

## COGS: Doing what couldn't be done

Some said it couldn't be done.

A few years ago when there were discussions about organizing a graduate student government council — some people said graduate students wouldn't be interested.

But it's done. The Council of Graduate Students was organized during the 1967-68 academic year and today includes 60 of the 73 departments offering graduate programs — or more than 80 per cent of the graduate student body.

In its short history, COGS has helped extend the credit/no credit grading option for graduate courses, obtain bus passes for graduate assistants who work on north campus (graduate assistants cannot park north of the Red Cedar) and increase graduate assistant stipends.

The group is now considering a

proposed document on graduate student rights and responsibilities and discussing student participation in academic governance.

And some 50 graduate students are represented on various University committees and governing bodies — from the Academic and Graduate Councils to the computer and opinion poll committees — all selected or elected by COGS.

All of that is being done. To be done: Perhaps creation of an emergency scholarship fund for any graduate student needing financial aid to finish his degree. Or a newsletter to publish information on available funds and grants, University regulations, dissertation problems and solutions.

And maybe a study into the possibility of organizing a collective bargaining unit for graduate students.

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COGS officers confer: President Peter Flynn and Etta Abrahams.

# MISU Faculty News

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Photographed by Dick Wesley

## Proposals examine University College

The staff of the provost's office is reviewing three proposals for the future of the University College and is expected to submit soon a recommendation for consideration by the University Curriculum Committee (UCC), according to Provost John Cantlon.

Cantlon said his staff (which includes all assistant provosts) has two options: To select one from among the three proposals and submit it to UCC or, if

they are unable to agree on one of the proposals, to submit them all to UCC for its recommendation.

The three proposals: One from an advisory report to the provost from the Educational Policies Committee (EPC) on "The Organization of Undergraduate Education," a response to that report from the University College; and a counter - proposal from the College of Arts and Letters. (The latter two reports are summarized

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FLOYD PARKER, assistant director of continuing education and chairman of EPC, emphasized that his committee's report was advisory; the seven recommendations concerning University College were contained in one of the report's five sections.

EPC supports expanding University College to a degree - granting unit, and it sanctions "the apparent move away from a uniform general education curriculum for all undergraduates to a

(Continued on page 2)

## Aid sought for Pakistan

Faculty and students of the University have formed an emergency committee to solicit relief funds to help ease the suffering of victims of the devastating cyclones in East Pakistan.

A 20-member faculty committee has asked that persons interested in participating in the drive submit funds to either a committee member or directly to the American Red Cross at 1800 E. Grand River Ave., Lansing 48911. Checks can be made payable to the "American National Red Cross — for Pakistan Relief."

Members of the faculty committee are: Ralph H. Smuckler, Richard O. Niehoff, Fauzi Najjar, David D. Anderson, Harry L. Case, Edgar A. Schuler, Charles F. Doane, Floyd W. Reeves, William T. Ross, Robert D. Stevens, Leyton V. Nelson, Albert E. Levak, Henry E. Larzelere, Wilfred Veenendaal, Warren Day, Cole S. Brembeck, Harry Raulet, Wilbur B. Brookover, Robert L. Carolus and Glynn McBride.

## Computer to close for part of month

Computer Laboratory facilities will be closed for several days this month.

Control Data Corporation engineering improvements on the 6500 system are scheduled to be installed beginning 4 p.m. Tuesday, Dec. 15. The system will be shut down until 8 a.m. Monday, Dec. 21. The 3600 system will be unaffected.

The Christmas and New Year shutdown is as follows: From 7 p.m., Dec. 23, until 7:45 a.m., Dec. 28; and from 7 p.m., Dec. 30, until 7:45 a.m., Jan. 4, 1971.



# University College proposals . . .

(Concluded from page 1)

more flexible series of alternative patterns of general education."

Its recommendations are not, however, a "master plan or a blueprint for general education for the next 10 years or even for the next year," the committee report stated. "Rather, (the committee) has viewed a general education program as an ongoing process and it has decided to design a set of procedures which might cope with the changing times, the changing nature of the student population and the changing resource base, and (which) might result in an academically significant program of general studies."

