Mass rallies turn to meetings;
Council, trustees hear issues

The rallies were few, but the meetings were many last week, as the student - faculty strike continued on campuses.

A rally Monday at Beaumont Tower involved the reading of a statement of the student strike coordinating committee, and encouragement of the 2,000 to 3,000 in attendance to join the committee representatives in a meeting that afternoon with President Clifton R. Wharton Jr. (President Wharton had requested that five members of the strike committee meet with him and representatives of anti - strike groups.) Rallies Wednesday and Thursday preceded the two marches to the State Capitol.

Meetings, however, were more predominant. There was the meeting of the Administrative Group Monday morning, at which time the strike was discussed. There were the strike committee meetings with President Wharton and Provost John Cantlon Monday, Tuesday and Wednesday.

There were Academic Council meetings Tuesday and Friday, Board of Trustees meetings Thursday and Friday. There were meetings of the Faculty - Graduate Assistants Strike Committee Tuesday, Thursday and last night (Monday). And the many meetings of the various student groups and the student strike coordinating committee.

The results of these meetings:

The Council:
ABOUT 1,500 spectators, including students and faculty, sat in the balcony of the Auditorium last Tuesday while the Council members deliberated on amendments to the Academic Freedom Report, the faculty bylaws, and, briefly, on a resolution which basically reaffirmed academic freedom and "freedom of conscience."

By the time that resolution was presented by student members Terry Sullivan and David Snyder - more than two hours after the meeting convened - more than half the members of the gallery had left.

Miss Sullivan and Snyder, whose presentation had been allowed through amendment of the agenda, first asked several questions of President Wharton and Provost Cantlon:

Q. In reference to President Wharton's statement of May 11, 1970, regarding minority student enrollment, may we assume that existing educational services for minority students are deficient?

Wharton: Yes.
Q. Are they deficient because of a lack of money?

Wharton: Partly, but it would also involve a re-direction of the University's available resources.

Q. If students voted a fee of, say, $1 a term, for $30,000 (total), would this have effect?

Wharton: There is no question that this would be significant.

Q. Who has ultimate control over state police?

Wharton: The governor.

Q. Who sends them to campus?

Wharton: A University request, or if the governor decides it is necessary.

A strike analysis: Alternatives to 'business as usual' on campus

A strike result: The Academic Council meets as 1,500 students look on.

A strike analysis: Alternatives to 'business as usual' on campus

Associate Editor Beverly Twitchell has attended many rallies and meetings concerning the student - faculty strike, including meetings of the Faculty - Graduate Assistants Strike Committee, the Academic Council, the Board of Trustees, the meetings of student groups - both pro and anti - strike - with President Wharton. She has also talked with individuals both opposed to and in support of the strike. Based on those dialogues, the following is her analysis of the strike.

Although we have seen resolutions coming forth from the top deliberative bodies of this University - the Academic Council and the Board of Trustees - which pertain to the now two - week old student - faculty strike, it is difficult to determine on the surface what has actually been resolved.

That problem has at least two bases:

(1) The question of definitions of such terms as "strike," "business as usual" and "shut it down," a problem which has lent itself to views of the strike as an end in itself rather than as a means; and

(2) the evolution of the strike.

It should be understood that regardless of talk of the strike dying, it is still in effect. Attendance last week, according to figures gathered by the deans for the provost's office, was still about 15 percent below normal, which translates into more than 5,000 students still staying out of class.

And there are students and faculty who have said they will remain on strike through at least the end of the term, regardless of what becomes of the strike as an entity in itself.

For that reason, and because of the definition - problem, the stated purpose of at least one administrator that he wants "to help end the strike," appears to be a pointless assumption.

When the strike began two weeks ago, an announcement was made to the University, apparently to add the name of Michigan State University to the list of colleges and universities across the country in a show of strong discontent with national trends. (An announcement that Cornell University had shut down for the duration of the war drew cheers at an early rally.) Those national trends are reflected in the list of demands from the strikers, focusing primarily on the war in Southeast Asia, tuition and repression. Local issues were added to the demand list shortly after the strike began.

(Continued on page 4)
The strike's week: A series of meetings

(Continued from page 1)

Q. Who could keep them from coming in, can you or the trustees order them to disarm?

Wharton: I doubt it, but I could check with the police.

Q. Rumor says that phone calls or letters have been sent out asking for names of faculty not in classes. Is this true?

Cantlon: No, no information are you requesting?

Cantlon: We need to make some internal assessment, so deans are internal assessment, so deans are responsible for communicating policies of non-tenured faculty on their responsibilities.

