



CHAPARRAL

By and for the Employees of Glendale College - Primary Funding by the Glendale College Guild AFT 2276

AB 982 and GCC:

How our students helped pass a new law (and how implementation will impact them here at GCC)

by Mona Field, Political Science Department

Student Health Centers:

It's Controversial, It's Signed and Now What?

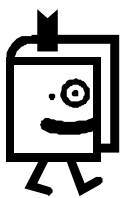
Note: The views of the author are her individual views and do not represent any other person or organization. Information from Dr. Mary Mirch was essential in writing this article, but the author takes full responsibility for any errors.

Student health centers at California community colleges are an essential component of student life, and are often the only health care that students can access. Health centers are generally funded through a fee paid by each enrolled student, with a maximum fee permitted of \$14 per semester. However, under past state law, low-income students who get a BOG fee waiver were not charged any health center fees. Due to increasing enrollment fees and thus the

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Does the Cost of Textbooks Drive Students Away?

by Michael Moreau, English Department

This past spring the Academic Senate for California Community Colleges adopted a position paper titled "Textbook Issues: Economic Pressures and Academic Values" that asserts that textbooks are too costly and that those costs may deter some

students from going to college. It also contends that the costs have risen to such an extent that the issue has emerged from the halls of academe to become a topic of "intense public debate." What follows is not a polemic, but rather a summary of the state Academic Senate's findings combined

with an informal survey conducted on the Glendale College campus at the beginning of fall semester and comments by faculty members.

That the price of textbooks is of concern on this campus was reinforced by Vice President Steve White at the October faculty meeting when he suggested that book costs might be one reason for declining enrollment and urged professors to consider lower-priced alternatives when assigning texts for their classes.

The Senate report, which bears the

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ROOTS OF UNITY

by Mike Allen, Guild President

We Must Defeat 75

Anybody for some more paperwork? If you're one of those people who enjoys filling out redundant forms, then Proposition 75 is for you!

It's just ridiculous. No one in California is required to join a labor union. At most, members of a bargaining unit are required to pay their share of the costs of union representation, but are specifically exempted from having to fund unions' political activities. Unions must keep meticulous records and have expensive external audits done annually to determine precisely how much less is owed by those who request this "reduced cost" status.

Despite having this option, many employees decide to join the union that represents them. Members elect their leaders, vote on proposals, and ultimately have the power to decide what their dues will be and how to spend them (politics included). However, Proposition 75 requires members of unions with at least one

public-sector worker in them to also fill out a form every year stating that they did, in fact, want to allow some of their union money to be spent on politics. Give me a break!



Under 75, no other organizations that spend money in the political arena will have to double-check with their members that it is OK to do so. Shareholders of corporations will not need to fill out any such forms, even though shareholders can't opt to purchase stock on a "reduced cost" basis, and in some cases have no voting rights in



corporate policies. Yet, supporters of 75 pretend that those who chose to join and participate in a union didn't really mean to contribute to anything political—Heaven Forfend!!

I don't know if you are reading this before or after the results of the Nov. 8 election are known, but if 75 is not defeated at the ballot box, there may be hope to defeat it in the courts. For example, it conflicts with federal labor policies, and unless there is a compelling local interest in allowing deviation from them, judges may toss 75. However, there will certainly be a mess in the meantime when it will be unclear what the rules are for public sector unions.

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Chaparral

Printed 3 or 4 times per semester, the *Chaparral* is published by and for the entire staff of GCC. Primary funding is by the Glendale College Guild, AFT 2276. The newsletter is dedicated to providing timely information on the campus community about any issues that affect our college, higher education, and/or professional lives. Prose, poetry, art work and opinion as well as expository reporting are welcome. The pages of *Chaparral* are open to all faculty, staff, students and administrators. Submissions for publication should be word processed in IBM-compatible Word Perfect, MS Word or ASCII file format. No anonymous submissions will be published. Please e-mail articles to Des Kilkeary (dkilkear). The deadline for submissions is the first working day of each month September through May (except December and January). If you have announcements you wish printed or any questions, contact Des Kilkeary at x5341 or e-mail dkilkear.

The *Chaparral* Editorial Board is composed of volunteers and is open to any college staff members. The current board includes Des Kilkeary (editor-in-chief), Susan Cisco (managing editor), Patricia

Chamroomrat (production manager), Mona Field, Mike Allen, and Michael Moreau.

