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## **Bull Frog Pond, Vol. VI, No. 7**

Grand Valley State College. Thomas Jefferson College

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meanwhile...



and winter came



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THE BULLFROG POND

Vol VI No 7

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Editor: Karle Murdock  
Special thanks to: Mary Te Pastte  
Karen Sanders  
Sue Laskoski

The opinions expressed in the BFP are those of the contributors or the editor. All correspondence or inquiries should be directed to:

Bull Frog Pond  
Thomas Jefferson College  
Allendale, Michigan 49401

For more information about TJC write, call, or visit:

Thomas Jefferson College  
Grand Valley State Colleges  
Allendale, Michigan 49401

Area code 616 895-6611 Ext. 357

Cover by Jill Cliffer

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Feb. 3, 1973

# LETTER

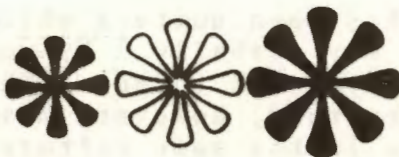
To the Editor:

I would like to submit these papers for your approval and entry into the upcoming issue of Bullfrog Pond. Enclosed are, "notes in progress," and the two poems: "a survivors account," and "continuing a tradition." It might be wise to mention that, "a survivors account has a lot to do with one's fellow man and his reaction to innocence similar to Billy Budd. Also, I should mention, the second poem, "continuing a tradition" is essentially pro-feminist in character. (It may be obvious)

Thank you for your well done January issue.  
It was excellent!

Sincerely,

David R. Summers



## NOTES IN PROGRESS

January 23, 1973

It has been so long since I thought I had something verbal to say. My work does go on, though I have made nothing. What I have to say verbally is what I have been doing. My work is what I have been doing. I have made nothing, and my work is what I am saying. It has been so long since I have made nothing. I am saying that my work has been nothing. --nor does it say anything. Something verbal is not to say that it is anything, on the contrary, that whatever can be said is my work. I wish that I might make something that says something. Words-- to touch them--see them mold around themselves-- twisted inside themselves, having only one side



and finally devouring themselves upon themselves.

What I say is the paper I write on, the tone of voice I use, and the time it takes me to utter their forms. Their forms are undeterminent, and therefore lie superficially on the single surface of meaning. It is insufficient to say that I am saying what the words mean, and foolish to think that you see what I mean. What I mean has three dimensions, and is linear. What I see I can touch, and is what you see as what I mean. The paper is what I mean, so is the tone of voice I use, so is the typewriter I use, so is the ink that you see. consequently, what you see is what I mean.



It has been quite a while since you have seen what I can say verbally. My words are a dicatomy of substance and symbolic intent. The symbols are commonly understood, however, most commonly misunderstood--even in the same culture or subculture. They are understood as integral parts of the spaces between the words, whether I have a yellow shirt on or a blue one. It is the shape of my mouth, and the way the wind is blowing my hair. It is my intent and my work to say what I mean without doing what I say. I cannot be everywhere and doing everything. I cannot be always wearing a blue shirt and have a good wind at my disposal. I cannot always have a typewriter, nor can it always be equipped with a ribbon. My symbols are meaningless in the context of "now". They have always existed in the visual and the seen.

I have made nothing though what I made is seen and understood. The symbol is the seen and is in the context of the understood. What is "now" is not

understood and the symbol cannot therefore exist within that present.

What is commonly thought of as a thing is really a symbol. The symbol exists in the "now", however, it does not contain any meaning. The meaning is seen and understood only in the context of the past. The past is not always present in the symbol. the past cannot be worn like a blue shirt or a good wind. The past exists only within us, as we are in the present and its form exists only within us.

I see that there exists a search. Such has been man's past. The search for the universal symbol that exists independent of the manmade concept of the "now", or the "past", or the "future". The universal symbol is acceptable to all. It is independent of substance and is understood and is everywhere and doing everything. Its content rests not on the shape of things and typewriter ribbons, but on its only inherent quality.

David R. Summers



## A Survivor's account

a survivor's account is always best  
but highly offensive- like incest  
look carefully!

