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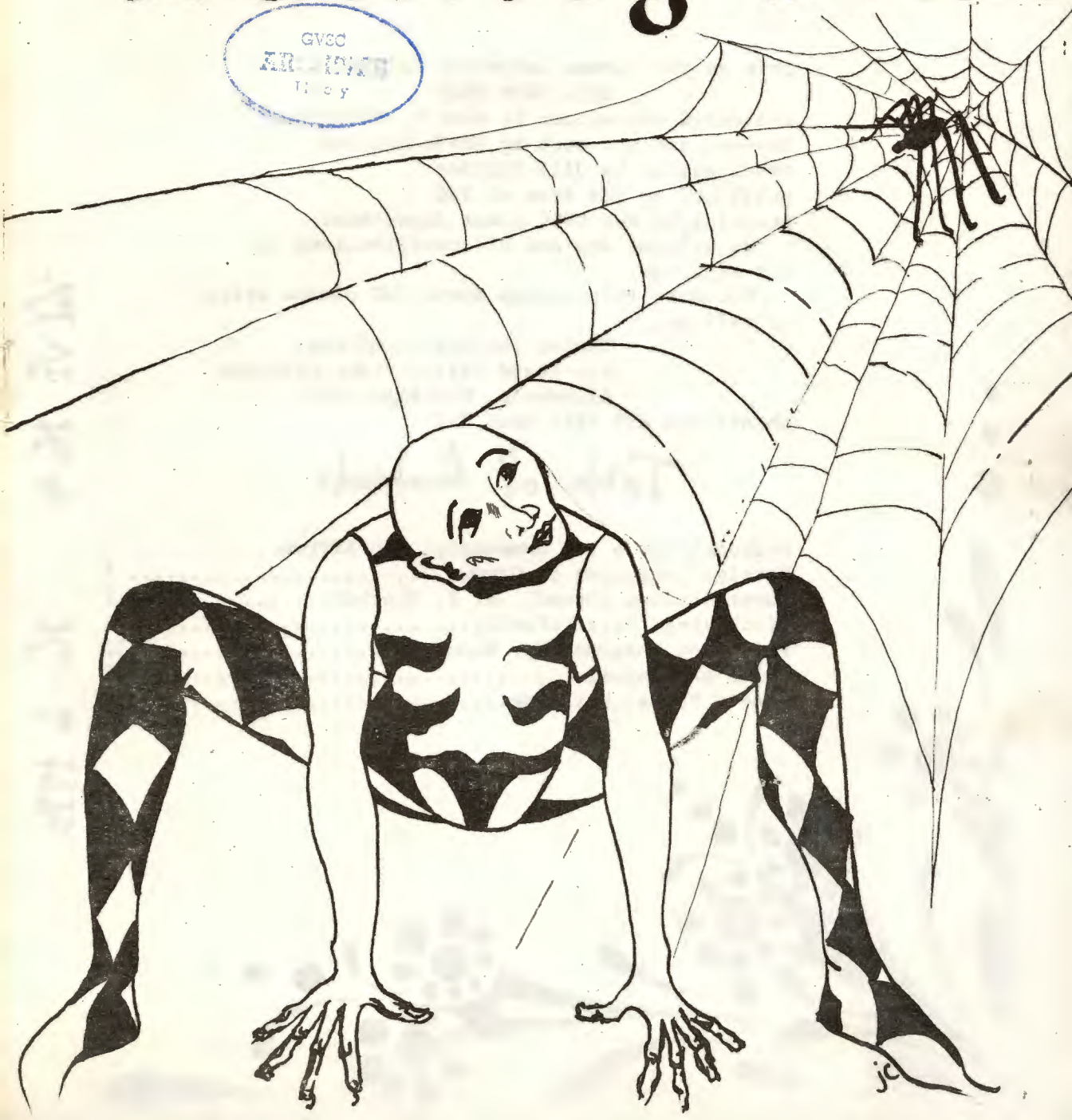
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# Bullfrog Pond

GVCC  
ARTISTS  
TRAY



This is the Thomas Jefferson College  
BULL FROG POND  
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our magazine.