Columnists are Guild President Mike Allen (Roots of Unity), Academic Senate President Sid Kolpas (Speaking of the Senate), CSEA President Nidal Kobaissi (CSEA Connection), Classified Council President Kit Crawford (Classified Council Corner), Guild 2nd Vice President Phyllis Eckler (Adjunct Junction), and Alex Leon (Communications, Marketing, and Foundation).

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The editors reserve the right to edit for length, clarity and/or relevance; to publish editorial commentaries; to omit materials which in their good-faith judgment is believed to be libelous, obscene and/or offensive, or an invasion of privacy. Questions regarding this editorial policy may be directed to the editor-in-chief.

The views expressed in the articles of the *Chaparral* are solely those of the contributing authors. They do not represent the views of Glendale College or the Guild.

SPEAKING OF THE SENATE...

by Sid Kolpas, Academic Senate President

My Senate the Car



Everybody knows in a second life, we all come back sooner or later. As anything from a pussycat to a man-eating alligator. Well you all may think my story is more fiction than it's fact. But believe it or not my mother dear decided she'd come back. As a car . . . She's my very own guiding star. A 1928 Porter. That's my mother dear. 'Cause she helps me through everything I do and I'm so glad she's near. My mother the car. (Theme from *My Mother the Car*, NBC 1965-1966)



Think of the Glendale College Academic Senate as a car—a very special 1928 Porter convertible, built around the time our institution was founded.

the criteria upon which full-time faculty positions are prioritized, and streamlining part-time hires. The committee continues to

mechanism for an annual EAF Award, recognizing the outstanding contributions of our vital GCC Adjunct Faculty. Senate Executive is now working on a time-line, and will present its first EAF Award this year. Phil Kazanjian, former Board of Trustees member and adjunct faculty member, has funded the award for this academic year; Phil is now a full-time faculty member. In subsequent years, the Foundation will fund the EAF award.

Its president is the driver, its executive board is the transmission, and its task forces are the cylinders that drive the engine; individual task force members are the spark plugs. Last academic year, we had a fourteen-cylinder engine, each cylinder working hard to do the tasks that maintain our academic and professional standards. I'd like to discuss each of these task forces, and describe what they accomplished, or what they will strive to accomplish as we travel through this academic year. Jerry Van Dyke would be proud of us. Now, let's look at each of the fourteen cylinders of our engine.

work with division chairs to tune up the language of the policy. As of this date, the committee will soon report their final recommendations to the Senate.

Faculty Orientation

This task force is idling. The Senate will shortly decide whether it will truly begin its work this fall. The mission of the task force would be to work with Staff Development and Human Resources to create a comprehensive support plan for a new faculty orientation.

Exceptional Adjunct Faculty Award

The Distinguished Faculty Award for full-time faculty began in 1987. Yet, we have never had an award honoring an Exceptional Adjunct Faculty (EAF) member. This task force set up the criteria and

Senate Brochure

The mission of this task force is to develop a brochure about our Senate, a brochure to be used as part of the orientation packet for new senators, and as information for all senators and faculty. While the brochure was created last year, the Senate did not approve it; it is currently in the process of revision, and should be finished this fall to advertise our model senate.

Planning Policy

The goal of this task force was to describe governance committee structure and leadership, including how

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Instructional Hiring Policy

The Instructional Hiring Policy Committee had a mission to finalize changes to the full-time and part-time hiring allocation policy for our college, delineating

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SPEAKING OF THE SENATE...

committees are constituted and how committee chairs are selected. Its goal was also to devise a new committee structure to attend to the multiple aspects of planning, including not only the Educational Master Plan, but also the facilities and administrative aspects of planning. The task force's goals were completed last year.

Faculty Sensitivity to Cultural Diversity

The mission of this task force is to review the curricula now offered at GCC with respect to the cultural diversity requirements of the Chancellor's Office, and to assess whether GCC is providing courses that adequately prepare students to live and function in a culturally diverse world. Based on its findings, the task force came up with recommended revisions to our current curricula. Another charge of the task force is to develop and provide information and motivation to our faculty to promote the understanding, acceptance, and celebration of the cultural diversity of our institution. The task force continues to meet and review what other colleges are doing; it hopes to report back to the Senate this fall.

