

1-15-1972

## **Bullfrog Pond: Theatre/Co-Op Issue, Vol. V, No. 6**

Grand Valley State College. Thomas Jefferson College

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# GRAND OPENING

## A GRAND TIME BABY!

MONDAY JANUARY 17, 1972

FRIDAY JANUARY 21, 1972



M	T	W	T	F
17	18	19	20	21
OPEN HOUSE			BAKE SALE	
	1-5			

All week long, the Co-op will be OPEN FOR SURE!  
 WEDNESDAY there will be BAKE-INS at / hours -- 1-5  
 different folks' houses and then THURSDAY and FRIDAY  
 the baked goods will be sold + served in the store  
 with FREE drinks!!!

The GRAND BONUS this opening week: No Co-op  
 Subscription will be needed to buy foods! A TWO  
 DOLLAR SAVINGS FOR YOU. Plus there will be ample  
 opportunity to get your subscription.

About the New Food Co-op:

It opened primarily so that anyone who wants good,  
 healthy food can get it about as cheaply as possible -  
 anywhere. The workers (which incidentally are needed)

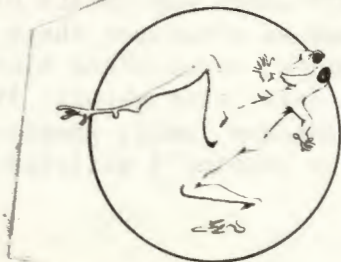
work on a volunteer basis and the buyer does not have to support them. With more people supporting the Co-op, a larger and better variety of foods will be available. Already we have more of a selection than we did when it started a few months ago, and we are growing all the time.

It is open all winter Mondays, Wednesdays and Thursdays from 1-5 p.m., the truth of this depending on the regularity of the workers.

We hope you come to the opening week. It will be a good time.

A sampling of our goods:

	<u>Per Pound</u>
Sunflower Seeds	53
Roasted Peanuts	40
Raw Peanuts	38
Honey	33
Soybeans	12
Wheat Flour	18
Cashews	1.18
Peanut Butter	45
Brown Rice	30
Lentils	21
Apricots	1.00
Walnuts	1.00



#### RECIPE-OF-THE-WEEK

#### CAROL'S SOY-RICE BURGERS

**1½ cups (15½-ounce can) soy beans, drained; or dried soy beans, soaked, cooked and drained**

**1 cup cooked brown rice**

**2 tablespoons chopped onion**

**2 eggs, lightly beaten**

**½ teaspoon salt**

**½ teaspoon celery salt**

**1 cup whole wheat bread crumbs**

**¼ teaspoon paprika**

**2 tablespoons chopped parsley**

**½ cup wheat germ**

**8 slices whole wheat bread.**

**1. Grind the soy beans, using the coarse blade of a meat grinder. Mix soy beans with other ingredients except the wheat germ and bread slices.**

**2. Form into four burger patties. Roll in wheat germ and broil over charcoal fire or under the broiler until lightly browned. The burgers may also be baked on a baking sheet in a 350-degree oven for 35 minutes.**

**3. Serve between whole wheat bread slices.**

**Yield: Four servings.**

Self-Evaluation, Cam Wilson, Fall Quarter 1971

The important thing is that I teach what I am, so deeply that what is taught can't be expressed in words. It is largely unconscious. Both people in an interaction are unconscious of much that is transferred (both ways) between them.

I have become conscious of that, however, and it makes a difference. I know that when I wake to an awareness of what I have been doing, I wake to an awareness of what I have been teaching. In that sense, this quarter is the one in which the process, Cam Wilson, became conscious of itself.

With this breakthrough comes an enhanced ability to direct what happens and to mold what I do. I feel no sense of self-coercion in this, rather a fascination with what's up.

My interest at TJC has shifted from great issues and theories to concrete behavior. I think the difference in education (here comes another theory!) occurs in the daily patterns of a person's action on the world. I made a major change this fall, to environmental cue teaching. Instead of arriving at school with a plan for the day, I arrived with an openness to meeting the interests of the individuals who came my way. The shift in approach is inconspicuous but has real effect. I'm available and also able to say no. I am active. The day is full of surprise but makes perfect sense. I go home tired but no longer tense.