As alternatives to meet general education requirements, EPC recommended that a required minimum of 45 credits continue, and that the requirement be met "by a significant distribution of work in the social sciences, natural sciences and the humanities" in courses approved by UCC. Proficiency in English would also be required and "language courses designed to help develop that proficiency may be included within the 45 - hour requirement."

EPC deliberately left setting the number of credits in each field to the discretion of a student and his academic advisor.

EPC also recommended that other colleges and departments share in offering courses to meet the general education requirement, at both upper and lower academic divisions.

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TWO FACTORS led to the recommendation (which resembles recommendations in the 1967 Report of the Committee on Undergraduate Education): The "increasingly heterogeneous" student population, both in academic aptitude and experience, and in educational goals and aspirations; and a "growing student reaction against rigid requirements and an ever - increasing desire for more flexibility and more student choice."

In addition to the new courses to be developed by other colleges and departments, EPC said, it was assumed that the University College would continue to offer and expand its required courses.

Another EPC recommendation assigned accountability to a Vice

Provost for Undergraduate Education, a position which does not now exist. (The position of assistant provost for undergraduate education exists, but has gone unfilled for more than a year.) Parker said the recommendation was a "subtle urging" to have the position filled.

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TWO OTHER EPC recommendations dealt with the four - year degree - granting status for University College.

"The University College should be asked to develop a broad general - liberal bachelor's degree program that would be open on a limited basis to the student who does not seek a degree with the conventional departmental or divisional major," EPC said. "Such a proposal would be designed to provide considerable flexibility to the individual student and would provide for close personal contact between student and advisor."

Most of a student's program would consist of courses outside University College, the recommendation stated.

Parker said that major reasons for suggesting an expanded University College include: A large number of

students "with no home base" when they're ready to transfer from the current University College into a degree - granting college; need for a four - year program for adults; an option for students who would prefer a degree in general education and who "should not be forced into the constraints of existing degree programs, even those of fairly broad curricula," with increasing enrollment of the "disadvantaged" students, the four - year, degree - granting University College may be better attuned to "making those students successful."

EPC also recommended that a degree from University College be distinguished from either a B.A. or B.S. Some suggested names were: Bachelor of integrated studies, of liberal studies, of liberal arts or of general studies.

And if the University College undertakes a four - year degree program, EPC suggested that its name be changed to the College of General Studies.

Rationale for a name change, EPC said, would be to reflect the expansion of function and to "discard some of the remnant image the College has acquired in the past."

— BEVERLY TWITCHELL

## The case for expanding to a four-year program

A proposal for a four - year degree - granting program for the University College, developed by that college's curriculum committee in response to the EPC recommendations (see above), has been endorsed by most University College faculty.

While most of the proposal expands on the EPC recommendation, two differences occur between the two reports. No name change is suggested in the University College proposals (this matter was not within the curriculum committee's purview, according to Dean Edward A. Carlin), and the University College (UC) proposal recommends a bachelor of arts degree because "it has a standard meaning."

The UC's rationale for expansion is similar to that of EPC: "Many of the students who are impatient with prescribed curricula leading to predetermined vocational goals desire to prepare themselves to respond to the challenges of a society in which all aspects of social, economic and political life have become interdependent."

Like EPC, the UC proposal predicts that the program will attract superior, "academically disadvantaged" and adult students.

The UC report states that results of a spring survey of more than 1,000 students showed that "deep interest in a program such as that herein proposed was more than sufficient to warrant its establishment."

Concerning the problem of a post - graduate career for a student of an expanded University College, the proposal suggests that many will go on to advanced studies, and that there is increasing demand among employers for generally educated students.

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UNIVERSITY COLLEGE's appropriateness to offer such a program is seen, according to the report, in the qualifications of its administration and faculty (who "have chosen to move beyond the boundaries of their disciplines in order to develop an interdisciplinary approach to scholarship, research and teaching") and in the "proven effectiveness" of the UC's general education program.

The program as proposed by the UC's curriculum committee would de-emphasize a prescribed curriculum and emphasize close contact between the student and "carefully selected faculty advisors." The advising function is considered so critical, Carlin said, that counseling time would be a factor in determining the faculty member's workload.

A student in the new college could choose a theme and develop his program with his faculty advisor, with half of his program from electives, and one - third to one - half from UC courses, including those now offered.

