

MISU Faculty News

Vol. 2, No. 13

Michigan State University

Jan. 19, 1971

Board fails to elect chairman

In less than half an hour — one of its shortest meetings in recent memory — the Board of Trustees last Friday:

* Decided to enter 1971 without a chairman. Trustees Blanche Martin and Warren Huff were nominated to succeed Don Stevens, but the vote ended in a 4-4 tie. (Supporting Martin were Stevens, Mrs. Patricia Carrigan, Kenneth Thompson and Martin. Voting for Huff were Frank Hartman, Clair White, Frank Merriman and Huff.) Stevens had earlier requested that his name not to be placed in nomination "to remove any possibility that I as chairman might cause possible factional division on the Board."

* Authorized a day - care facility for children of MSU students living in married housing. The facility will be self - supporting through charges to those who use it. Designed for 100 children, its purpose is to allow studentwives with small children to work and/or attend classes.

* Accepted \$2,601,643 in gifts and grants. The total includes \$1,095,000 for scholarship purposes, \$700,000 for research projects, \$480,000 for educational programs and \$131,000 for fellowships.

* Approved some 50 personnel actions, including the naming of Dorothy A. Arata, professor in human development and the Honors College, as assistant provost for undergraduate affairs, and Clayton H. Wells, assistant professor, as administrator of conferences and institutes in the Continuing Education Service. Also approved was the appointment of Richard E. Hansen as information services editor in continuing education. He succeeds James C. Totten, who becomes an associate editor and managing editor of athletic publications, University Editor's Office.

Retirements were approved for Erling B. Brauner, professor and chairman of art; William B. Hawley, professor and associate dean of education; and Beatrice F. Moore, professor, Counseling Center. All are effective July 1, 1972.

* Received a proposal from Trustee Patricia M. Carrigan offering guidelines for the structure of Board meetings. In what she described as "some rather modest modifications" in procedures, Mrs. Carrigan suggested making agendas of each meeting, and making public the agendas of "retreats" of the Board and the Executive Group. She asked Board members to respond to her proposal at the February meeting. (A summary of the proposal is on page 4)

Faculty Club

B. T. Sandefur, professor of geology, will speak at today's noon meeting of the Faculty Club. His topic is "History on the Rocks."



— Photo by Dick Wesley

Senate prepares for another try at bylaw amendments

Action concerning two new standing committees will precede discussion of student participation in academic governance at today's Academic Senate meeting at 3 p.m. in 108 B Wells Hall.

The Senate will be asked to approve:
*Bylaw amendments to provide for a new committee on building, lands and planning. The committee's charge would include studying and making recommendations on building priorities

and land utilization on University property and the "ecological implications" of such proposals.

* Bylaw amendments to expand the function of the current faculty affairs committee with a new Committee on Faculty Affairs and Faculty Compensation.

A similar committee was approved by the Senate last spring but was rejected

by the Board of Trustees in October. The amendments have been revised for resubmission to the Senate and, if passed, to the trustees. (See related Academic Council story.)

*Bylaw amendments to provide for increased student participation in academic government—The products of revisions made in proposals rejected by the Senate last spring.

Two new majors approved

Curriculum changes in four colleges, including the creation of two new majors, were approved last week by the Academic Council.

The new majors are in mathematics education (leading to the Ph.D. degree) and in music therapy (for the master of music degree). Both are effective immediately, pending formal approval by the State Board of Education.

The Ph.D. program in mathematics education is designed for persons specializing in mathematics who are interested in college teaching or teacher training, according to William Fitzgerald, associate professor of mathematics.

Establishment of the major will encourage more research mathematicians to participate in math education, he said.

Fitzgerald noted that MSU's mathematics department has maintained a wide interest in math education, one of the few departments in a major university to do so.

He said that the present tight job market for Ph.D. holders should prompt

more and more graduates to take jobs at smaller institutions where teaching is emphasized over math research.

THE NEW major in music therapy formalizes offerings that now exist in the music department.

Requirements for the master's include a bachelor's degree with a music therapy major, plus six months' clinical training in an approved training hospital. (The latter is already a requirement for the bachelor's degree at MSU.)