The interest in learning from life as it occurs has risen noticeably. People who formerly were somewhat at a loss as to how to structure freedom (for it does need a structure) seem to me to be more effective in their freedom. But I am being abstract. How about being concrete, where the lesson is taught but may never be articulated?--where Amy speaks of the Lake Shore and four of us thus spend an afternoon there exploring the geology and ecology of dunes, where Chuck blurts out "solipsism" from nowhere and three days later reports its meaning where Lynn's knowledge of the Jenison family mansion and graveyard becomes the structure of a morning's activity

for three of in Fall Seminar? What about the Environmental Cue Workshop which came about from a cue in my head that I'd hit onto a method of learning that would be good to teach? I've become both more responsive and initiative this fall. I think it's making a difference in the way some people learn at TJC.

More and more I turn from theories to actual practice. The difference is made in the here and now, the immediate daily experience of people. I have a momentary panic that I'll forget the rush of things that occur to me as I start this paragraph. --Such as my understanding, finally, that to expand someone's plan does not necessarily help him see its larger significance but may discourage him from trying even it-- Such as knowing that the regular classroom format sets up many a priori expectations and beginning with it decreases the chance of having a new experience. (At this point I never again want to structure classes on a single conversations where most are listeners and few are speakers. I want to break it almost immediately into small groups focused on the same exercise. That's using the role-authority I cannot escape to break maladaptive rituals. Leadership is not to be avoided but fulfilled.) --Such as discovering that I need to learn the behavioral signals of a person who is making an end-in-itself contribution which will be lessened for him if built upon, vs the signals accompanying a comment to be worked with. I suffer from a "build on it" syndrome which I think reduces a student's sense of accomplishment when I practice it indiscriminately.

A class is entered with such specific expectations. I want to know them in each case rather than operate from the fallacy that we are unstructured and starting from scratch. The point is not to impose, deny or correct structure but to become aware of the structure which is.

This fall I learned more completely that I am the teacher, regardless. Thus I stopped trying to be the teacher. I started to be myself, a growing, exploring, thoughtful adult. Ironically, with that shift, I became a better teacher than I

ever was while trying. Now it sounds simple to me--and presumptuous. The heresy of thinking that I am a teacher and therefore can stop trying to be one! Yet what a release! I teach now with more of the straightforwardness and force of a person expressing himself instead of a role.

I think I've said it. At least the major point. How is it that humanist Cam should become so attentive to the concrete behaviors that occur between a person and his environment, and between people both in and out of class? Now that the humanistic perspective has become my own, I am implementing it in the world I occupy. Doing that involves learning in each case the detailed behaviors of misfire and success.

## STAGE 3 LAUNCHED!

After considerable time and effort...TJC's experimental theatre has been established in downtown Grand Rapids. Micheal Birtwistle and a number of his students here at TJC interested in more innovative and creative forms of theatre work such as directing, writing, acting or back-stage work began searching for a building at the beginning of fall term. Finally, during Christmas break, an old shoe store at the corner of Louis and Campau Ave. NW was secured.

The first performance to be given at STAGE 3 will be "After the Rain" by John Bowen. It is scheduled to run Thursday-Saturday of this week, January 20-22. Box office 454-5705, 1-4. Student price \$1, adults \$2. Time of the play is 200 years in the future, after a flood has destroyed civilization as we know it. The characters of the play-within-the-play are on a raft which has been launched by a cereal company as a sales promotion before the flood. It deals with the individuals and how they cope with their problems.

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This is the Dr. A. V. "Spike" Martin Memorial Issue and as such is essentially devoid of serious intellectual content.

Faculty Committee Minutes, December 9th, 1971

Present; Heuer (Chairman), Kline, Gilmore, Loizeaux, Vas Dias Rodin, Haggard, Birtwistle, Shectman, Efron, and Wilson.

6.01

Travel Funds- Discussion on use of travel funds and budgetary considerations.

Three requests were made to attend the University of Redlands, Experimental college Conference, being held January 28, 29, and 30. Round trip fare is \$260.00.

Don Klein requested that he be allowed to attend.

Bud Haggard wants to attend and is scheduled to participate. He needs only \$56.00 since V.P. Hills is funding the rest.

