



Leroy Augenstein

A concerned scientist-citizen

Services for Leroy G. Augenstein, professor and chairman of the Department of Biophysics and a member of the State Board of Education, will be held at 2 p.m. today at Peoples Church in East Lansing.

The family will receive friends in the church parlors after the service. A memorial scholarship fund has been established, and contributions may be sent to the Leroy Augenstein Memorial Scholarship Fund in care of MSU Development Fund.

Mr. Augenstein, well-known in Michigan as a scientist, educator, theologian, crusader and politician, died early last Saturday when his plane crashed in a fog-shrouded field near the Charlotte airport. He was 41.

Acting President Walter Adams said:

"Dr. Augenstein lived an exciting life, combining a fervid interest in education and politics. Both as a faculty member at MSU and a member of the State Board of Education, he worked untiringly for what he believed to be the public good. His peripatetic presence will be missed in every hamlet in the state of Michigan."

Since coming to Michigan seven years ago as chairman of the newly established biophysics department, Mr. Augenstein became well-known throughout the state.

Within two years he had organized a

small but diversified department and secured substantial federal grants to support its research and to construct offices and laboratories for it in the new Chemistry Building.

At the same time, he was personally active in research on the biophysical basis by which the brain processes information and on the mechanisms by which radiation damages biological matter.

Mr. Augenstein also found time to devote to his abiding concern for bridging the gaps that divide science, religion and politics.

Genetics, brain research and other frontiers of science, he warned, can prove to be great boons to mankind but

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MSU Faculty News

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Teaching Code lists six responsibilities

The Code of Teaching Responsibility, submitted by the Educational Policies Committee, was adopted by the Academic Council at its meeting last Tuesday.

The teaching responsibilities of the instructional staff are among those many areas of university life which have for generations been a part of the unwritten code of "scholars and gentlemen." Now, however, along with other formerly unwritten contracts, it seems appropriate to set forth these responsibilities in the form of a code. The provisions of such a code are so reasonable to learned and humane men that it may appear redundant or unnecessary to state them.

However, the University conceives them to be so important that the performance of the instructional staff in meeting the provisions of this code shall be taken into consideration in determining salary increases, tenure, and promotion.

1. Instructional staff members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that each instructional staff member will direct his instruction toward the fulfillment of these objectives and that examinations will be consistent with these objectives. Instructional staff members are responsible to orient the content of the courses they are assigned to teach to the course descriptions approved by the University Curriculum Committee and the Academic Council.

2. Instructional staff members are responsible for informing students in their classes of the methods to be employed in determining the final course grade and of any special requirements of attendance which differ from the attendance policy of the University.

3. It is expected that graded examinations and papers will be provided to the student for inspection and discussion. Thus, final examinations will be retained for one term to

provide the opportunity for review with the instructor, if the student so desires. It is expected that examinations will be graded within a sufficiently appropriate time to make the examination a part of the student's learning experience.

4. All instructional staff members are expected to meet their classes regularly and at scheduled times. In case of illness or any other emergency, the instructor will notify the department chairman so that appropriate action may be taken.

5. All instructional staff members whose responsibilities involve students are expected to schedule a reasonable number of office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of prearranged appointments for students when there is a schedule conflict. The number of office hours is to be determined at the appropriate administrative level, and office hours should be a matter of common knowledge.

6. Instructional staff members who are responsible for academic advising are expected to be in their office at specified hours during the period of each enrollment. Arrangements will also be made for advising during registration.

Hearing Procedures

1. Students may take complaints relative to instruction directly to the departmental chairman or his designate. If the chairman is unable to resolve the matter to the student's satisfaction, the chairman is obligated to refer unresolved complaints in writing, to the departmental committee charged with the responsibility of hearing such complaints.

A written report of the action or recommendation of that group will be forwarded to the Ombudsman, to the student, and to the instructional staff member within 10 working days of receipt of the complaint.