Robert F. Unkefer, associate professor of music, said that MSU is the only institution with its own clinical facilities for music therapy education, and one of only about a half - dozen schools offering a master's program in music therapy.

Also approved was a change in the number of credits required (from 198, plus physical education, to 180, plus P.E.) for the bachelor of music in music therapy.

OTHER curriculum changes were

approved in James Madison and Lyman Briggs Colleges.

The James Madison foreign language requirement (now one year of foreign language and a year of related study) has been modified to include four options:

* Attainment of a second - year competency in a foreign language.

* Completion of six courses in foreign area study.

* Completion of six humanities courses, either in the College of Arts and Letters, or in the humanities department beyond the 241-242-243 series.

* Completion of six methods courses in social science.

Herbert Garfinkel, dean of the college, said the changes reflect an attempt to offer a better compromise between those who wish to require two years of foreign language and those who would eliminate any language requirement.

Approved for Lyman Briggs College is a field of concentration in medical technology.

What to do when there's no class: Start your own

A year ago Jim Cash was looking for a course he could take in creative writing for television. At the television and radio department he was told: "No, we don't have one, but we sure should."

How should such a course be taught? the department chairman asked. So Cash wrote a proposal with his own answer to the question.

As things turned out, Cash never did get to take a course in creative writing for television - he's been teaching one instead (TR499).

SIX TABLES and 18 students, one instructor and speaker's stand and one videotape machine squeeze into a corner classroom (of sorts) in WMSB headquarters.

A few minutes later the students are being told: Okay, you've just been granted an audience with God. Describe Him, the place you're in and the conversation that follows....

They have 25 minutes.

Or they are told: You woke up this morning and discovered your skin has turned another color during the night. Describe your reactions and the reactions of the people around you....

Or: Describe the thoughts of a person going insane....

From whence these ideas? Cash points to his head.

And how do you determine good writing?

It's new, unique, not stale - and technically good, Cash answers.

The "technically good" part of the creative writing in this course makes it unique. There are other courses on campus for creative writing - there is no other course which also teaches a student how to develop a script.

Cash hands his class a two - page introduction to a segment of the "Room 222" television show - then proceeds to point out some 26 technical points to script writing on the two pages. Camera shots, angles,

indentation, page numbering, description, dialogue, what to capitalize, what the terms mean.

Drill and drill and drill - that's the only way they'll learn that stuff, Cash says.

"There are seven basic rules of script composition," he tells his class. He looks up: "I sound like a drill sergeant" ... imitates a drill sergeant. ... goes back to the seven basic rules.

DOESN'T THE "drill and drill and ..." of the technique get boring?

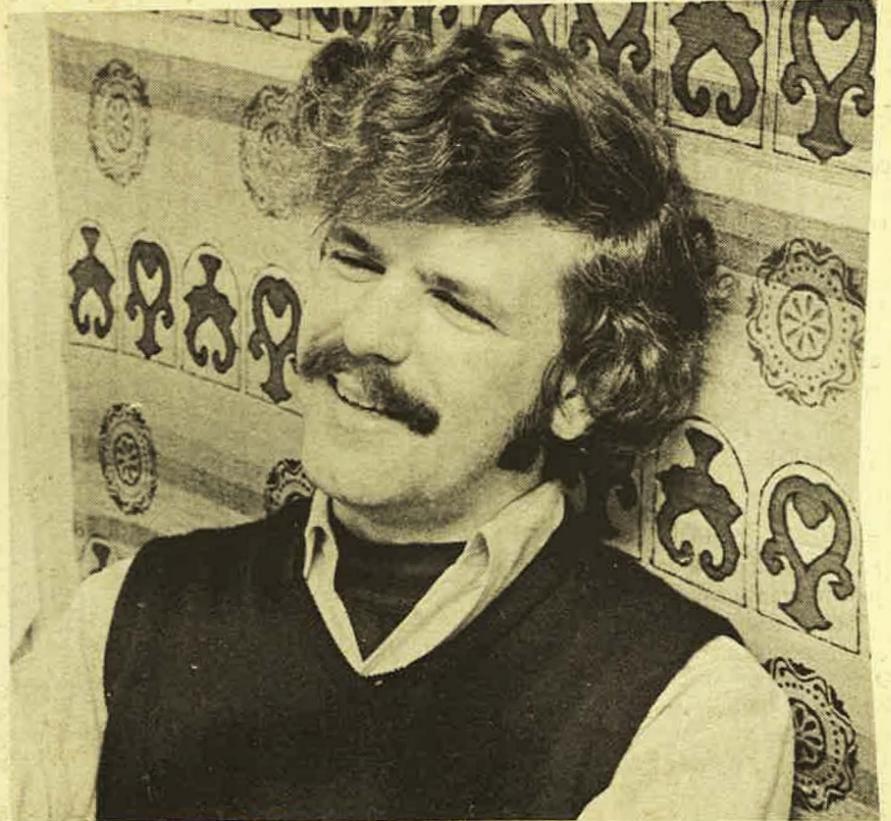
"If so, tough," Cash says. "It's just something that has to be done. If you're going to be in the game, there are reasons for this. They're not writing a novel, they're writing a script. Thousands of technicians and others get copies of that script. If you're going to be a professional you have to act like one. That's professionalism - both an art and a craft."