T. Dan Gilmore also requested leave to attend the conference as the Dean or administrator and this would come out of the administrative budget.

Nub Yankee asked for \$160.00 to attend the World Conference of Universities and colleges in Norway. She needed an additional \$50.00 for transportation and \$110.00 for Registration and Room. She mentioned that part of it would be refunded and she would check it out and return the amount refunded.

All of the above requests were approved by the Faculty Meeting.

Christine Loizeaux mentioned she would be needing some funds for a conference on creativity in Dayton, Ohio and also for a projected trip to New York where she is scheduled to perform at a concert in Lincoln Center Library on the evening of Feb. 26, and during the day on Feb 27. She estimates this will run (for both) about \$300.00.

The above request was also approved.

6.02

Lee Kaufman announced that he had grade cards for all, and would either bring them to the meeting or if not, asked tutors to pick them up from him. Grade cards should be brought to Lee by Tuesday, Dec. 14 at 5 p.m.

6.03

T. Dan Gilmore-announced that Don Trefflinger will come to TJC for a 2-day workshop. He will be sending some materials relative to this soon.

6.04

Bud Haggard announced the following faculty people would be replacing him on committees designated below:

Earl Heuer - Tenure task force

Don Klein - All College Senate



Meeting of the Faculty Committee was adjourned to the Faculty Personnel Committee Meeting.

Faculty Personnel Committee Minutes, December 9th, 1971

Attendance: Same as for Faculty Committee Meeting

6.06

John Warren (Geology) - It was moved and seconded that John Warren be appointed to the Faculty. Motion carried.

6.07

Don Klein moved that if John Warren accepts, we send letters of regret, etc. to the other candidates in that area so as to get them off the hook. This was seconded and carried.

6.08

Barbara Gibson (Humanities) - It was moved and seconded that Barbara Gibson be appointed to the TJC Faculty. Motion carried.

6.09

Don Klein asked if we should invite Tom Braund back for a formal interview. It was decided not to, until after scheduled candidates have been seen.

6.10

TDG was asked to contact Stan Jackson and tell him he was still under consideration and wouldn't hear from us for awhile.

6.11

TDG was still talking with references for Basil King and if everything looked good, he would be calling him to invite him for an interview.

6.12

Redge Ranyard was invited here for an interview on January 3 and 4th. He will be accompanied by his wife. Earl Heuer will be giving a party for him.

6.13

William Porter (psychologist) will be coming here for an interview in January ( since the meeting, he called and time is set for Jan. 12, 13, and 14.)

6.14

Gloria Aronof (Developmental Psychology) is being considered too. She is working on her Ph.D. at Harvard. Worked with Jerome Bruner. Started First Street School. She could combine Education and psychology. It was moved that T.D.G. check into this further and invite her out if everything proves favorable. Motion was seconded and carried.

7.15

It was decided that the Faculty Workshop be held at Seidman House

7.18

T. Dan Gilmore had discussed salaries and ranks with Ward Aurich and mentioned that we would base these salaries by computing it on the

Faculty Personnel Committee Minutes, December 9th, 1971, cont.

average with the GVSC salaries for like experience and degree.

Meeting adjourned at 4:30 p.m.

Addendum to Faculty Committee Minutes, December 9, 1971.

FACULTY FORUM SESSION, Friday, December 10, 1971. All Day.

Note: Various things were discussed at the faculty forum session. I am noting two of them as they are changes in present policy. All, or almost all, members of the faculty meeting were at the forum and participated in the decisions.

1. ACADEMIC AFFAIRS COMMITTEE. It was pointed out that the AAC now has not valid guidelines with which to judge whether a study is "academically appropriate", whether it fits into his program, etc; that going over each special study takes a great amount of time; and that some students are very nervous about what the AAC may or may not be doing regarding their special study. In order to meet these criticisms, it was decided that:

a.) Lee Kaufman would check all contract studies for form, number of words, etc., and sign all those which have tutor/supervisor signatures and for which the supervisor is not the permanent tutor. He would then assign the number and code.

a.1) If the supervisor is the permanent tutor, the study will go to the AAC.

a.2) The study will also go to the AAC if the supervisor is not a GVSC faculty member.

b.) The AAC has the responsibility to looking over the contract studies for a quarter during the quarter, evaluating them by whatever criteria it wishes to use, and making such recommendations as it sees fit to the faculty and students for the next quarter's contract studies.