New upper - level integrative and multi - department courses could be developed and offered in UC, or offered through other colleges or through the interdisciplinary arrangement.

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THE PROPOSED program "is not intended to replace or compete with existing programs," the report states, "but to serve as a complement to them."

"There is always the possibility of redundancy," Carlin said, "but you have to deal with structures designed to effect your purpose."

While the purposes of existing programs might be considered similar to the aims as expressed in the proposal, the approaches or thrusts may differ, Carlin said. Justin Morrill College, for example, which was established as a liberal arts college within the University, but has an international thrust, Carlin said. "The similarity of purpose is reached in different ways."

He would reject the idea of assimilation of UC departments into existing degree - granting colleges (as proposed by the College of Arts and Letters) because, he said, "general education would not survive."

## How to integrate the UC into three other colleges

The third proposal considering the future of the University College was prepared by Richard Sullivan, dean of arts and letters.

His proposal calls for an alternative plan to the four - year degree - granting recommendation of the Educational Policies Committee and of the University College (UC) curriculum committee — disbanding instead of expanding the University College, with assimilation of the four departments into the appropriate existing colleges.

He cites four problems stemming from the current general education situation: The lack of options offered students in one - fourth of their total program; a frustration among superior faculty members who are denied a chance "to realize their full professional potential" in UC; a schism in the University "by posturing lower against upper division, generalists against specialists;" and the problem of students who, after their two years in UC, are "unacceptable for admission into major programs which during their first two years felt no responsibility for them."

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EXPANDING THE University College would not answer these problems, Sullivan's proposal asserts, because options would not be broadened, faculty frustrations would not be eliminated, because "the new degree will be perceived as an inferior one;" the "dysfunctional schism" would be deepened with a conflict over territorial rights and responsibilities, and limited resources; students who do not now qualify for upper division colleges would be further frustrated by being relegated to a degree program "that by definition is established to give them a degree they did not want" — a second - choice degree.

The proposal suggests further problems: Added costs, repetition, and comprised quality of education by dividing efforts and resources that are actually directed toward a common end.

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FOR THOSE reasons, the alternative was suggested:

— Transfer the Departments of Humanities, and American Thought and Language from the University College to arts and letters; the Department of Social Science to social science; the Department of Natural Science to natural science.

— The departments would continue to offer their present general education courses; would develop optional patterns in meeting general education requirements; would be able to develop a major interdisciplinary program with a four - year curriculum leading to a degree; would be permitted to develop elective courses; and faculty would participate in graduate programs.

— The departments would have the usual departmental autonomy in hiring, promotions, salary and tenure decisions.

— Present University College department staffs would continue their advising functions.

— Faculty could hold joint appointments where feasible and desirable.

— An intercollege advising center would be developed.

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SULLIVAN SAYS the proposal would reverse the trend toward fragmentation of the University; minimize course duplication; reduce costs and increase efficiency by "simplifying the administrative organization, minimizing duplication of effort and maximizing the utilization of faculty talent;" and assure students of high quality general - liberal courses and expanded opportunities.

For the student, he suggests, the alternative plan would provide the desired flexibility, a range of new electives, the opportunity to earn "a respected degree from a wider range of interdisciplinary approaches" than are now available.

The three colleges absorbing the UC departments, Sullivan's proposal says, would be enhanced through the "fresh pool of manpower to develop new major patterns," gain a new type of elective course, clarify and focus their role in meeting their responsibility toward general - liberal education, and strengthen their advising functions.



# Trying to capture good teaching on film

By JERRY DUNKLEE

Cameras whirl, suspended microphones pick up every sound, and fragile Anita, a Mexican-American third - grader who has problems finding the courage to ask questions, raises her hand.

The teacher moves quickly to her side. The class is to find a word for each letter in the alphabet and Anita is having trouble because she doesn't speak English very well.

The teacher points out several words on the black board that Anita can use to complete her list. Anita smiles with new confidence because she has completed her list, and she now knows she will not be teased or ignored when she needs help.

And the cameras have preserved this classroom drama in one of the first known attempts in the nation to illustrate educational concepts on film.

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THE PILOT project is supported by a U.S. Office of Education grant of \$49,531 and is under the direction of J. Bruce Burke and Judith E. Henderson in the College of Education.