College Services Hiring Allocations

Similar to the Instructional Hiring Task Force, this committee created a hiring prioritization procedure parallel to that for Instruction. The work of the committee is being finalized. The Senate needs to schedule time with College Services to create a College Services Hiring Allocations Committee. Currently, there is no policy in place at a higher level to allocate positions to College Services.

Sunset-Enhancement Program Policy

This task force finished its work last year. It developed the state-mandated guidelines and processes for program discontinuance/enhancement. It has already been implemented with programs meeting the criteria of the policy. The State Academic Senate recently asked for a copy our Sunset-Enhancement Program Policy to serve as a model for other community colleges; it is a policy of which we can be proud.

Mutual Gains

The goal of this committee is to revise the Mutual Gains Document, a document that establishes the division of AB 1725 responsibilities (the bill that delineates the legal purview of local Academic Senates) assigned to the GCC Senate and Academic Affairs. The document, originally approved in 1993, does not reflect the current realities of the shared responsibilities within our governance structure. Therefore, the committee will tune up the document to reflect current practices. It is important that the new wording is agreeable to Academic Affairs.

Non-Contractual Grievance

Simply stated, non-contractual grievance is any grievance outside the purview of our Guild-negotiated contract. It would include faculty-faculty, faculty-administrator, and faculty-staff grievances. The goal is to create a non-contractual grievance policy with a conflict-resolution structure and agenda. Although it was initiated some years ago, the task force should begin its work in earnest this fall. Not trying to reinvent the wheel, it will first peruse policies at other community colleges.

Student Learning Outcomes (SLOs)

The goal of this committee, a very important cylinder, is to find new ways to improve student learning. The assessment of SLOs redirects institutional and individual attention away from the planned curriculum and toward the learned curriculum and its outcomes. It is the major focus of the new accreditation standards by which we will be judged. The SLO committee believes that the student learning outcomes for each program on campus should be faculty driven. Moreover, it believes that the selection and evaluation of SLOs should emerge from the faculty. The SLO committee, a long-standing task force, will help to facilitate the implementation of SLOs on our campus, and coordinate workshops to help individual faculty and programs. Like the Auto Club, it will help faculty and programs map their journey toward SLO implementation.

Mentoring on a Tenure Committee

The Senate is legally responsible for the tenure process. To date, however, no

specific guidelines have been written regarding the role of the mentor in assisting the tenure candidate with the three-year Professional Growth Plan, and in encouraging tenure candidates throughout the tenure process. This idle task force will rev up this fall.

Mentoring Adjunct Faculty

The goal of this task force is to develop a policy for mentoring adjunct faculty, modeled on the already successful ESL and Math adjunct mentoring programs. Recommendations to the Senate are forthcoming.

Culturally Diverse Faculty

The last WASC accreditation report admonished GCC for not encouraging and maintaining a faculty that represents the ethnic diversity of its student population. This task force will investigate ways of attracting and nurturing a more culturally diverse faculty. While this committee has already presented a report to the Senate, it still has more work to do.

More Cylinders on the Horizon

Additional cylinders may soon be added to our powerful engine. A task force investigating a universal policy regarding how long faculty must keep final exams and unreturned papers and projects may soon be in commission. Yet another task force should be up and running to think of ways to make our impending "Administrative Transition" as smooth as possible. And a third new task force, Core Competencies, will soon begin its work.

Your Help Is Needed

Jump upon our running board. The members of each task force are the spark plugs that ignite our task forces with their passion; with their hard work and ideas, they move our Senate the Car forward. We need all the spark plugs we can get to help operate our massive professional and academic vehicle. Please join our important journey. The direction our college takes depends on those who steer our Senate, and those who supply it with the energy to move forward.

I would like to thank Joe Dehart, former Senate 2nd Vice President, for providing much of the information for this article. 📖

Business has never been so good at Glendale College

by Alex Leon, Office of Communications, Marketing, and Foundation

Linda Serra and Scott Akerley represent the best of what the college has to offer in its business division and were honored recently as co-recipients of the first Glendale College Business Award. The award ceremony took place at the 12th annual Glendale College Foundation Business Luncheon on Wednesday October 5 at the Hilton Glendale.

Serra has dedicated 34 years of her life helping young people find academic success at the college as a classified employee, professor and chair of the business division for the past six years.

Akerley was a student at Glendale College in the in the late 1980s and early 1990s and now owns three escrow management firms. He is also active in the community in support of several projects and is a long-standing member of the Foundation Board of Directors.