2. TJC GROWTH. Various plans were proposed. Eventually, a plan whereby a SECOND UNIT would be formed from seven new faculty and would be in effect as a separate unit for a period of one year, beginning Fall 1972, at which time it could either continue as a separate unit or merge with the present "unit" at TJC.

Faculty Meeting Minutes - December 3, 1971

Present: Norm Peterson, Cam Wilson, T. Dan Gilmore, Don Klein, Christine Loizeaux, Karle Murdock (R. C. Rep.), Jerry Diller, Robert Vas Dias, Merrill Rodin, Bobbie Shechtman, Earl Heuer (Chairman), and several guests.

6.01 Minutes of the previous meeting were approved.

6.02 Candidates for graduation, Fall Term. The following students, having completed graduation requirements and having been approved for graduation by the AAC, were approved for graduation by the faculty:

G. Michael Cook	(B.Ph.) Areas: Anthropology, Sociology, Economics, English, Interdisciplinary
Norm Peterson	(B.Ph.) Areas: Psychology, Philosophy, English, Literature, Mathematics, Science, Sociology, Anthropology
Keith Anderson	(B.Ph.) Areas: Psych, Soc. Communications, Literature, Anthropology

The meeting was adjourned directly into the Personnel Committee.

Present: Same as above. Don Klein, Chairman

6.03 Minutes of the previous meeting were approved.

6.04 Announcements: 1) John Warren, a candidate in geology, will be coming on Monday. 2) Tom Braund, who may become a candidate in art and music, will be coming for a pre-interview interview next Tuesday. After that, he & we can decide whether to pursue further or not. 3) Don Treflinger, in ed. psych. and an informal candidate also, will be coming on Wednesday.

6.05 Old Business: Consideration of interviewed candidates. 1) Lewis Rakowsky in art. Mr. Rakowsky has been here on Monday. After some discussion, it was decided to consider other candidates also, and to continue to consider him an active candidate. 2) Julia Blackwelder, American Studies. After some discussion, it was moved & seconded that we offer Mrs. Blackwelder a position at TJC. Motion failed. 3) Wayne Huber, Art. After some

discussion it was moved and seconded that we offer Mr. Huber a position in art at TJC at this time. Motion failed.

- 6.06 New Business: Consideration of candidates to invite.
- 1) Barbara Gibson, Humanities. It was moved, seconded and carried that she be invited for an interview.
  - 2) Redge Ranyard, Humanities. Moved, seconded, and carried that he be invited for an interview.
  - 3) Bill Porter, psychology. Moved, seconded and carried that he be invited for an interview.
  - 4) William King, Urban Studies.

(Mr. King had written to TJC, and in his letter challenged some of the assumptions of the school. Earl Heuer had called him and was under the impression that he had eliminated himself from consideration. Merrill Rodin then called some days later and found Mr. King to have misunderstood Earl's motive in calling him.) Merrill was quite impressed with Mr. King. After some discussion, TDG agreed to get references for him by the coming Thursday meeting.

- 6.07 Other New Business: Preliminary screening of candidates.

As the candidates who have successfully gone through the preliminary screening and who have "P", "2" or "3" files are still so many as to be impractical for consideration, DK asked for a committee to select a limited number of candidates to look at carefully from this file. Cam Wilson, Earl Heuer, and Rick Knott agreed to do so.

Adjournment

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FLASH! FLASH! FLASH!



GET YOUR FREE BIRTH CONTROL HANDBOOK in the TJC Town Meeting Office (where the RC gets it together) Room 169-H  
Compliments of TJC Town Meeting-Recommended By Whole Earth

## BULL SHEET

In the interests of fair play and freedom of speech, we have decided to introduce the Bull Sheet. Anyone wishing to comment on any aspect of our idyllic life here at TJC is welcome to submit.....