Eleven institutions across the nation were given similar grants to study middle elementary instruction. Henderson and Burke say this is the level that the government feels is most crucial.

"The object of our program is to capture on film real instances of the many concepts in education that we are attempting to teach," Mrs. Henderson said. "We will be able to not only talk to prospective teachers about concepts but also show them examples of those concepts."

Fifteen specific concepts, such as the teacher's positive handling of Anita, will be filmed. Each will be illustrated in five minute film clips to be used beginning spring term in Education 200, the first course in the series required for teacher certification at MSU.

The filming is being done "cinema verite" style at Edgewood School in Okemos and at Allen Street School in Lansing under the direction of Ali Issari from the Instructional Media Center.

The cameras — one on the students, one on the teacher — run continuously for one hour. A master set of 15 one-hour films from which the five - minute clips will be taken is now being shot. Five audio tapes and a printed guide will also be produced under the federal grant.

The audio tapes will generally deal with negative examples of the concepts, and the films will show the positive examples.

BURKE AND Mrs. Henderson both stressed that the materials are designed to help the prospective teacher understand key ideas.

"Once students understand the main concepts," Mrs. Henderson said, "they can begin to learn how to use them."

The materials will be used in self-instructional carrels. They may also serve a variety of purposes at other universities, such as discussion tools or lecture aids.

Both Burke and Mrs. Henderson are trying to get additional federal funds to provide improved instructional formats for continued development in Education 200.

"The process of re-tooling public education and teacher preparation programs in order to be more responsive to the needs of the community is the aim of the Office of Education," Burke concluded. "Our project is one link in the chain that binds the schools, the universities and the community together toward that common goal."

# Scientists explore cause of skin cancer

By PHILLIP E. MILLER  
Science Editor, News Bureau

A molecular explanation of how sunlight can cause cancer has been proposed in the British scientific journal "Nature" by an MSU research team led by James E. Trosko, assistant professor of human development.

Trosko became interested in the effects of light on human cells in the early 1960's while he worked at Oak Ridge National Laboratory and

collaborated with James E. Cleaver of the University of California Medical Center. Trosko believed that lasting damage to DNA, the genetic material of cells, might be a cause of cancer.

Many people know that heavy exposure to sunlight is risky because it increases the chance for skin cancer. And it has been known for nearly a century that people with a certain hereditary disorder, called xeroderma pigmentosum, are very sensitive to

sunlight and often suffer from cancer early in life.

Trosko and Cleaver felt that a close examination of such cancer - prone cells might offer a clue to the mechanism of skin cancer.

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NOW, IN VIEW of Cleaver's and Trosko's findings, the xeroderma pigmentosum disease appears to involve a lack of enzyme. Such an enzyme, when present, evidently helps repair damage caused by ultraviolet light and thus prevents cancer. Ultraviolet light is present in ordinary sunlight.

In 1969, with a grant from the Atomic Energy Commission, the Cleaver - Trosko team began a comparative study of the effects of ultraviolet light on human xeroderma pigmentosum (the cells with disorder) and normal skin cells.

"Damage to both kinds of cells was about equal," said Trosko. "But the xeroderma pigmentosum cell damage was permanent, whereas the damage of the normal cells was repaired by the cells themselves."

Cleaver and Trosko found that the damaged places on the DNA of the normal cells were removed. But damaged places of the cells with the disorder were not removed.

The damage was similar to a weld of two teeth of a zipper. Such a bonding would jam a zipper just as the DNA weld causes a jam in the command operation of the things that cells do. If such a jam occurred where DNA helps to regulate cell division, then abnormal cell division could result.

CONVINCED THAT such experiments on human cell mutations and repair might lead to a molecular explanation for the skin cancer, Trosko launched another study, again with AEC support.

This time, he and two other researchers in MSU's human development department — graduate students David H. Krause and Miriam Isoun — exposed amnionic cells to normal sunlight. Amnionic cells are from the sac - like structure within which a fetus grows and develops.

Their investigations revealed that sunlight - induced damage to the amnionic cells was similar to damage caused by pure ultraviolet light. This finding linked their natural sunlight experiments with artificial ultraviolet light experiments.