Matterhorn pointed by responding to that "anyone who has watched the strike will have realized that there were no real faculty leaders. The students are very upset, rightfully upset. They're saying 'We'll continue to do business as usual.'"

The only action of the Council that directly responded to the strike was passage (with only four voting negatively) of a series of premises. An Academic Committee recommended the Educational Policies Committee, which allows more flexibility in grading for faculty members only. (The recommendations are reprinted elsewhere in the Faculty News.)

**The Trustees**

Representatives who had met with President Wharton Monday through Wednesday were allowed to make presentations to the Board of Trustees at its Thursday night meeting.

Richard Kibbey, chairman of the student strike steering committee said the strikers "feel there are ongoing concerns that aren't being adequately dealt with -- with the resources the University has to offer. There are certain resources and talent we'd like to use, to divert to the basic issues which are tearing the campus apart.

Trustee Warren Huff asked Kibbey how the University could help regarding the basic issues. Kibbey replied, "The kind of education pursued, the kind of teaching done here are relevant and they are bearing the brunt of the war. The University does have a point of view regarding the war; it has divided the campus, divided its resources from talents to helping set up the Darien government, for instance. Right now the problem is ending the war. There is a need to free the abilities and talents of the students and help solve the problems. There are a lot of ideas here, and they need to be tapped. ... We need to quit dealing with the rituals of education and turn to the issues around us."

Janice Goldman of the Radical Caucus pointed out that the caucus, a coalition of groups as Students for a Democratic Society, Weathermen, Women's Oppression, Gay Liberation Front, Committee to Abolish the Draft and a group of anarchists and Social Democrats, has "no group tactics; we are known as "anarchists". Any action is to be taken not as a large group, but by members of factions of our coalition."

Ric Cogliano, representing the Committee of Graduate Assistants Strike Committee on the "unresponsiveness of President Wharton, and especially the Academic Council," to the strike, and he told the Council members: "You probably have seen the reports which real time how irrelevant we have become to the student body on this campus."

"The seven basic strike dependes have some degree of validity, but the University is not in the position to host them ... Strikers are using the University to take a political stand. But the institution consists, if not for all of its units or elements ... Despite aims and goals of strikers, violence, intimidation and disruption have taken place.

Harold Backman, chairman of ASMUS, said: "The strike focused on issues and underscored the notion that channels weren't working. Its success has been manifested in terms of how many are out of class, but on the issues raised: People are discussing these issues ... The strike doesn't have actual enhanced the instructional processes of the University. It has not failed, not damaged the University's 'will to continue to do business as usual.'"

Terri Sullivan, student representative to the Academic Council, told the Trustees that "two structures which they could do something about: Lack of student knowledge of the whos, what, why and where the operation of the channels."

Basic University documents are difficult to obtain, she said, including the Academic Affairs Report and the faculty bylaws. The bylaws, she pointed out, provide for only faculty to be on the steering committee, which sees the agenda for the Academic Council and Senate, Thus, she, a student, apparently before the steering committee, was doing so illegally.

"Constitutionally, she said, "the channels do not work effectively. Students are almost systematically excluded ... The Academic Council wants to be a deliberative body, but doesn't want to deliberate. It meets just once a month.

The agenda is prepared in advance, so pressing issues can't be discussed," she said. "Students need a chance to use the channels." Norman Pollack, professor of history, presented a representative view of the Faculty - Graduate Assistants Strike Committee. He said: "We are continuing to meet classes, but in his home; he is "defying technically" -- of meeting as an appointed person at an appointed time. And he said he was finding it to be "a more exciting learning experience," where he and his students felt free and were working harder.

Peter Flynn, chairman of the Council of Graduate Students, said he sees the University as "an organic entity, not a machine, and it is growing not physically, but in intellectual space. Its students, its products (and the assembly-line mode is with us here) help perpetuate the strike, a society whose priorities are questionable."

"Students, he said, "are dissatisfied, disillusioned; we want to effect change, with you, not as adversaries. We want more control over our lives. I'm not here biding my time until I get my credentials, and then go out and effect change.

The contribution the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make, he said, involves an individual decision. "We're talking about options, not as things the University can make..."

The resolution was passed unanimously at its Friday morning meeting. It stated: "The Board of Trustees listened with interest to a wide range of views from students and faculty regarding the current strike. Any questions, however, President Wharton believes the University must be responsive to constructive change in a speaker, communications, giving methods of dealing with the concerns of students and faculty. If change is to be achieved through a rational decision - the Board assures its members that the debate are issues are part of that process."