After little more than a term of participation in the TJC community, I feel compelled to raise several nagging questions regarding TJC's role as an institution of learning, and also a question regarding student responsibility in the learning experience -- or the lack of it. I'll preface my remarks by saying that these are only questions and opinion, not criticisms per se, and are motivated by positive concern. As such I feel that they are deserving of at least an honest, objective consideration by both the faculty and student body.

First, what is TJC? Is it a college level learning institution or a social club? Or both? Or neither? From my vantage point, TJC students as a whole seem far less concerned with the actual process of learning, and overly concerned with 'rapping' touching and exploring. Surely these have their place...somewhere. Secondly, many of the students I have talked with express more concern with maintaining an unstructured, undisciplined, uninhibited atmosphere at TJC than with developing and making use of sensible guidelines that would be both flexible and helpful to those students who need strong guidance. It appears that many at TJC confuse 'freedom' with direction. Certainly, it would be nice if all learning experiences were pleasant and, at times, unstructured. But, the sad fact remains that the learning process does involve some effort and some discipline.

TJC, status quo, would be very effective if students were all possessed by that factor known as inner motivation; that would be more than sufficient discipline, and certainly the most effective kind of discipline. This, however, seems to be lacking. Those few students to whom I have expressed this thought have shrunk back in utter terror at my prohibitive, 'establishment' thinking, and dismiss me an anti-humanist boob.

Yet, I cannot help but think that they are more inhibited and restricted with their 'unstructured' structures than they would be if they were honest about why they are in TJC. I have my opinions, to be sure. Is TJC truly a bastion of freedom, or an escape from the demands of reality? They are preoccupied with means, not ends.

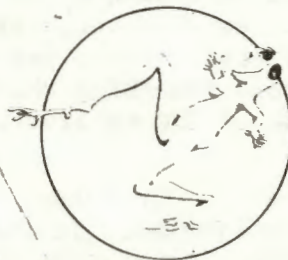
Of course, there is much good to be said for TJC, as well as its underlying concepts. I only feel that there is greater potential than has yet been realized.

I don't really have any answers for my questions at this time, though I wish I could pinpoint the problems. I do feel, however, that we should leave rapping and jiving on the street, touching and grooving as well, and collectively strive to develop TJC into the kind of institution that would help us to realize our dreams -- not create disillusionment.

Tom Lee

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### FACTIONALISM



I could say factionalism is...or then again I could say factionalism is not... This seems to be the usual process for any definition, but instead I'll give you a choice. A faction according to Webster's Seventh Edition New Collegiate Dictionary is: "1. Selfish or contentious group; Clique 2. Party spirit especially when marked by dissention." Or according to me a group or party with perhaps justifiable special wants or needs.

Factions when especially selfish or contentious can destroy through their factionalism the larger group they are a part of, for example the Civil War or the demise of SDS in October of 1969. Many times when factions form they incessantly

attack each other on superficial grounds and in the end finally destroy the very party or organization they stated they wanted to improve. But this does not need to be true. The factions at work while the constitution of the United States was drafted gave us an improvement over what the original Constitutional Congress was going to write (even if you find the constitution to be highly restrictive you must admit that the first ten amendments and many thereafter, the 26th, are a vast improvement over the original document). It is the factionalism and the allowance (until recently) of factionalism of the United States that brought the amendments in the first place.

Which brings me to my next point. Thomas Jefferson College is billed as an experimenting school. This means TJC is willing (or at least should be willing) to take a risk to try something new. Inherent in any experiment is the possibility of failure, and an experiment according to Funk and Wagnall's Standard Dictionary is: "an act or operation designed to discover, test, or illustrate a truth, principal, or effect; a test, especially one intended to confirm or disprove something which is still in doubt." Is it too much to ask of TJC to live up to its name?

We must in our future hiring keep in mind exactly why TJC was formed. It was meant to be an-ever-experimenting-changing alternative for all students. Not merely white middle class, but rather indeed all of us--white, black, yellow, red and brown; to pass up the chance to gain a professor who is willing to admit to his own ethnic or racial factionalism is criminal. Only in the increased forming of factions and conflicts can we grow. As a final testament to this way I point out our experience with Nasson while that was a traumatic experience it was also the only thing that kept the creative juices flowing. Remember while everybody is of like mind there is no growth, only in the differing of opinions do we find new answers and that is education.