For more information about TJC please write  
or call us.

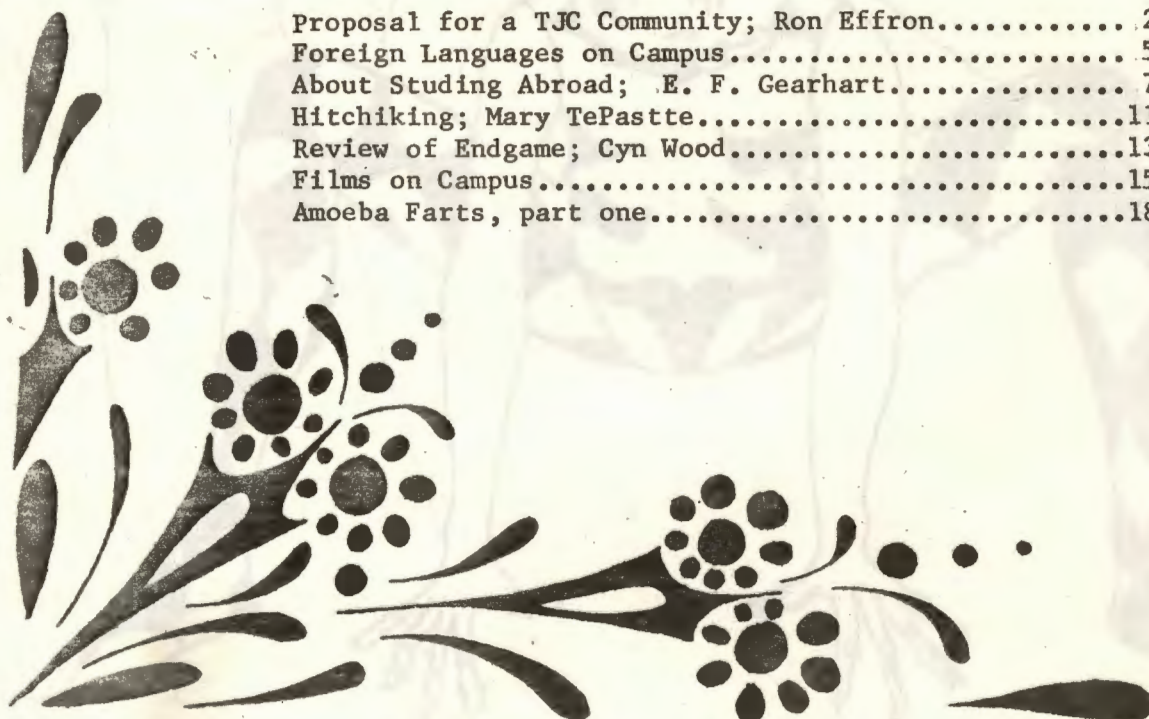
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Vol VI No 4

Nov 6 1975





# T J C COMMUNITY



Fred Beshears, a TJC student and member of the board of directors at Circle Pines, recently approached me and a few other faculty with the idea of our starting a resident community of students and faculty who would live at Circle Pines during the Fall and Spring. I want to present here a short summary of what such a resident community might entail. All of what appears below should be considered tentative and subject to change.

For both students and faculty, membership in the resident community would normally be for one quarter. A student would sign up for a full load of courses to be taught at Circle Pines, a teacher would offer a full load while there. Hopefully, many of these courses would reflect both the teacher's area of specialization and the particular needs and desires of the students. For example, I might teach courses on utopias, the sociology of everyday life, and collective behavior. Other faculty could teach about biology and geography of the area, ecology, religion, etc. Of course, not all courses would have to deal directly with Circle Pines or collective living.

Beyond a regular class load, each member would be responsible for keeping the community fed, sheltered and comfortable. In other words, the community would meet its basic needs as a group, probably sharing such basic tasks as cooking and dish washing.

In addition, Circle Pines could use some help in maintaining and improving its grounds. Members



of the resident community might be encouraged to become involved here, giving some positive direction to the group beyond its own existence. Circle Pines would also benefit economically by our living there, since they could charge us reasonable rates to rent their facilities.