"We found," said Trosko, "that normal exposures to sunlight can induce significant amounts of DNA damage in human cells. Normally, such as with the amnionic cells, the damage is repaired perfectly."

IN THEIR "Nature" paper published last month, the medical school trio pointed out that their experimental results are evidence to help explain some forms of cancer. They believe that such cancers may be caused by DNA mutations which are not repaired.

"If such mutations can cause cancer in human beings," said Trosko, "and if the mutations are the result of the lack of repair of ultraviolet - induced damage, as in bacteria, then these findings demonstrate that there is a molecular basis for such a hypothesis."

## AAUP report on salaries

	Faculty Rank				
	Full	Assoc.	Asst.	Instr.	All
Fall 1970, 10-Month Average Salary	\$18,651	\$14,342	\$12,236	\$10,044	\$14,478
Number of Faculty	369	289	337	168	1,163
Fall 1970, 12-Month Average Salary	\$22,804	\$17,673	\$14,937	\$11,797	\$19,537
Percent above 10-Month Salary	22.3%	23.2%	22.1%	17.5%	34.9%
Number of Faculty	246	88	75	36	445
Fall 1970, Combined <sup>a</sup> Average Salary	\$18,652	\$14,369	\$12,233	\$ 9,975	\$14,902
Average Fringe Benefits <sup>b</sup>	\$ 2,633	\$ 2,205	\$ 1,992	\$ 1,765	\$ 2,258
Average Compensation (Salary plus Fringe Benefits)	\$21,285	\$16,574	\$14,225	\$11,740	\$17,160
Numerical Rating (Category I) <sup>c</sup>	6	5	2	1	--
Salary : Highest Quartile	\$20,301	\$15,715	\$13,348	\$10,981	\$17,440
Median	\$18,266	\$14,195	\$12,201	\$ 9,983	\$14,369
Lowest Quartile	\$16,684	\$13,013	\$11,049	\$ 9,040	\$12,154
Number of Faculty	615	377	412	204	1,608 <sup>d</sup>
Salary Increase since Fall 1969 In Dollars per Person	\$ 1,253	\$ 1,254	\$ 1,331	\$ 1,043	\$ 1,253
In Percent of Fall 1970 Salary <sup>e</sup>	6.7%	8.6%	10.5%	9.8%	8.2%
In Percent of Fall 1969 Salary <sup>f</sup>	7.1%	9.4%	11.7%	10.9%	8.9%
Number of Faculty	517	319	352	129	1,317

<sup>a</sup>Calculated on a 10-month rate

<sup>b</sup>Employer contribution to social security (5.2% of first \$9,000 of salary), to TIAA-CREF (10% of salary), and to medical insurance (average of \$300 per faculty member).

<sup>c</sup>Category I includes colleges and universities which offer doctoral degrees in more than one field. Ratings are from 1 to 10; rating 1 indicates that salaries are among the top 10 percent in the nation; rating 2 indicates top 20 percent, and so on.

<sup>d</sup>Excludes for first time all faculty paid more than 50% from sponsored-research funds. Exclusion privilege relating to lowest paid 2% of faculty has been abolished.

<sup>e</sup>Increase represents this percentage of 1970 salary.

<sup>f</sup>Percentage increase over 1969 salary.

Prepared by Einar Hardin, professor of labor and industrial relations.

## International year noted

Common studies, pursued in the same spirit in all civilized countries, form, beyond the restrictions of diverse and often hostile nationalities, a great country which no war profanes, no conqueror menaces.

— Gaston Paris,  
College de France, 1870

Today, 100 years later, MSU pursues this ideal through continued expansion of its international dimensions.

The role of foreign scholars here is particularly emphasized. There are now

some 175 foreign scholars.

And each year more than 250 MSU faculty members are foreign scholars, pursuing their academic interests in other countries. With 1970 proclaimed as International Education Year, the University has developed a series of programs for international exchange scholars.

This Thursday's session features executive vice president Jack Breslin discussing "Issues in Public Financing for a State University." It is at 7:30 p.m. in the Big 10 Room.



# Commission shaping its recommendations

One of its major tasks — condensing voluminous data and testimony into a set of recommendations — lies directly ahead of the Presidential Commission on Admissions and Student Body Composition.