--Rick Dunn

## JUST WHAT IS DRUG HELP "FLYING SQUAD"

We're just people who care! There's about 20 of us in this non-profit organization, but we're looking for more people. Some of us are students at TJC and other colleges. We've all gone through training in Empathy, First Aid and general drug criss info.

### SAY

Your very, very HIGH, your alone somewhere. It's a strange place, and all these strange things are happening. You know your going to lose it if you don't get out of here, but it's all the same everywhere you go. What are you going to do? Well, if you call Flying Squad, we won't be able to run you up with some throsine, but we will be able to help you get yourself together again.

### OR

Your at your friends house, and your watching him do up another bag of ? . About 4 hours ago he did up one but he said he didn't get off. Suddenly he stands up and falls over. You get him in a chair and he claims he's alright, but he keeps nodding out. You don't know what to do. If you call an ambulance, there'll be all the questions and possible police hassels, and maybe you'll both get busted. You don't know if you should let him sleep in hopes he'll be alright, but if your wrong then he's dead! What a place to be!! Call Flying Squad! There's no police hassels, no personal questions, and if your friend does need help, Flying Squad can get it with no interference. We do not judge you. We take no stand on drugs.

That's a couple typical cases in which Flying Squad helps out. Whenever you think you need immediate help in any drug problem, yours or otherwise, Flying Squad would like to help.

One way to understand how Flying Squad works is to know it's procedure, so here it is!



When a call comes, it is received by Switch Board, which is a crisis organization on duty 24 hours a day. They determine whether or not Flying Squad should be called. If it's between 8:00 p.m. and 2:00 a.m., (Flying Squad shift, 7 days a week) he notifies the team that's on duty. This is done by telephone if possible or through a signal from a bellboy, which both the "on call" and "back up" teams carry while on duty. If the call comes in after hours, Switch Board will call two Floaters to answer the call. A "Floater" is a Flying Squad member who has volunteered to be available after hours.

Once a team has been notified of the problem, first name of involved party, and where he can be reached, the team takes over. Once the call is over, the team calls in and reports what happened (how they handled the situation, etc.), the information if filed, minus the names and addresses. Names and addresses are destroyed after the call is complete.

Flying Squad is a young, growing organization. If you would like any information about Flying Squad, (how to become a member, how you could help, or anything at all) talk to me, Tom Rudnik, or Bernie Meana, or Nancy Hansen, or just call "Switch Board" at "456-3535". They'll be glad to help also.

"Flying Squad" Phone 456-3535

For people who believe in their Brothers and Sisters

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To TJC Students, Faculty and Staff Re-Self-Evaluation at TJC

For the remainder of this school year and for the next two or three years, TJC will be conducting a self-evaluation of virtually every aspect of the program. Jim Litwin from the Center for Studies in Higher Education at the University of Michigan will be conducting most of the research during the first year and a half.

The purpose of this memo is to request that you co-operate with Mr. Litwin in Every way possible. To a large extent his research is essential to the continued existence of TJC since the results will be used when TJC comes up for accreditation again. For this reason your full co-operation is encouraged.

15 If you have any questions please contact me. Thanks - T. Dan

R. C. Meeting 12/8/71

Voting members present: E. Scheidler, B. Ryan, K. Murdock, M. Luebke, B. Stine, N. Yankee, J. Brown, R. Harley, E. Heuer

Meeting called to order at 11:30 a.m. by moderator, Karle Murdock.

Announcements: None

Committee Reports: K. Fox read Curriculum Committee minutes in Bullfrog Pond.

Old Business: Elections: Judy Alms has applied for Treasurer/Secretary w/s position and has been appointed. (BR) Motion: Hire Judy Alms for position. (ES) Seconded. Personnel Committee Motion (BR) Vote on 3 out of 4 for P. C. (ES) Seconded. (By elimination) Marsha Lamberts, Denise Bakke, Dave Gotlib.

Curriculum Committee (RH) Move to appoint Cathy Beard. (JB) Seconded. Admissions Committee (NY) Motion - Move to appoint Keith Remink. (JB) Seconded. G. Reed entered.

R. C. Permanent Member: Election: Joyce Alms. Joyce 4 ayes, Ron 2 ayes, Abstentions 5. Temp. member: Elaine Dalcher (JB) Motion to appoint. (G. R.) Seconded by acclamation.