To return to the faculty, I envision their roles generally as teachers, organizers, and spokesmen for the community. Each person would certainly define his involvement differently, but I would expect he would normally maintain his identity as a leader in the group. Like the students, he would be expected to live in the community full-time during his quarter of involvement (hopefully with his family).

I plan to bring up this possibility at the next faculty meeting. If we decide to pursue it further, we could conceivably begin the first resident community this spring.

I would greatly appreciate student response/reaction to this proposal.



Ron Efron


### PROPOSAL FOR A RESIDENTIAL COMMUNITY



The proposal in essence is to have a small group of students (20-25) and one faculty member from Thomas Jefferson College form a pilot community at Circle Pines Center for the spring term.

The idea behind the proposal is quite simple. The mechanics behind planning and organizing such a project are as complex as any Circle Pines endeavor and will require step-by-step planning. Because of this complexity I would suggest that we refrain





from discussing the nitty gritty details during the membership meeting, focusing instead on the overall effect a resident community would have on Circle Pines.

To begin with a little background information, Thomas Jefferson College is a small experimental state-supported school located about 50 miles from Circle Pines. The college's structure emphasizes a cooperative student-faculty relationship rather than an authoritarian one. Although TJC's structure is desirable, the school is handicapped by the lack of any real community. A small proportion of the student body lives in farmhouses scattered about Allendale whereas the larger bulk live in apartments around Grand Rapids. There is a general consensus among the students, faculty, and administration as to the need for a residential community. The major hamstring is a financial one.

The heart of the financial problem at CPC is the under-utilization of camp facilities during the off-season. Our buildings are strained to capacity during the large weekends and then lie fallow for the interim. Work bees are difficult to plan due to having our base of membership and publicity in Chicago. Finally, the vast majority of our buildings are intended for summer use only and are not holding up in the Michigan climate.

Both administrations are wary of aligning in terms of bureaucracies, but cooperation in terms of people would benefit both organizations. The rent receipts from the community would be quite lucrative in comparison with present operations during the off-season. But this is only the tip of the iceberg. A community would increase our membership in the surrounding area and the word of mouth advertising would be invaluable. Students have sisters and brothers of unit age. The community members could also help with organizational and committee work. For instance, there was a poetry festival at Thomas Jefferson this year, with such literary dignitaries as Robert Duncan and Allen Ginsberg. Community members will



know full well the need for improving our present facilities and would be willing to work towards those ends. And most importantly they will realize the need for sharing and cooperation with the larger community of Circle Pines.

As the multiplicity of benefits a residential community could offer the Center become more evident, so do the detriments. Many of the nicer heated facilities will indeed be occupied by the community members. The matter of personal space in addition to physical space is another justifiable reservation. Circle Piners are used to assimilating new members in smaller groups. The greater influx of new members might prove unsettling to some. While realizing these drawbacks it is still my prevailing conviction that the community's benefits and long-term possibilities would more than compensate for any short-term inconveniences.

Therefore, I propose that we delegate the authority for a final decision on the pilot community to the board after the particulars have been formulated.



Fred Beshears  
as proposed to the Circle  
Pines Membership meeting  
for consideration

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# FOREIGN LANGUAGES

The Foreign Languages Department of CAS provides foreign language instruction for all of the colleges at GVSC. It offers literature and civilization-oriented majors in French, German, and Spanish, and a minor in Russian. There are language orien-



ted courses through the 300 level. The department is expanding its curriculum so as to provide a two-track system which will enable the student to receive a major with a concentration in language or literature.

The new language courses are designed to assist students who possess skills in other areas to compete more successfully in the job market. The opportunities for people with a saleable skill plus a language capacity are almost boundless. For this reason members of the foreign language department are eager to cooperate with other departments and programs to provide an international dimension to the students' education.

## One Term of Language for Travelers

Special one-term "mini" courses for students who wish to travel or want an introduction to the language are offered under the number 121. These courses provide an audio-lingual introduction on a pass/fail basis. The emphasis is on understanding and speaking and the acquisition of a repertoire of basic expressions.