"The Board commends President Wharton and the representatives from various strike or anti-strike groups had no specific results. In answer to some questions, however, President Wharton said he would make a statement concerning his individual opinion regarding the strike. He believes that striking students not be penalized or intimidated.

"I do think in your own consciences that you are acting appropriately," he said, "I don't think you ought to be penalized, but the decision is not run with me."

Provos Cantlon also said he would make a statement on the same subject.

--- BEVERLY TWITCHELL

Military hearing

The Military Education Advisory Committee, he believe he has been asked the ROTC question this week in the Con - Con Room of the International Conference this week. The sessions will be 10 a.m. Wednesday (May 20) at 3 p.m. Thursday (May 21).
Spring grading policies

(The following are recommendations on grading presented by the Educational Policies Committee and adopted May 15 by the Academic Council.)

PREREQUISITES: The responsibility for evaluation and certification through grades lies entirely with the instructor (Academic Freedom Report 2:14:9). The fair and equitable evaluation and certification must be given to all students of the University. 3. Grades should not be used to either reward or penalize a student on the basis of the decision to discontinue or not discontinue.

GUIDELINES: (The Educational Policies Committee recommends that certain constraints on the use of the following grades be removed for spring terms, 1970, with no precedent for future action. Use of these expanded options should be at the request of the student, subject to the approval of the instructor. Decisions should be recorded in writing.)

1. The P-N (Pass-No Grade) system of grading be extended to any course in the University. Present regulations restrict the use of P-N to courses in the College of Liberal Arts, Human Ecology, College of Agriculture, and College of Home Economics (as the basis of a decision to either penalize or reward a student on the basis of the decision to discontinue or not discontinue)

2. Extension of P-N grading is more desirable than use of C-F, which is limited to 36 credits, student choice, one course per term, and requires the instructor to post a numerical grade.

3. Use of INC (Incomplete) be broadened. Present regulations restrict this grade to students who have completed three-quarters of a class work but are unable to take the final examination. Students have completed at least eight weeks of the term, have done satisfactory work and can complete the work without repeating the course.

"Broadened" is intended to mean the elimination of all constraints other than having done satisfactory work.

4. The drop period with N (No Grade) system of grading be extended to any course in the University. Present regulations restrict the use of N (No Grade) to courses, usually field work, which are not amenable to numerical grading. Extension of N of grading is more desirable than use of CR, which is limited to 30 credits, student choice, one course per term, and requires the instructor to post a numerical grade.

RECOMMENDATIONS: Instructors be encouraged to permit the students to do outside work in lieu of class attendance to establish a grade wherein possible. Instructors are encouraged to be specific regarding the criteria for establishing a grade wherever possible; instructors are discouraged from summarizing grades in any courses since this procedure is discriminatory; instructors accept the responsibility to make themselves available for consideration of student requests for the above guidelines and recommendations.

The Distinguished Faculty Award, given for "outstanding contributions to the intellectual development of the University." Each recipient gets $1,000. This year's winners: Charles C. Kilgningworth, University professor of labor and industrial relations; James B. McKee, professor of sociology and James Madison College; Joseph Meites, professor of physiology; Charles K. Whitehair, professor of pathology; Lawrence W. Wilt, professor of agricultural economics; and Willis A. Wood, professor of biochemistry.

Teacher-Scholar Awards

The Teacher-Scholar Award, for "devotion and skill in undergraduate teaching," goes to instructors and assistant professors who have served at least three terms but not more than five academic years. The recipients, each of whom received $1,000, are: Frank B. Bruno, elementary and special education; Albert C. Cafagna, philosophy and Justin Morrill College; Jay K. Harman, geography; Kevin D. Kelly, sociology; Perry E. Lanier, elementary and special education; and James E. Trosko, natural science and human development.

Excellence-in-Teaching

The Excellence - in - Teaching Award, given to graduate assistants who have been half - time instructors for at least two terms, is given "for care and skill in meeting classroom responsibilities." It includes $500. The winners: Reginald C. Carter, sociology and labor and industrial relations; Clyde M. Evans, physics; Marilyn Jean Greenlaw, elementary and special education; Dick M. Horton, astronomy, and Science and Mathematics Teaching Center; Carl E. Knight, poultry science; and Paul Murphy, mathematics.

AAUP letter seeks salary action

In an open letter to the Board of Trustees released last week, the council of the MSU chapter of the AAUP has urged the Board to act on two recommendations endorsed last month by the Academic Council: Raise subscription fees for faculty already retired or who will retire under the "old system," provide a 20% per cent average increase for faculty effective July 1.