Education Conference: Nub needs \$160. \$50 for transportation, \$110 for room and board. (Some rebate.) Money is frozen. Why? Discussion. Accept accounting system. N. Peterson entered. (3-part discrepancy in monies we have.) Suggestion to go with TJC and accounting. (JC) suggestion: Appoint task force to straighten out the books. Norm Peterson and Judy Alms. Since money is frozen no money to go to conference.

New Business: Discussion of growth. T. Dan Gilmore: Historical perspective on TJC. Arguments: Proposal: 400 students by next fall with 20 faculty members in one unit. Classroom ratio 12 to 1. Alternatives: Gradual growth, Units and large growth, No growth? Discussion of growth.

Communication

Seminar - Quality

Suggestion (RH) compulsory forum first day of classes to discuss growth. K. Murdock wants all information from people not going to the faculty forum on growth.

(RH) Motion: compulsory forum January 5th. Seconded (NY) Ayes 6, Nays 0, Abstain. 0.

Registration (KM) Cam Wilson: Split classes into four. First come, first served each four times. Example: 5-5-5-6 instead of 20 first hour. Solid Curriculum. Ron Efron: first choice of Block "A" (4 seminars) "B" (4 seminars) Karle you can get your course if you have alternative forms ready. Nub-you can post-register by putting down peoples names to tap class interest levels. Gary - Seniors register first. T. Dan - research popular classes. Jeff - How many new people? T. Dan 60 (Transfers, etc.) Freshman information table.

Adjournment (JB). Seconded (KM)



R.C. Meeting 1/5/72 11:30 a.m.

Voting members present: M. Luebke, K. Murdock, E. Scheidler, J. Alms, R. Harley, G. Succop, B. Ryan, J. Alms, 3 Guests.

There being a quorum, the meeting was called to order at 11:30 by moderator, Karle Murdock.

Announcements: None

Minutes: None

Committee Reports: Treasurer: There is a freeze on the Town Meeting account while it is being audited. (JA)

Merrill Rodin is the faculty representative to the R.C.

Meetings: All R. C. members should hand in their schedules to Judy Alms or Betty Ryan.

Discussion of growth: Unit II will be in Seidman. Unit I

17 will consist of TJC as it now is. No new students.

Redlands Conference: Student to represent TJC needed. Conference runs from January 28 to 31. A screening committee was established. G. Succop, K. Murdock, B. Ryan. The committee will meet Tuesday, Jan 7 at 10:00 a.m.

Student needed for all GVSC graduation committee. Danny Ritsema.

Adjournment 12:00 noon.

\*\*\*\*\* NATIONAL ASSOCIATION for REPEAL of ABORTION LAWS

ON THE MEDICAL NECESSITY FOR KEEPING ABORTION OPTION OPEN  
BEYOND 12 WEEKS OF PREGNANCY

Both women and doctors prefer early abortion. The procedure is far simpler and safer when performed during the first trimester. Legalizing abortions encourages early treatment, and the fewer the restrictions in the beginning weeks, the earlier abortions will occur. New York City data bear this out. During the first few months of the new law, the percentage of abortions done in the twelfth week or earlier increased from 68.6% to 85.8%. Setting an early cut-off date denies the abortion option to many women with special problems-particularly severe medical problems. To put legal restrictions in their way will only drive these women to illegal practitioners at great risk to their lives.

If you are a registered voter, will you sign a petition to get the abortion reform question on the statewide ballot so the people can vote on the issue? If so, please stop in at office 165-H or see Mary T or Judy Alms. Time is running out.

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DATES TO REMEMBER:

Jan 17-21 Grand Opening of the New Food Co-Op

Jan 19 Julius Caesar 3:00 and 7:30 in 132-H FREE

Jan 20-22 "After the Rain" at STAGE 3, 101 Campau NW Tickets \$1.00

Jan 22 Carly Simon (zowie!) Field House Tickets at Bookstore

Now - Jan 24 Bronze sculpture by Harold Hansen-Manitou Gallery



THOMAS JEFFERSON COLLEGE  
GRAND VALLEY STATE COLLEGE  
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