In addition to the above courses, the Self-Instruction Program in foreign languages offers an opportunity to study languages for which there is insufficient enrollment to provide staff and regularly scheduled classes. Students work with instructional materials on tapes and meet weekly with a native speaker.

The courses are available each term. At the present time, Arabic, Japanese, Portuguese, and Serbo-Croatian are offered. It is expected that Italian will be available by next fall term. Also pending approval are the one-term language courses for music majors in French, German, and Italian. It is expected that the course in French for music students will be offered winter term. ◊



Intensive language courses on all four levels in French are offered in the GVSC French Summer School in Tours, France in July and August each summer. The same is true of German at the GVSC German Summer School in Klagenfurt, Austria. Intensive elementary Spanish is offered every summer on campus, as well as at the AASCU Center in Pueblo, Mexico.

Further information may be obtained at the Foreign Language Office in 210 LSH.

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# STUDY ABROAD

At the present time sixteen study-abroad opportunities are available to students at GVSC through the Office of International Studies located on the second floor of LSH. The booklet "Foreign Study Programs at Grand Valley State College" (available at the Office of International Studies) describes fourteen of these programs. In addition, Field Study in Latin America, usually taken in connection with Volunteers for International Development, and a year-abroad program with the American University of Beirut, Lebanon are now offered.

In addition to the regular curriculum of the three summer schools in Klagenfurt and Vienna, Austria, and Tours, France, an independent study project may be undertaken with the approval of the director. All courses in Klagenfurt and Tours are taught in the foreign language. The language of instruction in Vienna is English. Vienna is ideally situated to undertake studies dealing with Eastern Europe. Moreover, the resources for the study of art and music are unique. Courses in history and literature concentrate on developments in Austria and Austrian personalities.

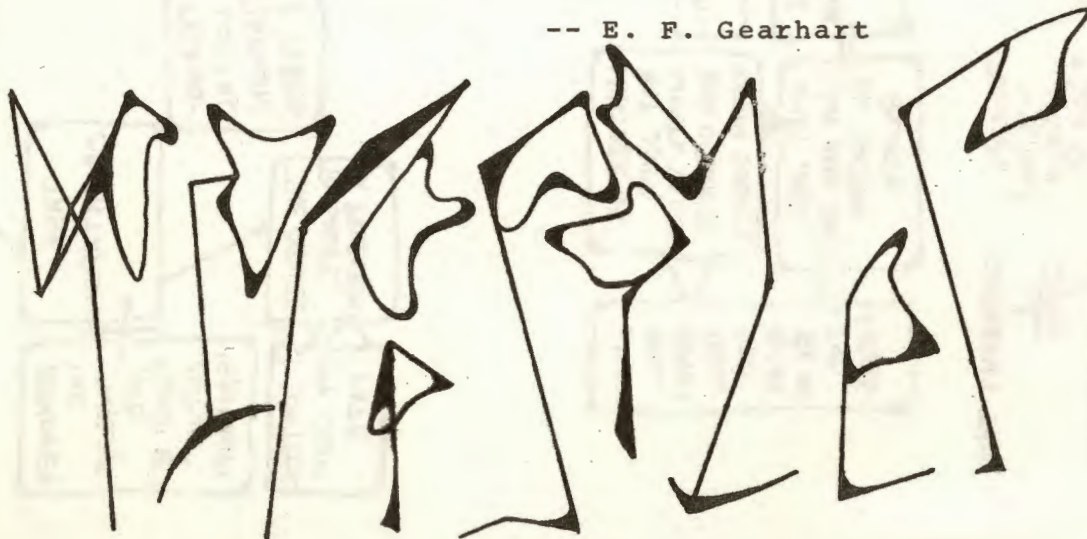
All independent study abroad undertaken by students

at GVSC is now offered under the auspices of the Office of International Studies under a program entitled Independent Study Abroad. A description of this program will soon be available in LSH 251. Briefly, the program functions as follows: normally the period of study abroad will be one term in which 15 quarter hours credit may be earned. During the term prior to departure from the United States, the student chooses a faculty supervisor at GVSC (or has one appointed by OIS) and develops a specific research subject to provide a theme for his entire study period abroad. In most instances, the Office of International Studies will arrange for a resource person in the foreign location with whom the student may consult while abroad. Upon returning to the United States the faculty supervisor at GVSC will evaluate the student's work.