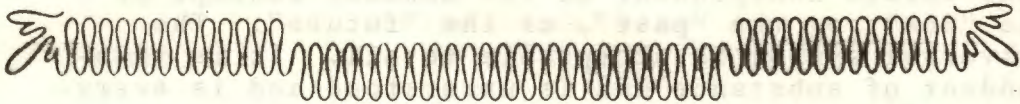
David R. Summers

# continuing a tradition

You are destined for the finest past  
a breast coated, formally interpreted  
by a craftsman "with smooth contours"  
they get a lot for a little.


Thoughts are a showcase for quality  
your neck a fireplace beauty,  
a given dollar buys more  
a given dollar- especially priced.



David R. Summers







Just repeat:



It's all over  
this standing in puddles of salt & rain






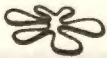
 **JUMP! SPLATTER!**

 soak the others  
 let their words fall out and crack the cement

 let the fish swim mad  
 in this madness of water gone stagnant

 drag in the sea and flush away the streets  
 dissolve the puddles into solution

 till whales become angels  
 that gorge words ecstatically!

     Ron Lampi 

# LETTER

26 October 1972

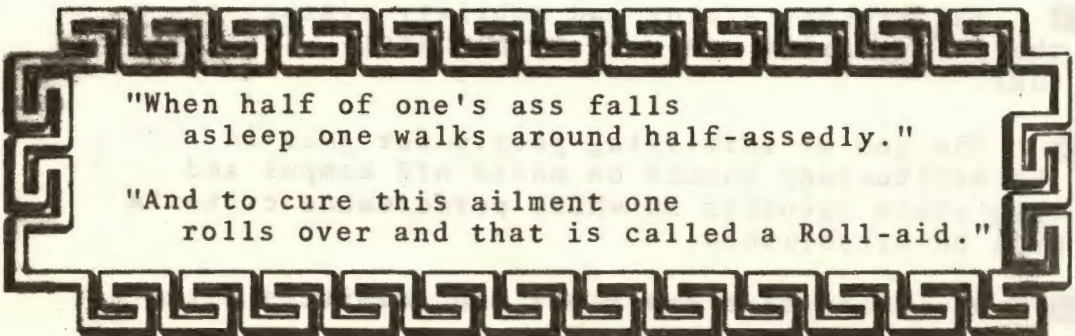
Dear Dr. Gilmore,

I have received today your very interesting set of papers about Thomas Jefferson College and William James College, and am most grateful for all the trouble which you and your colleges have taken for me: more grateful, let me say, than surprised, for I had every reason to know how willing you all are to help the visitor who is interested in your work.

To ask you to thank all the kind and charming people whom I met would be to add to the troubles I have already made for you. If it were possible, however without undue trouble, to tell them that I greatly appreciate their welcome and their generosity in giving up their time, and that I will speak of your work with interest and respect to my fellow members of our Convocation. I would be most grateful.

Yours very sincerely,

W. J. Heigho



"When half of one's ass falls  
asleep one walks around half-assedly."

"And to cure this ailment one  
rolls over and that is called a Roll-aid."



~~-----~~  
H. L. Hodgkinson (CRDHE, Berkeley) lists fourteen assumptions on which his new conception of a college is based.

## 14 ASSUMPTIONS

- ❧ Learning does not occur in equal units, nor on certain days of the week, nor at certain times of the day. When it does occur, it means that the individual's view of the world has shifted--learning is additive.
- ❧ When twenty students read the same book, they have twenty different experiences.
- ❧ Transfer of learning outcomes from one situation to another is highly unlikely. It is wiser to assume that transfer will not happen.
- ❧ The universe does not seem to be organized by academic departments.

### *personal growth*

- ❧ A good education program provides for the personal growth of faculty and administrators as well as students.
- ❧ The present status and mobility systems of the professoriat are un-, if not anti-, intellectual.
- ❧ The job of certifying people for jobs in the meritocracy should be moved off campus and into state agencies in which performance criteria will be established.
- ❧ Administrative positions and committees often

have the function of generating enough work to justify their continued existence.

## **ignorance and knowledge**

☛ The rigid lines between content and method, teacher and student, ignorance and knowledge, and teaching and research need to be made more interactive and processual.

☛ Participation in governance should be direct, not representative, and should include all interested parties.

☛ Standing committees, and the precedents which they enshrine, are major causes of the hardening of institutional arteries.