The only way to learn to write is to write, Cash says. "The guy who taught me how to write - Clinton Burhans (professor of English here) really made me work. The first story I ever wrote for him he made me rewrite 11 times. Each time he pointed out something wrong. You've got to make them work, there's no other way. The important thing is discipline - just keep doing it." ***

CASH HIMSELF is a writer. He has sold scripts to various television shows, including "Mod Squad" and "The Bill Cosby Show." He's had plays produced here on campus, has written a novel and is a producer - writer for WMSB's Assignment 10.

Teaching, however, is a new experience, and "I love it. It's the greatest fun in the world. It excites me - the spontaneity, the communication. Two points come together and connect. The kids are bright, they have something to say. It's really fun to rap with them. ...

"The main thing about this course that turns me on is that here is at least



Jim Cash: "The two greatest jobs in the world."

one time that people can get together and really dig what they're saying to each other. ...

"I thought a teacher is what you are if you can't be anything else, but, wow, that's baloney. It's an art form in itself.

"I've got the two greatest jobs in the world." (grin)

Cash is also a graduate student in theater, recipient of the annual Shubert Fellowship, and for that is writing a three - act play. He did his undergraduate work here in English.

THERE IS more to his class than drilling. He is concerned about developing a personal relationship with each of his students. "For something as personal as creative writing, you've got to get close to them," he says. "It's not like mathematics - it's a personal thing."

And, he says, "the kids can't believe they're in a class where there are no yes and no answers. Their heads are the answer. I only teach technique."

The approach, he says, is "totally personal. With 18 kids I can do it. I don't know how or why they (other faculty) do it with 250 kids in a class."

In class, a product gets dissected via the videotape machine. Studying angles and shots. Discussing a movie or television show, getting excited, not

about content or scenery, but an angle, a shot, techniques: "... really takes your breath away. ..." Cash is saying to his students.

"I stutter a lot in class, it seems to me," he says. "There's so much I want to say. My thoughts are tumbling - creative writing is so alive, so intimate..."

Class discussions often go beyond class time, because the students ask him not to stop. "That's really a gas," he says, and, afterthought: "It also wears me out."

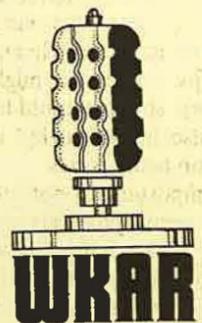
- BEVERLY TWITCHELL



Friday, Jan. 22 - 7 p.m.: Astronaut James Lovell discusses the U.S. space program on "Assignment 10." Also featured is a report on male birth control.

Saturday, Jan. 23 - 12:30 p.m.: Celedonio Romero and his three sons, the "royal family of Spanish guitar," perform on "Homewood."