The Office of International Studies will assist the student prior to his departure regarding travel, housing, and orientation on the host country. However, the arrangements in most instances will be finalized by the student himself.

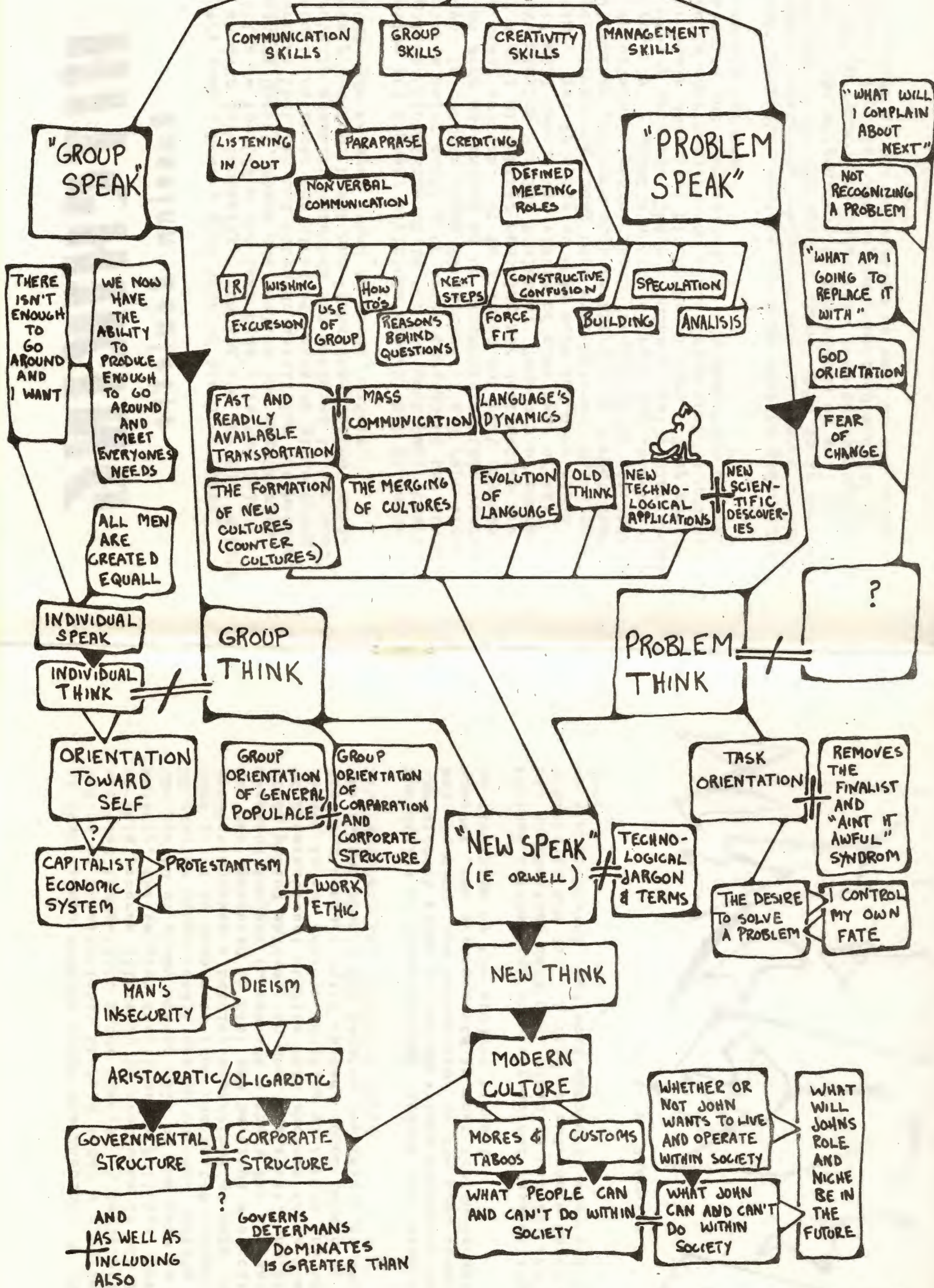
Further information on study-abroad possibilities may be obtained from Mrs. Sloan in LSH 251 and Dr. Schwarz in LSH 213. A file of reference materials on study, travel, and work abroad is also available here.