☛ A student body should not be age-graded, but should be limited to those who wish to inquire about something. Inquiry transcends sex, age, nationality, and social class.

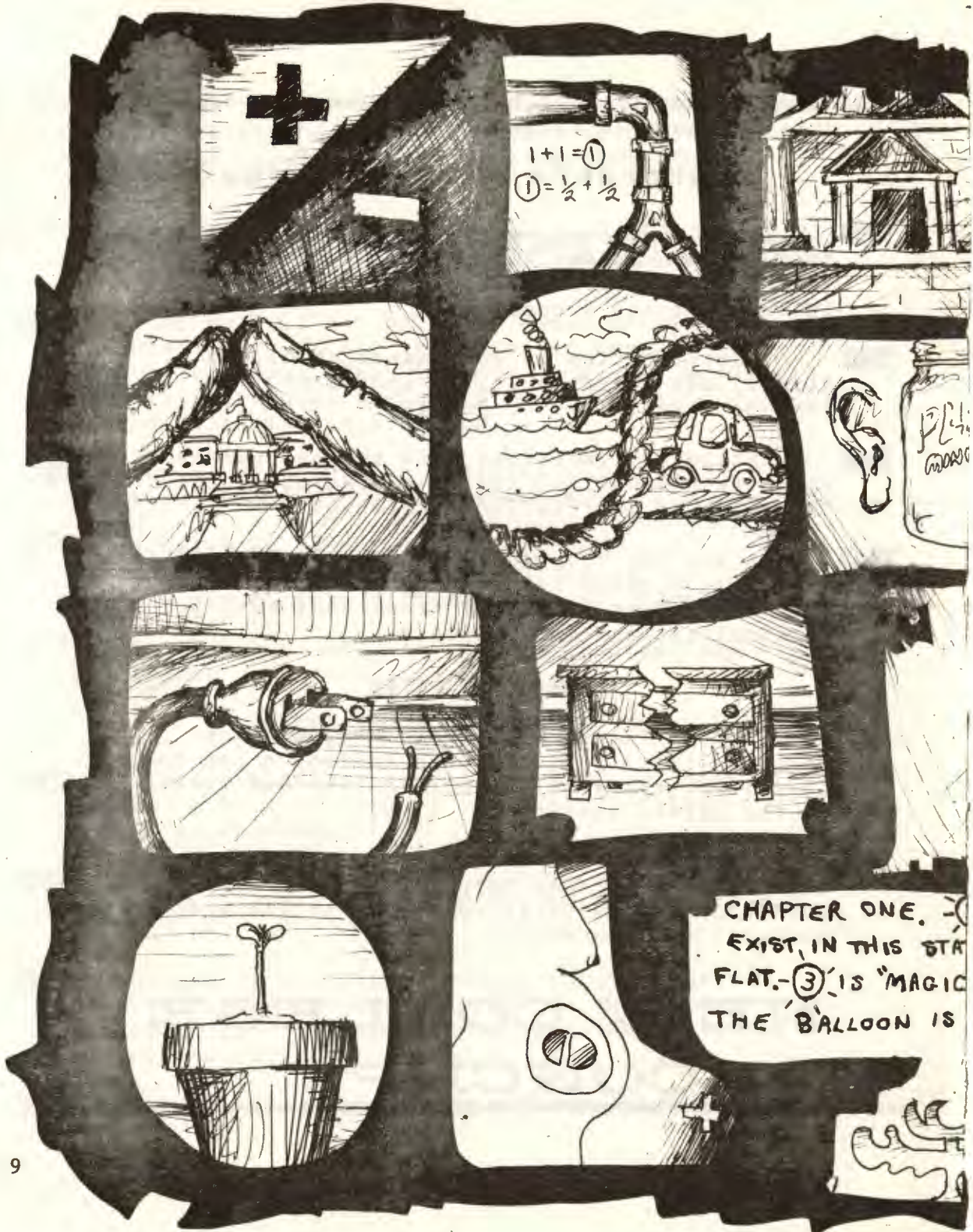
## **imitation**

☛ 13. One of the richest forms of education involves imitation. Through imitation can come identification with the personality and values of the person imitated.