The commission is scheduled to meet this month to consider further reports and suggestions from its five subcommittees. The job of drafting a report will begin soon, reported Ira Polley, commission director.

The report is expected to be completed during winter term, Polley said.

AT ITS general meeting in November, the commission considered status reports from the subcommittees. Summaries of those preliminary reports follow.

## THE MISSION OF MSU

Willard Warrington, subcommittee chairman and director of Evaluation Services, emphasized that MSU should

try to coordinate its activities and policies with those of other state universities and other institutions. He suggested creation of a vice presidential - level office devoted to improving institutional relationships.

He also listed these points concerning the role of MSU:

- The relevance of general education must be improved, aimed toward higher quality instruction and more integrative curricula.

- Greater flexibility in academic programs is needed, with more options for students, more focus on off-campus experiences, and better advising systems.

- Continued commitment is required in specialized training where MSU has demonstrated unique competencies and in areas where unmet needs lie.

- A strong research commitment must continue, with deliberate attention to areas of "greatest human need."

- MSU must assume a share of the responsibility to provide equal access to higher education in Michigan.

## SPECIAL PROGRAMS

Charles A. Blackman, chairman of the subcommittee and professor of secondary education and curriculum, said that his group saw one of the University's greatest needs as strengthening its contributions to life-long learning opportunities.

Blackman offered several steps needed to redirect MSU's thinking toward life-long education: Converting part of a dormitory into a center for adult students; designating a person in the administration to articulate and develop the evening college program; encourage each department to adopt a philosophy of life-long learning and develop its programs accordingly; and simplify application procedures for the adult student.

The subcommittee also proposed closer cooperation among colleges and

universities, closer and more systematic ties between MSU and community colleges, and continued experimentation designed to upgrade the educational experience at the University (It was suggested that a portion of the budget be set aside each year for this effort).

## ENROLLMENT MIX

MSU does not have the resources to be "all things to all people," said chairman W. Vern Hicks, professor of elementary and special education.

He listed these tentative recommendations from his group:

- Most students should come from within the state, with a yet-to-be-determined "proportion" of nonresident students.

- MSU should continue to serve "a number" of foreign students, with the current level of 2 to 3 per cent seeming appropriate.

- All institutions should "try harder" to serve children of poor families.

- Total MSU enrollment should be managed, but an arbitrary ceiling is inappropriate. It was suggested to increase freshman enrollment over the 1970 level.

- More than "academic credentials" should be considered in admitting undergraduates.

- The number of disadvantaged students served at the University should be directly related to the size of the fiscal commitment made.

Hicks indicated that most of his subcommittee did not favor a differential admissions policy based on sex.

## MINORITIES, DISADVANTAGED STUDENTS

Dorothy Arata, subcommittee chairman and associate director of the Honors College, listed a number of recommendations from her group, including: Increased recruiting of minority and disadvantaged students; more emphasis on communicating

University programs to communities "inadequately served in the past;" more leadership by MSU in developing a state-wide clearing house for placing applicants in higher education; begin a five-year transition toward more recruiting of disadvantaged and minority youth at the junior and graduate levels; upgrade academic advising and tutoring.

## ADMISSIONS PROCEDURES, STANDARDS

Recommendations reported by chairman James H. Pickering, associate professor of English, focused on three areas:

- Freshman admissions, where a dual admissions system was suggested to include a "special admissions track" (for disadvantaged and minority students) and a "regular admissions track."

- Transfer admission, in which the University would exercise its responsibility to recruit, admit and service qualified students from community colleges.

- Graduate admissions, where a centralized graduate student recruiting program would be created, devoted especially to recruiting minority graduate students. It was also suggested that graduate admission be broadened, and that nondegree and provisional categories avoid becoming "dumping grounds."

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BOTH POLLEY and President Wharton pointed out that all recommendations at this time are preliminary, tentative and subject to revision. The commission has taken no position on any issue, Polley added, nor has it fully debated all issues.

President Wharton suggested to commission members that in drafting their recommendations they concentrate on specific proposals rather than on elaborate rationale.

— GENE RIETFORS

## Council alters 2 committees

The Academic Council last Tuesday approved several amendments to the proposals concerning a University Committee on Faculty Compensation and Academic Budget, and the Faculty Tenure Committee, but the issue of the committees still is not resolved.