-- E. F. Gearhart





# SYNECTICS JARGON AND METHOD OF THOUGHT



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# HITCHHIKING

## Russian Roulette

Every time I hear a girl talk of hitching rides, I shudder involuntarily. Reading the article "Hitchhiking -- Too Often the Last Ride", in the July Readers Digest, makes one realize the nightmarish horrors that can and often do befall the hitchhiker. Actual instances are cited of cases of girls being brutally sexually molested and murdered in the most grisly fashion: heads and limbs decapitated, mutilated nude torsoes found in woods, waters.

Police and highway officials assert that violence against hitchhiking girls for the most part constitutes a major portion of crime throughout the country. In certain areas 70 percent of all rape victims were determined to be hitchhikers; this varies in other sectors. It is pointed out that chances of a girl hitchhiker reaching her destination are like playing Russian Roulette. "One out of every six" will become the victim of some type of sex crime. Yet in spite of this more and more girls are hitchhiking today than ever before. The single hitchhiker presents such an attractive target that some criminals patrol roads frequented by hitchhikers regularly -- usually where colleges and universities are located. These criminals really plan ahead for their potential hitchhike victims. They remove inside door handles and plan a site that is usually desolate and untravelled for the abduction of their intended victims.

Most hitchhiker rapists (or even rapists generally) remain undetected because of the reluctance of their victims to testify against them. This is in part due to the stigma felt by the victim as well as it being common knowledge that even those rapists brought to trial are seldom penalized and all of the stigma of the accusation as well as the actual



act is placed on the victim. It's no wonder that so few rape victims actually press charges. How many of us who have been sexually assaulted will own up to it, let alone press charges. I'm willing to guess that the number must be legion.

#### WHAT CAN WE DO?

Several things have been tried in different areas:

1. On one campus an associate professor organized a bus service called the "BUG LINE." He bought two very old buses, decorated them to look like caterpillars, installed taped rock music and dispensed free snacks. The buses travelled the most frequented stretch of highway to and from campus. It was an instant hit and at last report was shuttling about 100 students daily, to and from campus. This venture was supported by advertising on the buses from local businessmen. True, this solution would be rather impractical most places and would be just a "drop in the bucket" as far as solving this problem, but it represents a sincere effort.
2. Court procedures should be investigated and overhauled so as not to put the onus on the rape victims. It has been conclusively proven that most rape victims do not press charges because of the resulting embarrassment, harassment, and red tape they are put through. The victim is made to feel that "she is on trial."
3. Information with statistics showing hitchhiking hazards should be distributed.

Despite all these efforts, we know that young people (older people too) will continue to hitchhike believing that "it will never happen to them."

An agency has rallied to the defense of rape victims:

In case of rape, call the RAPE CRISIS TEAM, 456-3535. They have a 24-hour service which provides free legal and medical aid -- a supportive service by women, for women.

Perhaps the tide will turn in the future (with help from a concerned populace) and the courts will listen and be more sympathetic to the victims and place less obstacles in their paths when they justifiably try to press charges. I believe this would be the greatest deterrent to rape crimes generally.

In addition...walk whenever possible; it's good for you.

-- Mary TePaste

Editor's Note: Mary says she's talked to others and they also had some good ideas of what to do -- if you have any, put them in the Bull Frog Pond mailbox in 165 LHH.