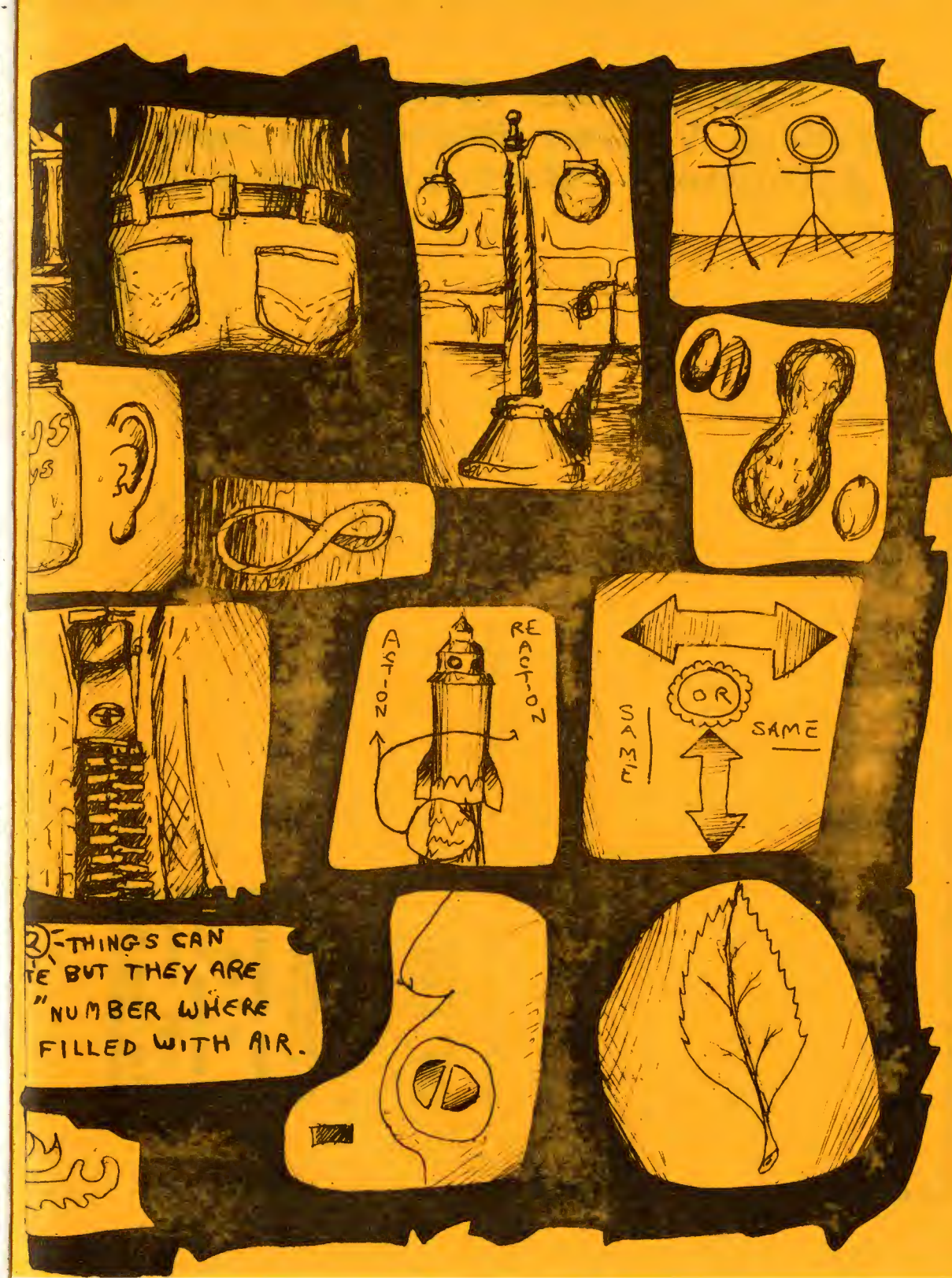
☛ Cultural deprivation is not limited to the lower class--in many respects, middle class children know far less about the universe of humanity than do others.

# **NEW COLLEGE CONCEPT**

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CHAPTER ONE.   
 EXIST, IN THIS STATE   
 FLAT. - ③ IS "MAGIC"   
 THE BALLOON IS



② - THINGS CAN   
 BE BUT THEY ARE   
 "NUMBER WHERE   
 FILLED WITH AIR.

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