Sunday, Jan. 24 - 11:30 p.m.: "The First Churchills," a new series, is premiered. Alistair Cooke is the host and Susan Hampshire stars. 1:30 p.m.: Singer Johnny Cash is the subject of "Fanfare." 4:30 p.m.: An examination of the preparations by the Rev. Martin Luther King for the Poor People's March is featured on "Realities." 10 p.m.: Singer Merle Haggard is the subject of a documentary. 11 p.m.: "Lay Down Your Arms," a British lampoon of the military, is presented on "NET Playhouse."



Tuesday, Jan. 19 - 1 p.m. (AM): "Revolution in America" is a documentary on student unrest. 8:30 p.m. (FM): The Boston Symphony performs Bach's Suite No. 4, Piston Symphony No. 2 and Violin Concerto by Schuman.

Wednesday, Jan. 20 - 8 p.m. (FM): "The Lady from the Sea" by Henrik Ibsen is on "BBC World Theatre."

Thursday, Jan. 21 - 11:30 a.m. (AM) "An Electric Service" features a multimedia liturgy recorded at the Yale University Chapel.

Saturday, Jan. 23 - 2 p.m. (FM): The Metropolitan Opera presents "La Perichole."

Sunday, Jan. 24 - 2 p.m. (AM-FM): Music by Mozart, Berg and Bruckner is performed by the Cleveland Orchestra. 4 p.m. (AM-FM): "Communication, Community and Knowledge" is discussed by Richard McKeon of the University of Chicago.

Council OKs committee changes

Discussions were brief last week as the Academic Council expeditiously approved all four items on its agenda, including:

*Two University Curriculum Committee Reports;

*Bylaw amendments to be added to others in the revised recommendations concerning student participation in academic government. These call for election of the chairman of the University Curriculum Committee rather than appointment by the President, and codification of the position of executive secretary of the curriculum committee. A third bylaw amendment calls for annual reports from standing committee members to their constituencies.

*Elimination of a minimum grade of 1.5 for students with 85 credits to earn credit in a course; the requirement now stands at a minimum of 1.0 for all undergraduates and 2.0 for all graduates.

*Approval of a revised set of bylaw amendments for a University Committee on Faculty Affairs and Faculty Compensation.

The last item occupied the most discussion in the Council. Frank Blatt, professor and chairman of physics and treasurer of the MSU Chapter of the AAUP, blasted the proposal as a "severely emasculated amendment," from which the "most significant and meaningful sections" had been stricken for acceptability to the administration.

What may be at stake, Blatt said, is the Council's credibility as a strong, independent, representative faculty voice.

He referred to the "overwhelming faculty support" both in the Council and in the Academic Senate last spring for the original proposal (Faculty News, Oct. 27, 1970) which was rejected by the Board of Trustees in October.

He objected to the removal in the revised amendments of provisions for faculty involvement in matters of allocation of University money since actual appropriations bear little resemblance to the requested academic budget, he said, the point for meaningful faculty participation is after appropriations are made, when academic priorities are established

(through the allocation process).

Charles Killingsworth, University professor of labor and industrial relations, challenged Blatt's points. "What the AAUP is saying is that they'd rather have the issue than the amendment," he said.

The issue is there, Killingsworth said: "Faculty opinion did not count for much when the decision was made (by the trustees)."

"I don't see any utility in repeating the performance" he said.

If there is not merit in the revised version, it should be voted down, Killingsworth said, but faculty should know that "this is quite certainly the most we can get within the current framework of faculty government."

Walter Johnson, vice chairman of the steering committee, said the provision for faculty involvement in budget allocation was removed for two reasons: It produced negative reactions from some of the trustees, and it was superfluous since the function is already fulfilled (by the faculty affairs committee).

Report chronicles a campus in crisis

MSU Omnibus Survey Report No. 2 was conducted during May, 1970, when campuses across the nation were in turmoil and when this University was the scene of attempts by students to mount a general strike. The survey was conducted by the Urban Survey Research Unit, with assistance from the Social Science Research Bureau and the research unit of the Center for Urban Affairs. Questionnaires went to three groups: 2,500 students, 500 faculty members and all administrators; returns came from more than 1,250 students, about 295 faculty and some 275 administrators — an overall response of about 60 per cent, according to coordinator Philip M. Marcus. Following are excerpts from the report.