The annual business luncheon serves as a bridge between the college and the Glendale business community and is co-sponsored by Glendale Partners. This year the speaker was Dr. Esmael Adibi, director of the A. Gary Anderson Center for Economic Research and Anderson Chair of Economic Analysis at Chapman University.



While the awards given to Serra and Akerley represent the high level of excellence that is achieved by the instructors and students in the business division, it also shows how much the division has responded to the demands of specific job markets. To keep up with the changing face of technology, the classes are constantly evaluated and revised, and new courses and programs are added to reflect this change.

At the luncheon to accept his honor, Akerley downplayed his own accomplishments and said how fortunate he was to get a great start in business education at Glendale, and how it has helped him not only as a

business owner and employer but as a volunteer giving back to the school and the community.

But it was a comment by Dr. John Davitt about Linda Serra that seemed to sum up what the business division stands for. "She typed faster than almost anybody I had ever seen when she was a classified employee at the college and went on to become a highly regarded professor and chair of the business division," he said. "To honor both Linda and Scott shows not only what great teachers we have but what great students we turn out at the college." 

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AB 982

increase in students receiving BOG fee waivers, many community college health centers were losing revenue and cutting services.

At GCC, our health center director, Dr. Mary Mirch, realized a long time ago that diminishing health center fees inevitably meant cuts in ser-

vices to our students. With half of our students getting BOG fee waivers, it became clear that health services could not survive the lack of revenue. She served as president of the state organization representing all CC health center directors, and helped draft the budget language that could have solved the problem if the legislature and governor had cooperated.

However, year after year, the state budget process was unresponsive to this issue, so the new approach became AB 982, which allows individual district boards to impose a health fee on BOG fee waiver students up to the current \$14 maximum. The legislation was carried by Assemblymember John Laird, a former trustee at

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CSEA CONNECTION

by Nidal Kobaissi, CSEA President

Our new neighbors across the street have arrived. The old Union 76 gas station lot is gone and the eateries and retail shops are in. A sandwich shop and coffee bar are the most prominent tenants so far. The city of Glendale issued a variance for the parking requirements at this location that allows the tenants to open a business with less than adequate parking. This means that it is specifically designed to service students at Glendale College.

In anticipation of stiff competition and in an effort to be more efficient, last year the cafeteria made some

drastic changes. The cafeteria staff altered their work calendar to better serve the students. The variety of food has been expanded with the addition of fresh baked pizza and authentic Mexican food at the Milky Way Café. Additionally, a wide variety of prepared sandwiches and salads are now available to make the customer's food-buying experience even faster.

I have been speaking with the cafeteria staff about the changes and everyone seems happy. The cafeteria's finances look great and I'm being told that the businesses across the street have had no impact on their sales.

All of this was possible because we all came together to find a

solution. The cafeteria committee met many times last year to tackle tough issues. There was a clear understanding by the college community that making the cafeteria financially stable was an urgent matter. I want to thank everyone on the committee for their participation.

It is my personal opinion that we can maintain a cafeteria that can compete with our neighbors and remain fiscally sound. We need to continue meeting and discussing all the options for keeping food services on campus efficient and affordable. This community effort shows that we can overcome any obstacle, if we just work together. 📖

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AB 982

Cabrillo Community College.

In a better world, low income students would not be charged for health services. In fact, in a really good world, students would get the education they need regardless of financial status. However, in the current reality, health care is already a scarce commodity for many CC students. Reducing their campus access would only impose more difficulties on their ability to complete their educational goals.

Because most faculty organizations have traditionally opposed all forms of fee increases, the legislation was originally opposed by our union, CFT. However, at the CFT convention last March, many union leaders from around the state spoke in favor of the legislation on behalf of the health needs of their students. The dialogue led to a vote reversing the CFT position from "oppose" to "support." Meanwhile, some districts supported the legislation through board resolutions and lobbying.

Through the efforts of Mary Mirch and Student Activities Coordi-

nator Alen Andriassian, GCC students went to Sacramento to testify at the Assembly Higher Education Committee hearing on AB 982. The bill had already been "pre-lobbied" so much that the committee chair didn't call on any speakers, leaving our students sadly disappointed. However, the goal was achieved when the bill sailed through the committee and was sent to the full Assembly.