## Stage 3's **ENDGAME**

It's unfortunate that anyone in TJC missed seeing the production of Endgame put on by Stage 3. An imposing set, inventive acting, good even direction and an excellent, perplexing play combined to make the theatrical evening unforgettable, the best Stage 3 has come up with.

Samuel Beckett wrote the drama, which creates an entire desolate world. Cloy, who cannot sit, is a servant to Hamm, an invalid who cannot walk. Hamm



totally lacks compassion, keeps his father "bottled" in a box on stage (speaking to him as "cursed fornicator"), dominates and abuses Clov, barely notices his mother's death. He invents stories, resonantly reciting them to anyone or no one. There are hints that, at least within the vicinity, all human beings and most other living things have ceased to exist. Clov continually threatens to leave, to go out into this "other hell" and at the end of the play he finally does so, abandoning Hamm to a last detached soliloquy and then silence.

The odd thing is, this is a very funny play. So many absurd circumstances prevail, so much of the character's behavior is comically perverted, that there are very few stretches without a laugh. For example, Clov getting a flea down his pants and the resultant glee at its death, or Nagg, Hamm's father, telling a long, boring joke, were some of the incidents that amused me and continued to amuse me through several viewings. Beckett even has the grace to mock himself -- as when Hamm asks Clov, "Do you think we're beginning to...mean something?"

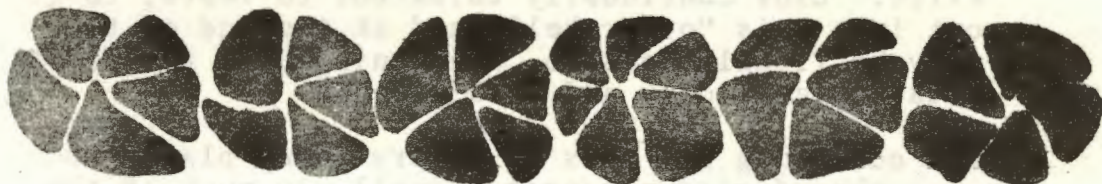
Part of this humor is due to the brilliant acting of Joel G. Fink and Rick Ruppert, two of the actors-in-residence hired for this year by the college. As Clov and Hamm respectively, they brought a professional depth to their parts, and originality to their interpretation, especially with their voices which sometimes almost sing the words. Due to the introspective and somewhat musing characteristics of the acting, there were some slow moments, but the philosophical dimensions this added are invaluable. Anne Wilford and David Hunsberger as Hamm's mother and father both took hold of their parts and brought freshness to the play.

The set designed by Peter Maslan was massive and gray, with chaotic bricks, shabby boxes, and curtains adding to the mood. Anne Wilford's makeup ideas combined the grotesque with just enough reality. It is obvious that the entire production was expertly pulled together by Michael Birtwistle who directed it with his usual excellent lack of  $\diamond$

heavy-handedness.

Stage 3's next production is in a different vein; King Ding-a-Ling and the People's Parade, a strange lively musical will occur in December.

-- Cyn Wood



## BERGMAN FILMS

- 11/13/73 SMILES OF A SUMMER NIGHT (1955). Subtitles. 132 Lake Huron Hall; 3:15 and 7:00.
- 11/20/73 WILD STRAWBERRIES (1957). Subtitles. 132 Lake Huron Hall; 3:15 and 7:00.
- 11/27/73 THE MAGICIAN (1958). Subtitles. 132 Lake Huron Hall; 3:15 and 7:00.

## SLAVIC FILMS

- 11/01/73 ALEXANDER NEVSKY. Russian with English subtitles. Sergei Eisenstein's epic about the Russian victory over the Teutonic Knights in 1241. "Eisenstein's historical masterpiece...the very best use of the camera that has ever been made."
- 11/08/73 MY NAME IS IVAN. Russian with English subtitles. This is a poetic and sad story of a young boy caught up in World War II. "A memorable movie...the young director (Tarkovsky) shows remarkable ar-



tistry in endowing the simplest moods with poetic beauty."