ATTITUDES TOWARD OFF - CAMPUS EVENTS

The data in our first section clearly show that MSU personnel had a lack of support for the Indochina War in any of its manifestations. While administrators, as compared to undergraduates, were more sympathetic to the national policy, they too remained somewhat divided.

The simple fact that no major political figure could gain as much as one-third of our sample's choice for a future U.S. president is indicative of the diversity of support for any specific leader and his policies . . .

Most persons on campus indicated they were supportive of President Wharton's overall handling of the campus events. An overwhelming proportion of respondents were against any legislation which might call for the resignation of President Wharton and the presidents of the other major Michigan universities.

While this reaction may not entirely reflect support for President Wharton, it clearly incorporates much of the feeling that off-campus agencies are denied legitimacy when they enter into university affairs. This is an important finding because it reveals how complicated attitudes are toward legislative or police intervention. The goals of the University are diverse and not clearly perceived; but

How much the respondents approved President Wharton's overall handling of crisis events last May

	To a great extent	To some extent	To slight extent	No extent at all
Administration	62%	27%	7%	4%
Faculty	53	29	12	6
Grad. students	37	33	19	11
Undergraduates	30	30	25	15

How the respondents characterized their own general political orientations, as of May, 1970

	Admin.	Faculty	Grad.	Undergrad.
New or radical left	3%	2%	2%	5%
Very liberal	12	19	19	23
Somewhat liberal	41	40	32	34
Moderate	24	16	18	15
Somewhat conservative	19	21	25	19
Very conservative	1	2	4	3
New or radical right	0	0	0	1

those who interfere in campus life gain little support within the academic community. Self-discipline is clearly the norm.

ATTITUDES TOWARD PROTEST ACTION

. . . it is clear from our data that undergraduates are more positively oriented toward extra-legal channels and radical students than any of the other three subgroups. Thus, it might be expected that if action were taken against protestors, support could be generated among a substantial segment. This segment would also be joined by members of the other three subgroups, who are often divided on many issues.

It is important to note that, although differences occur among our subgroups, there is great consensus as to proper courses of action (for protest); relatively strong similar norms govern behavior of all subgroups. The similarity remains constant while the degree of attachment varies.

This point was most obviously illustrated in answers to our question about protest activity: A majority of all subgroups approved of protest if it did not interfere with the rights of others. However, undergraduates subscribed to this point more strongly than other subgroups.

REACTIONS TO CAMPUS VIOLENCE

Comparison of the reactions to these two events (the student shootings at Kent State, Ohio, and at Jackson State in Mississippi) shows some interesting consistencies. For example, there was more sadness about the Kent State shootings and more anger about the Jackson State killings. Each subgroup in our sample indicated this reaction.

In terms of justification for the shootings, each subgroup felt there was less justification for the Jackson State event than for the killing at Kent State. It is also interesting to note that there was more overall agreement among our four subgroups about the events at Jackson State than about Kent State . . .

The data show that respondents were upset about violence on other campuses

Rating of alternatives that the respondents said best described their position on protest

	Admin.	Faculty	Grad.	Undergrad.
I approve of violent or disruptive protest.	1%	0%	0%	0%
I believe in nonviolence, but approve of violent or disruptive protest if it is the only way to make a point in an urgent situation.	2	7	11	16
I approve the civil disobedience principle while stressing the need for willingness to accept consequences.	21	26	21	16
I approve of protest if it does not interfere with rights of others.	53	51	53	61
I approve only of legal channel forms of protest.	22	15	13	6
I reject all forms of protest.	1	1	2	1

but did not change greatly in their attitudes toward the use of campus police. Thus, those who suggest that campus disruptions themselves bring about major shifts for or against police action are apparently without support among the vast majority of our sample.

THE MSU STRIKE

. . . Clearly, strike activity did not encompass a high proportion of the campus, but there was a very substantial minority who were either directly involved or in strong support. This was most marked among undergraduates who comprise the largest segment of the university. In most cases, graduate students were more aligned with faculty and administrators than with undergraduates.