Those proposals (Faculty News Oct. 27) were rejected by the Board of Trustees in October. The Academic Council's discussion last week primarily concerned tactics and timing in resubmitting the proposals to the trustees. The compensation and budget committee was renamed the University Committee on Faculty Affairs, Faculty Compensation and Academic Budgets.

The Council decided to ask the faculty steering committee to consider what tact should be followed and to submit its recommendations to the Jan. 12 meeting of the Council. The Dec. 2 meeting has been cancelled.

According to faculty bylaws, the proposals will have to be reconsidered by the Academic Senate, since the trustee rejection nullified the Senate's June approval of the proposed bylaw amendments.

Provost John Cantlon, who chaired the meeting, expressed concern that resubmitting the proposal on the faculty compensation committee to the trustees at this time "is sure to be another confrontation between the faculty and the Board. I would like to make sure that such a confrontation is as constructive as possible."

Charles Killingsworth, University professor of labor and industrial relations, said it is "most unfortunate that the Board considered this proposal with a fairly clear understanding that it would make this committee like a bargaining group. This is very, very far from what is actually being proposed."

## Last fall issue

Today marks the final fall term issue of the Faculty News. The first winter issue will appear Jan. 4.

## MSU Faculty News

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## COGS is growing . . .

(Concluded from page 1)

A WINTER TERM, 1970, "omnibus survey" by the MSU Urban Survey Research Unit included a question on the extent to which faculty, students and administrators favor collective bargaining rights for graduate assistants.

Seventy-six per cent of the graduate students surveyed favored the concept either to a great, some or slight extent; only 24 per cent did not favor it at all.

Those results, plus discussions among the COGS membership and within the executive committee, may lead to allocation of COGS money to "investigate thoroughly" the possibility of collective bargaining, according to Dave Wright, graduate student in English and COGS vice president for university affairs.

With authorization from the executive committee, Wright is studying situations at other universities where graduate students or graduate assistants have unionized.

Some of the concerns already cited, which could be factors leading to such a move at MSU, include:

- Graduate students in some departments allegedly being required to handle the workloads of graduate assistants, without compensation, with the departments claiming the work as part of their degree programs.

- University inaction on the question of whether a graduate assistant's stipend is tax deductible.

- The allegation that most stipends are below subsistence incomes, that maximums in the stipend ranges (as

published through the provost's office) are not usually awarded, and that in most cases stipends are at the minimum or sub - minimum level.

- Lack of workload stipulations.
- No guarantee of financial assistance for more than one year.

- The allegation that many assistants have trouble obtaining summer employment.

- A desire for more health care benefits.

- Desire for more graduate student voice in academic governance.

COGS President Peter Flynn, a graduate student in education, also noted that graduate students are as concerned with benefits, salary and tenure as other employees, and said that the faculty prerogative section of the student participation report (passed by the Academic Council) is "garbage."

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SOME CONCERN has been expressed in COGS over effects of the newly passed student participation report on the proposed document on graduate rights and responsibilities. That document includes a section on graduate student participation in University governance and deals with the graduate student's role within his department in such areas as program planning.

The document is being discussed by both COGS and the Graduate Council. Flynn, who is involved in both discussions, said that both have revealed a division between faculty and students who want a very explicit document, and

those who want a general document.

Flynn said that graduate student concerns include: The document may be retrogressive or may impede the informal workings of a department; the proposed judicial system would involve more than 600 graduate students, so a more adaptable system might be needed; if, in program planning, faculty and graduate students are to be equal, COGS feels there ought to be a more consistent tone in the document.

\* \* \*

COGS' STATED objectives are to "promote the academic, social and economic aims of graduate students" at MSU and to "establish effective communication among graduate students and create channels of communication with the other parts of the University."

Up to now, each department ratifying the organization's constitution sends one voting participant to COGS.

With the now - being - revised constitution, COGS may alter its ratification process by requiring an all - University referendum of graduate students.

Even if a department is not represented within COGS, its graduate students are represented by COGS, so benefits obtained by COGS apply to all graduate students. This means, with the fall passage of an all - University graduate student referendum, all graduate students will pay a 50 - cent tax to provide COGS with its first operating funds.

— BEVERLY TWITCHELL