The letter, signed by AAUP President Jack Steiber (chairman of labor and industrial relations), acknowledges the problem faced annually by the Board in "trying to tailor the University budget to the inadequate appropriations provided by the Legislature." It adds that if the full 20.7 per cent increase cannot be granted this year, the Board should, "in addition to granting a substantial increase over and above the rise in the cost of living, make a firm commitment to add the remainder of the increase called for in 1971-72."

The letter also asks the Board, in searching for funds for faculty salaries, to "consider using money now being expended for non - essential, non - academic activities before considering any reductions in funds for teaching, research and other academic pursuits."

Mideast session

A symposium dealing with the problems in the Middle East will be held this Saturday and Sunday (May 23 and 24) in Rooms 38 - 39 of the Union.

Session on both days begin at 1 p.m. to 10 p.m.
The strike's week: A series of meetings

(Continued from page 1)

Q. Who could keep them from coming onto campus? Wharton: I would have to check with an attorney. I'm not sure if we could keep them off.

Q. If there is no emergency, can they come onto campus? Wharton: I don't know if they can come if they're not called.

Q. Do the president and the trustees have the power to disarm the police? Wharton: Yes.

Q. If disturbed, would they resign? Wharton: They would.

Q. Rumor says that phone calls or letters have been sent out asking for names of faculty not in classes. Is this true?

Cantlon: No.

Q. What information are you requesting?

Cantlon: We need to make some intelligent assessment, so do we have a percentage of normal attendance each day, guided by the deliberative process to terminate contracts of non-tenured faculty on campus?

Cantlon: No, nor will we be, provided they continue to discharge their responsibilities.

At this point, Snyder introduced the resolution, which reads:

"The Academic Council reaffirms: 1. The right of faculty members to conduct classes, and of students to participate in those classes, without interference or discrimination; 2. The right of every student to a satisfactory fulfillment of the contract entered into at the beginning of the term; 3. The right of faculty members to dissent without jeopardizing their livelihood, and the right of students to dissent without jeopardizing their degree; 4. Freedom of conscience for all members of the academic community."

Discussion revolved around a point made by Herbert Garfielck, dean of undergraduate instruction. There was a "dilemma" between the points regarding the contractual agreement and freedom of conscience. Chris Smith, assistant professor in James Madison, said that "dissent means opposition, but in academic freedom context, circumstances would an academic institution worth its name dismiss a professor for opposing the administration."

Miss Sullivan said that "what goes on between a professor and his students is essentially private. There is no single way in which the contractual agreement can be met."

Another council member pointed out that at any other time this resolution would not be debatable, since it reasserts academic freedom and the civil rights of members of the academic community.

A proposal from Charles Kellingworth, University professor of labor and industrial relations, was accepted by a friendly amendment to the resolution; it added as point 5 that the Council "requests its Educational Policy Committee to direct all its policies regarding grades for students who absent themselves from class in order that the conditions under which the res dolation was passed unanimously."

FRIDAY'S council meeting began with nearly an hour of debate over the agenda for the meeting. John Masterson, associate professor of economics, read a statement from the Faculty - Graduate Assistants Strike Committee on the "unresponsive behavior" of President Wharton, and especially of the Academic Freedom Committee. "I am not in a position to tell the student, the faculty member or the community who is responsible for the problem," the statement read. "But I am in a position to ask them to help.

Garrison, asked by the council, said the proposal to institute "three basic strike demands: 1. Strike the administrative force on campus; (Only about 100 persons, again including both students and faculty, were on duty in the student center.)

Masterson responded by pointing out that anyone who has watched the strike knows there were no real faculty leaders. The students are very upset, rightly angry, people, by all of our willingness to continue business as usual."

The only action of the Council Thursday evening was passage (with only four ' voting negatively) of a series of premises, including a recommendation that the Educational Policies Committee which allows more flexibility in grading (of this campus) be continued. (The above recommendations are reprinted elsewhere in the Faculty News.)

The Trustees:

Representatives who had met with President Wharton Monday through Wednesday were allowed to make presentations to the Board of Trustees at Thursday's meeting.

Rick Kibby, chairman of the student strike steering committee said the strikers "feel there are ongoing concerns that aren't being adequately dealt with - with the resources the University has to offer. There are certain resources and talents we'd like to use, to divert the basic issues which are tearing the country apart."

Trustee Warren Huff asked Kibby how the University could help regard the Iran troubles. "The kind of education pursued, the kind of work being done, generally doesn't bear sufficiently on the war. The University does have a point of view regarding the war, but it has committed some of its resources and talents to helping set up the Diem government in Vietnam. Right now the problem is the war. . . . There is a need to free the abilities and talents of the faculty and students to help solve the problems . . . . There are a lot of ideas here, and they need to be tapped . . . . We need to quit dealing with the rituals of education and turn to the issues around us."