It should be clear from these data that students are quite involved in national interests and are willing to participate in certain kinds of activities leading toward changing conditions. While most students believe in, and participate in, traditional forms of action, they are quite sympathetic to others who deviate, and act upon convictions and principles.

Administrators are much less sympathetic to student concerns, and more likely to think in terms of control to avoid change. Part of the explanation of this divergence of views can be found in data presented in our Winter Study, i.e., administrators have a broader concern for University operations and its goals than students manifest. The latter are concerned primarily with personal and relatively limited problems.

For example, the draft laws affect the students and their occupational futures. Only the administration can have the luxury of worrying about abstract educational goals. On the other hand, administrators' futures are judged by the way they handle student problems.

. . . We hope it does not oversimplify matters too much to say that students have a great investment in world events (but they seldom act upon their interests); administrators have a great investment in campus events (but are usually to constrained to act unilaterally); and faculty have a great investment in departmental and professional concerns (which are usually too abstract to provide specific personal symbols of identity).

Rating of alternatives that respondents said best described their position on campus police having weapons

	Admin.	Faculty	Grad.	Undergrad.
Campus police should be completely disarmed.	9%	18%	23%	26%
Campus police should be allowed to have weapons in trunk of patrol cars.	13	18	25	30
Campus police should be allowed to carry weapons on persons.	78	64	52	44

How administrators and faculty indicated the extent of disruption during the turmoil last May

	Very disruptive	Somewhat disruptive	Slightly disruptive	Not at all
Admin.	11%	33%	36%	20%
Faculty	11	23	42	24

Board meeting guidelines are offered

At last Friday's meeting of the Board of Trustees, member Patricia M. Carrigan offered proposed guidelines for structure of Board meetings. She asked that her proposal be placed on the agenda for February's Board meeting. Following are excerpts of her proposal.

There are sound reasons behind the legal requirement that governing boards of public institutions conduct their business in public session.

On the one hand, a formal mechanism is thereby created (if not always developed) for input from all relevant publics to be communicated to those charged with responsibility for institutional decision-making. On the other hand, exposure to public scrutiny of the process by which institutional decisions are arrived at can do much to promote public understanding and acceptance of those decisions.

Both of these potential benefits take on special significance for us at a time when public suspicion is openly directed at our universities, when the integrity of university governing boards and administrations is being challenged from all sides, and when, consequently, public support is threatened.

If we hope to remedy this situation, we must make every effort to re-establish credibility with our various constituencies (within as well as outside the University community) and to promote the mutual trust and confidence essential to an effective working relationship with all concerned. . .



— Photo by Dick Wesley

RETREATS

The term "retreat" here refers to closed meetings of the Board of Trustees and the Executive Group held for the purpose of reflecting on such broad issues as long-range goals and problems of the University, the University's emerging role in relation to changing educational needs in Michigan and in society, etc. . .

The agenda of topics to be discussed at a retreat should be made public, and care should be taken to limit it — in fact, as well as on paper — to the kinds of broad concerns suggested above . . . Our stands on policy questions, and the thinking behind them, should be fully accessible to our several publics and, hence, given expression in public session . .

EXECUTIVE SESSIONS

(These are) closed meetings of the Board of Trustees and the Executive Group held for the purpose of discussing certain categories of business for which, unequivocally or at a given point in time, discussion in public session is incompatible with the best interests of the public and/or the University.

Two such categories are obvious: Pending financial transactions (purchase or sale of property, stocks and bonds, etc.) and personnel matters. Perhaps there are others, but whatever categories may legitimately be included, they should be defined publicly (along with the rationale for excluding them from discussion in public session), and the Board should scrupulously limit discussion in executive session to matters falling within those categories. Any Board action required on such matters would, by policy, continue to be taken in public session.

PUBLIC BRIEFING SESSIONS

(These are) open meetings held primarily for the purpose of acquainting the trustees with relevant background information for forthcoming decisions on important policy matters . . .