Eventually, AB 982 wound its way through the legislature and landed on the governor's desk. Most insider guesses predicted a veto, but somehow, the governor chose to sign the bill, with the following message: "To the Members of the Calif State Assembly: I am signing AB 982 because it will allow CC health centers to continue operating and providing health services to students.... For many low income students, the campus health center may be the most expedient and effective health care they can receive.... While this bill allows CCDs to charge the same modest fee on all their students, regardless of income level, I encourage districts to reassess all of their spending priorities annually to ensure their

campus Health centers are not reducing hours or staff, before considering the step of charging fees to lower income students. "

While we may often debate our governor's political decisions, in this case, he is correct. Each district must ensure that **before** the new fee is implemented, the current spending on health center activity is well-spent, appropriate and useful to students. If the fee is implemented, faculty must be watchdogs to ensure that those dollars go precisely to health center services and are not diverted to other campus expenses.

At GCC, given the long discussion about our health center's vital role in student well-being, our Board of Trustees (as of *Chaparral* deadline) will be presented with a proposal to charge BOG "A" students half the usual health fee; instead of paying \$14 as our more solvent students do, our very low-income students will pay \$7 per semester if the board approves.

Given the costs of health care, and the number of uninsured students, it seems like a real bargain. 📖

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TEXTBOOKS

names of eight representatives of community colleges in the state, claims that “for many students, the price of books is the largest direct cost of attending college,” and purports to offer “avenues whereby faculty members can help control costs while still preserving academic integrity.”

The report states that books add up to 60 percent of the typical student’s yearly cost of attending a community college. Many students, it says, spend more than \$800 a year on books. Anjali Stanislaus, director of the Glendale College bookstore, reports that the average price for a text is \$70.97. At that price, if a student were to enroll in five three-unit classes, he or she would pay approximately \$355 for textbooks. Tuition, at \$26 per unit, would come to \$390. So for a year, that student would pay \$780 for tuition and \$710 for books. Excluding parking and other fees, books would account for roughly 48 percent of the student’s costs.

A major contention of the Senate report is that publishers often “revise” textbooks primarily to limit the used textbook market. In fact, Ron Harlan of the biology department said, “It just gets older editions off the shelf and forces sales of new editions.”

The Senate has some specific recommendations. Faculty should, the report says:

- know the total cost of textbooks packages they adopt
- consider such options as electronic sources
- refuse to adopt texts unless publisher can guarantee that an edition will be available for a specified time, perhaps three to four years
- without sacrificing pedagogy, choose less expensive texts
- encourage libraries to maintain reserve copies of texts

- indicate that a text is required of students only if it will actually be used
- discourage publishers from printing unnecessary new editions

(These are the key points from a longer list of recommendations.)

The report also recommends that local Senates develop a textbook policy in conjunction with their bookstores and libraries.

The survey conducted at Glendale indicates that there is some concern for textbook costs among faculty. Of the 116 surveys returned 67 said that revisions of textbooks often seem to be aesthetic and related to marketing over actual utility. Twelve said that that always seemed to be the case. Thirty-two respondents answered that textbook revisions are rarely warranted, while 51 said that they are sometimes warranted.

The majority of respondents said that they are usually or always aware of the costs of textbooks they assign, and 30 out of 116 said that the costs factored into their choice of texts. Thirty-eight said that costs sometimes factored into their choices.

To the question of whether students comment on or complain about the cost of textbooks, 31 said some do, 28 said that several do, 44 said that many do, six said that none do, and one respondent said that all students complain.

For this article, Anjali Stanislaus supplied the average prices of texts for the fall semester by subject. The lowest priced texts were for physical education (\$20), dance (\$30), welding (\$35), Korean (\$35) and photography (\$35). The highest were for biology (\$120), chemistry (\$120), Italian (\$120), physical science (\$121), French (\$150) and Spanish (\$160).

Among the comments about books at the lower range, Barb Erfurt of the physical education department said that “many” students complain about the costs of textbooks. Terry Coblentz, also of physical education, said that marketing seemed to be the

main reason for revisions. Dance department chair Lynn McMurrey said that students don’t complain, but that revisions are “rarely” warranted. On the high end, Lourdes Girardi of the Spanish department said that many students complain and that revisions are “sometimes” warranted but “frequently” primarily for aesthetic or marketing purposes. Michael Cornish, biology, said that cost factors into his choice of textbooks, but that only “some” students complain, and that revisions are “sometimes” warranted but are “frequently” for aesthetic or marketing purposes. Rob Mauk, also in the biology department, said that revisions are “rarely” warranted. He also said that students don’t complain because “I comment on it before they get the chance.”