11/15/73 ASHES AND DIAMONDS. Polish with English subtitles. "(It) is one of the clearest portrayals of a communist society ever made. It bares the conflict of idealism and instinct in a young resistance fighter who assassinates the wrong men at the end of World War II. Wajda's exacting style initiated the Polish film renaissance and testified to the destruction of political fanaticism."

11/29/73 THE SHOP ON MAIN STREET. Czech with English subtitles. "One of the most acclaimed films of recent years, and winner of the Academy Award for the Best Foreign Language Film, (it) is a haunting tragicomedy set during the early days of the Nazi occupation of Czechoslovakia...Brilliant in performance and extraordinary in accomplishment."

## GERMAN FILMS

11/14/73 MINNA VON BARNHELM (1963). German dialogue, no subtitles. TV production of Lessing's comedy of the same name -- Major von Tellheim is wounded, suddenly poor and -- due to slander -- dishonorably discharged from the army. He no longer feels worthy of his fiancée, Minna von Barnhelm, a wealthy heiress. Minna, however, has been searching for him ever since the end of the war. By coincidence, they lodge at the same Berlin inn, the setting for the subsequent amusing intricacies.

01/16/74 MASKERADE (1934). German dialogue; no subtitles. Carnival ball in Vienna in

1905. The wife of a surgeon follows a famous painter into his studio and poses for a picture, dressed only in a mask and a muff, the grand prize she has won in the tombola that night. The next day this picture appears in the newspaper and all Vienna recognizes the muff...

- 02/06/74 KLEIDER MACHEN LEUTE (1940). German dialogue, no subtitles. A film based on the novel by Gottfried Keller. Wenzel, a tailor's journeyman, is mistaken for a count and given a ceremonious reception by the people of Goldach. He is not at all at home in his involuntary part, although it is of great help to his affair of heart. Nettchen, his love, forgives him generously when he finally succeeds in revealing his true identity.
- 02/27/74 TONIO KRÖGER (1964). German dialogue, no subtitles. In its close following of Thomas Mann's novel, this film sets forth the problem of the artist who secretly wishes for bourgeois life. In a flashback, Kroger relives, the development of this conflict in his youth. Kroger finally does make a permanent decision for the arts.
- 04/10/74 BERLIN -- ALEXANDERPLATZ (1931). German dialogue, no subtitles. A film based on the novel of the same name by Alfred Doblin. The setting is Berlin of the 1920's revolving around the fate of the sentenced Franz Biberkopf. In spite of the technical flawlessness of the film, the director, Phil Jutzi, is still strongly indebted to the silent films.
- 05/01/74 DER ARME MANN LUTHER (1964). German dialogue, no subtitles. On his death bed, Martin Luther sees his whole life go by as a monk presses him on this last chance.



to return to the fold of the church. With much discomfort, he lives through his development again, but eventually gains confidence that his choice was right, sends the monk away, and dies in peace.

05/22/74 DER JUNGE TORLESS (1966). German dialogue, no subtitles. Based on a novel by Robert Musil, young Torless is brought up in a boarding school and sees how his fellow schoolmates sadistically torture a classmate of his. The film is played mainly by unknown actors and was a multi-prize winner.

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# The Amoeba Farts

*Amoeba on a slide under a microscope, a big eye looking down with its amorphous head, a huge amoeba looking down thru the microscope at the little one. There's a bright light shining up from underneath the amoeba's breathing, pulsating body; it begins to throw out bits of itself and gathering the pieces, crawling into itself, off of the microscope, over its black shiny foot, onto the table, wriggling and engulfing the pieces of itself. It eats the table, eats the giant amoebic over-seer; its nucleus keeps growing, pulsating, louder and louder. The amoeba splits and becomes two. They vomit the bones of everything they've encompassed; along with the vomit comes more amoebas, each one larger than the original. They nibble on test tubes and the lab assistants; they absorb a flame-thrower used to try to destroy them and then become able to breathe fire, undulating, pulsating, louder and louder. People are being chased around New York, the army's facing it, trying to destroy it, Orson Wells is laughing, narrating, saying "amoeba farts." The amoebas ate all of the lights.*

*And then...*

Send us your ideas -- continue our story.

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