No formal action would be taken at public briefing sessions. Such sessions would serve, rather, as informal "hearings" in which the trustees can interact with those most directly concerned in the matters scheduled for discussion. Such meetings might be held on the Thursday evening preceding the monthly Board meeting on Friday.

The agenda of topics to be discussed at public briefing sessions should be made available to the press well in advance of the meeting. . . to allow ample time for those wishing to make presentations to make their wishes known and to prepare their marks . . .

PUBLIC ACTION SESSIONS

(These are) open meetings held for the purpose of formal transaction of University business.

There should be encouraged in these sessions full and open discussion by the trustees of all policy matters on which the Board is to act. cursory discussion at best suggests a lack of interest and may encourage public suspicion that the decisions have already been made, behind closed doors.

The agenda of items scheduled for action in public session should be made available to the press well in advance of the meeting . . . so that those have a special interest in attending can plan to do so. The published agenda should include both definite and tentative items, with the latter identified as such . . .

. . . GROUND RULES for each type of meeting need to be spelled out, made know to our relevant publics, and conscientiously adhered to in whatever meetings are held, singly or in combination.

Potential benefits from this process are three-fold: (1) More effective communication between the Board and its constituencies, (2) increased public awareness of the University's role and of the practical problems of implementing that role for the greatest benefits to Michigan higher education, and (3) increased public confidence in the management of the University, both by the Board of Trustees and by the Administration.

Legislative report

Economic issues loom high in State Legislature

Editor's Note: Following is the first in a series of monthly reports on activities in the Michigan Legislature that relate to the MSU community. They are prepared by Mike Born, special assistant to Executive Vice President Jack Breslin.

Economic issues continue to loom high on the list of problems facing the Michigan Legislature in 1971. The new Legislature, which opened last week, is not expected to remain in session very

Anemia is topic

Robert M. Nalbandian, the principal investigator in the recently announced use of urea for treatment of sickle cell anemia, will speak today at 4 p.m. in Room 335, Giltner Hall.

Nalbandian is associate pathologist at Blodgett Memorial Hospital in Grand Rapids. He announced in November that he and colleagues find that urea, normally present in the body, halts attacks by sickle cell anemia and prevents recurrences. The disease was considered until now to be incurable.

long this month due to recounts from the fall elections and other business.

Of interest to Michigan State, which is part of the 24th Senatorial District, is the Pittenger-Stuttman recount in the Senate. Former State Rep. Philip O. Pittenger of Lansing narrowly carried the 24th District for the Republicans.

Some Democratic leaders claim that they may still capture the Senate seat in the recount since Democrat Leonard M. Stuttman lost the election by only some 600 votes.

As a first-time candidate, Democrat Leonard Stuttman (an MSU alumnus) received more votes in the district than many Democrats and other political observers expected, especially in the Republican stronghold of East Lansing.

* * *

GOV. WILLIAM G. Milliken has asked legislators for \$108 million in cuts in the State's operating budget due to current revenue falling shorter than had been anticipated. It is possible that higher education will be in line for another cut. Targets for cuts are education and welfare, areas that

account for a major portion of the state's expenses. The governor's announced cuts are of a negotiable nature and the final decision will follow meetings with the appropriations committees of the House and Senate.

The governor's budget recommendations for 1971-72 — including his suggested appropriations to MSU — are expected to be presented next month.

* * *

ALSO OF interest to higher education in Michigan is the expected naming of the Governor's Higher Education Reform Commission. Discussions are underway as to how the Commission will function and who will be named.

Some observers speculate that once the Commission gets underway, it should do much to postpone many of the higher education problems in the state. At any rate, the whole venture will be looked upon with great interest by educational and political leaders. The commission's findings should have a very definite effect on future directions

of higher education in Michigan.

Although elections are over, it is still too early to see where legislators stand on higher education. It is clear that due to the current belt tightening being expected of all state government, higher education is in for some hard fights in seeking greater financial support.

Also, there is interest in whether the quiet fall term on most campuses in the state has had any influence on legislators. There may be some indication of a slowdown in student disruptions and possibly new directions in campus-community relations.

— MIKE BORN

MISU Faculty News

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