Instructional Librarian Deborah Moore and Economics Professor Mark Maier had different takes on the issue. Moore said that the realm of information competency texts is exceptional because of the rapidly changing nature of library databases and the Internet. “Our textbooks become outdated quite quickly,” she said, and there is a fairly small pool of books from which to choose. At \$50, the text her department now uses for Introduction to Information Competency is more than the previous text but it contains useful exercises and more information. “I do think about textbook price as much as possible,” she added.

Maier said that one of the biggest factors driving up the price of books is the concentration of ownership in the publishing industry. With Thompson and McGraw-Hill publishing most of the texts, Maier says there is little competition to drive prices down. But Maier also says that the fact that textbooks are relatively small runs is also a factor in pricing.

Book publishing is all a matter of economies of scale. A book like Dr. Phil’s *Self Matters* with a print run in the millions can be priced at \$25, while a textbook that sells a few

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DEFEAT 75

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11/05



And this may be the real intent of the proposition. Fighting and simultaneously trying to comply with it will be a serious drain on our resources, just as Schwarzenegger and his amen corner are winding up to attack public sector pensions again. The success of public workers in backing him off the initial attack last spring no doubt inspired him to support 75, to increase his chances of success next spring. To maintain our strength, we must do all in our power to fight this pernicious proposition. 📖

MILESTONES

Phyllis Eckler was honored by FACCC as Adjunct Faculty Activist of the Year in recognition of her long commitment to part-time issues, including her work with our Guild, the L.A. Faculty Guild and the California Part Time Faculty Association.

On October 6, the Glendale Rotary Club awarded scholarships to six Adult Re-Entry students who are continuing at GCC or transferring. **Glady Kabateck**, the GCC co-coordinator of the program for more than ten years, was honored with a plaque for her dedication to the project.

Jean Lecuyer was honored by FACCC for his long-standing involvement with the FACCC Communications Committee and in recognition of his role as the "founding father" of the FACCCCTS journal, which grew from his dream ten years ago to an award-winning journal of community college issues.

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TEXTBOOKS

thousand will have to be priced higher to cover set-up and printing costs.

Maier says that professors should only assign books that they actually use in their classes. Some teachers, he says "don't really use the books." Besides making "sure we use the books," Maier says that teachers should emphasize the value of books. Books are an integral part of what students take away from their college experience, he says. Books are important. Students should be encouraged to mark in the texts, highlight and underline. "It is all part of the learning experience, but it isn't something many of them learn," he says.

It is no secret that many students try to keep their textbooks in pristine condition so they can sell them when the class is over. But they may be doing this at the expense of their education. A student can't really learn from a book without underlining or highlighting, making notes, cross referencing. And, in fact, they can do this and still sell the book back when the

class ends. Anjali Stanislaus says that the bookstore buys back books at half the original price, regardless of underlining or highlighting. If a book cost \$50 students can sell it back for \$25, marked up or not. The only exception, she says, is texts or workbooks that have questions to be answered. She can't take back books with answers filled in.

It is true that textbooks amount to nearly 50 percent of the cost of students' education at this college. But if one looks at the bigger picture, how does it compare to other expenditures in their lives such as movies, music, and other forms of entertainment? And if students transfer, which is one of the stated goals of this college, what will be the ratio of book costs to tuition at the institutions where they complete their education? If they pay \$700 a year for books and \$7,000 for tuition, then books become 10 percent of the costs. If they pay \$35,000 for tuition (which is not unheard of) then books are reduced to two percent of the costs.

As for the state Senate's assertion

that the cost of textbooks has become a topic of "intense public debate," academicians should be wary of outsiders attempting to mandate educational policies. The recent publicity surrounding the so-called "academic bill of rights," a deceptive assault on academic freedom, is a case in point. If forces outside, or even inside, colleges and universities could limit costs of textbooks, might they also down the road be able to regulate content of textbooks?

In my Freshman Composition class I use *The Norton Reader* (W.W. Norton is one of the few remaining independent publishers of academic books). There is a long and short edition of this book of essays. I've decided to assign the shorter edition in the spring. It has fewer essays, but we never get through all of the ones in the longer edition. The longer edition is \$49.15 in the bookstore (this is the highest-priced textbook I use) and the shorter is about \$10 less. Maybe this will help in a small way. 📖