Janice Golden of the Radical Caucus has the University, and a coalition of groups such as Students for a Democratic Society, Weathermen, Students for Democratic Change, the American Communist Party, to Abolish ROTC and a group of anarchists and Social Democrats, "ought to be a large group, but not to those in the legislature, or to those off campus. They haven't educated anyone off the campus." He also said the strike had denied some "true people . . . free choice regarding classes.

Erik Mettala, representing the Michigan Student Association and Students for Rational Action, said: "The seven basic strike demands have some degree of validity, but this strike is not in a position to honor them. . . . Strikers are using the University to take a political stand. But the institution can change for all students, units or elements. . . . Despite aims and goals of strikers, violence, intimidation and disruption has brought this strike to an end."

Harold Buckner, chairman of ASMSU, said: "The strike has focused on issues and underscored the notion that channels weren't working. Its success can be measured not in terms of how many are out of class, but on the issues raised: Freedom of conscience.

The strike has actually enhanced the institutional processes of the University. It has not failed, not damaged the University, although it may have disturbed it somewhat."

Terry Sullivan, student representative to the Academic Committee, said: "The trustees are two structural problems that they could do something about. Lack of faculty involvement in activities about the channels; and the slow operation of the channels."

Basic University documents are difficult to obtain, he said, including the Academic Freedom Report and the faculty bylaws. The bylaws, he pointed out, provide for only faculty approaching the steering committee, which seeks the agenda for the Academic Council and Senate, thus when a student, appeared before the steering committee, she was doing so legally.

"Constitutionally," she said, "the channels do not work effectively. Students are almost systematically excluded. . . . The Academic Council wants to be a deliberative body, but doesn't want to deliberate. It meets just once a month."

The agenda is prepared in advance, so pressing issues can't be discussed, she said. "Students need a chance to use the channels."

Norman Pollack, professor of history, presented a representative view of the Faculty - Graduate Assistants Strike Committee. He said he was continuing to meet classes, but in his home; he is "defying technicians" on meeting at an appointed place at an appointed time. And he said he was finding it to be "a more exciting learning experience," where he and his students felt free and were working harder.

Peter Flynn, chairman of the Council of Graduate Students, said he sees the University as "an organic entity , around which a society whose members, appearing on its behalf, are trying to get a chance to express their own emotions, and express their own opinions."

He said he was continuing to talk about options , and it "will be in the best interest of all."

BEVERLEY TICHELL

Military hearing

The Military Education Advisory Committee, meeting in the ROTC question this week in the Con - Common Room of the International, and then again in the Senate the Wednesday (May 20) and at 3 p.m. Thursday (May 21).
both of these, is the question irrelevant? If indeed the University cannot respond directly to the stated ends of the strike — liberation of the Faculty — the resolutions issued forth in the demands — then the reflections we have seen passed by the Academic Council and the strike might be all that can be expected from those institutional voices. Many of the strikers themselves seem to have been preoccupied with the strike as an end. Most — nearly all — of the issues of the strike, most of them have most clearly articulated in the expression of strikers of their desire for the option to do things actions that believe to be socially and politically, but not banning students who choose not to classes from doing so. Students who have picketing classrooms! buildings have been trying, in many ways, to discuss the issues and the validity of the strike as they see it, rather than trying to keep students out of classes. This again illustrates the difference between this strike and a traditional labor strike, place picketers block entrances. Also articulated throughout the strike, particularly by working faculty members, was the idea that the strike activities are educational and should be recognized as such. So concern for amnesty because not only (and perhaps not necessarily) concern for traditional labor relations, but a concern for educational options. The resolutions of the Board of Trustees and the Academic Council stand and school themselves at least to this issue and become direct — and even positive — responses to the strike. (The trustees' resolution stated in part that "The Board believes the University must be responsive to constructive change in a society and flexible in its methods of dealing with the concerns of students and faculty." The Academic Council resolutions provided for an alternative grading system for this term and a study into altering the 1970-71 academic calendar to allow a vacation period preceding November elections.) But has that response been to the strike as an end in itself, or as a means to an end? Oh, if the strike has become successful...

## Family seminars

Walter Thomas, director of research and development for Combined Motivational and Educational Systems, Inc., spoke Tuesday (May 2) at 12:40 p.m. in Room 300, Home Economics Bloc. His speaker's topic was "Family: Perspectives for the Future," sponsored by the family and consumer education faculty. The student topic will be "Changing Values and the Family."