed. Ending in a dictatorship by Nitler (Nixon). The Lord our God never does any major movement on earth without first revealing it to his servants the prophets. I admonish everyone to turn back to Our Father and Lord and Shepherd Jesus Christ, and warn others of the fall of this nation. Flee the country or stay and be persecuted. But know that nothing happens by mistake. God has revealed all world governments before they happened (Daniel the prophet, Chapter 2.)

If anyone that reads this desires more please write. Or go to the children of God in Ann Arbor, Lansing, Detroit, Chicago. We are evacuating the country within the next couple of months. If any man desires to serve the creator of the universe and to know the mysteries of the universe, it is freely given. You only need to believe.

Jesus Christ, eternal life are free gifts to any man that will deny himself. All you have to do is ask.



Robert Stine
12380 S.W. 188th St.
Miami, Florida ◆

Jeremiah was a Bullfrog...




EDUCATIONAL OPPORTUNITIES:


New Communities, Inc., a cooperative farm in Lee County, GA, is recruiting volunteer labor to harvest its crops in July and August. This is an opportunity for Northern students to work with Black and White Southern farmers who are working out a new way of controlling their own political, economic reality. Okra, squash, and watermelon will be harvested for trucking to the Northeast markets. Living arrangements will be provided (spare) and transportation for those staying more than one week will also be guaranteed by the Poor People's Development Foundation, which is helping New Communities, Inc. in this effort. It will be hard, hot work, and no drugs. For information, contact: Poor People's Development Fund, 235 Thompson St., New York, N. Y. 10003 (phone: (212) 260-4644, or (201) 675-6055), or The Rev. Dave Rogge, NYU Religious Center, 2 Washington Sq. No., Rm. 35 NYC 10003 (phone: (212) 598-2761). ◆


Minutes

Beginning this issue the various TJC minutes will not be published in the Bull Frog Pond, but distributed seperately. Important discussions and decisions will be condensed and published on these pages.

CONDENSATION FROM FACULTY MEETING, MAY 10, 1972

 "Floating Seminar will be offered in fall term, 1972, substantially as in the spring; that it be registered for as a special study, with the same credit arrangements; and that tutors work harder at getting specific study proposals to be done in the term."

 "Those experinces which are clearly Independent Project experiences be proposed and registered for that way rather than as Floating Seminar."

 Contract Degree Program passed. ◆

Publication Note

During this summer the Bull Frog Pond will be published several times. The central idea for the summer issues will be to create Student Handbook-type issues to help TJC students; both new and old.

An attempt will be made to ask and answer as many questions about TJC as possible. Included will be step-by-step suggestions about what to do when you get here in the fall.

Present ideas include a special "for-the-parents" issue; sharing knowledge and resources of TJC and CVSC; Unit I and Unit II relations and differences.

INPUT is very welcome on these or other ideas. Input might be in the form of letters, articles, editorials, poetry, etc. As much as possible should be received here by the first week in July.

Thanks and have a happy summer. ◆

In wilderness

lies

the

SALVATION

of

the

world



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