2. Complaints relative to instruction coming to the Ombudsman will be reported to the department chairman, in writing, when in the Ombudsman's opinion a hearing appears necessary. It will be the responsibility of the departmental chairman or his designate to refer such unresolved complaints to the departmental committee charged with the responsibility of hearing such complaints.

A written report of the action or recommendation of that group will be forwarded to the Ombudsman, to the student, and to the instructional staff member within 10 working days of the receipt of the complaint.

3. Students wishing to appeal a departmental action or recommendation may do so as outlined in Provision 2.2.8.1 of "The Academic Freedom Report":

"These departmental and college committees shall be the sole agencies for hearing complaints of this kind. A student may appeal the ruling of a departmental committee to the college committee. But there shall be no appeal beyond the college committee except to the dean of the college, who may ask, upon a showing, that a given case be reconsidered."



A great university needs a great library.

'Library is nothing more than reflection of faculty'--Chapin

By BARBARA McINTOSH
Assistant News Bureau Editor

"The library is nothing more than a reflection of the faculty."

This is the view of MSU's director of libraries, Richard E. Chapin. He says that his door is always open to faculty, and he emphasizes that "to meet the faculty's specific curricular and research needs, we must have their cooperation."

Chapin adds: "We are able to acquire most important works on current research through the usual 'bibliographical chain.' But we do not get pamphlets, mimeographs and reports from associations or conferences. We have no way of finding out about these materials unless faculty members tell us."

In the past the faculty built the library. But now, because of the vast number of sources, only library officials have the means available to get all current publications, Chapin says. He also holds faculty rank as a professor of journalism.

"We need the faculty's assistance, however, to build a really good, complete library."

He explains that it is difficult to get some works immediately because dealers must be found for older books, and publishers often back-order materials in heavy demand.

In order to acquire what is needed for a section of the library that will serve a

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We take the fifth

A story in last week's Faculty News erroneously said that in the Big Ten "MSU ranks highest in its resident tuition and fees and sixth in nonresident tuition and fees."

It should have said that "MSU ranks FIFTH highest in its resident tuition and fees and sixth in nonresident tuition and fees." We regret the typographical error.

Faculty uncertain

Student participation: How much, how many?

(The following reports were gathered by Mike Born, Gail Morris and Gene Rietfors.)

In spite of the Massey Report's setback in the Academic Council, there is little doubt that most Council members favor at least some measure of student participation in academic government.

"The rub, I think, comes in trying to prescribe the degree of that participation for the whole University," said Richard E. Sullivan, professor of history and a member of the Steering Committee.

Nearly a year after being called together, the ad hoc Committee on Student Participation in Academic Government (chaired by Gerald J. Massey), saw its report stalled in the Council. Five sessions produced action on only three of the report's 15 recommendations.

A reconstituted committee, headed by James McKee, professor of sociology, is to report back to the Council in two months.

It may seem ironic that the motion to refer the Massey Report back to committee came from a student, Gina Schack, who served on the ad hoc committee. The question of student voting rights in the Council prompted formation of the committee in the first place.

But Miss Schack said she had good reason to end debate on the Report.

"I sensed some bad feelings developing," she explained. "A lot of views and objections were raised that we hadn't counted on. There is a need now to better understand some of these views and challenges raised in the Council."

* * *

A Faculty News sampling of Council members from nine colleges reveals degrees of dissatisfaction with the Massey Report on two counts: its rationale (some contend that it lacked a rationale) and its attempts to assign specific numbers of students to standing committees (some felt the committees would be too large and unwieldy).

One faculty member said that the key issue--defining student participation--was not squarely faced. Several endorsed the idea of soliciting student views and opinion, but they expressed concern that student participation was being equated with student power in matters for which faculty would be held responsible.

And a few insisted that to consider only student participation is to avoid

the total question of university governance.

Eldon Nonnamaker, associate dean of students (not on the Council but a member of the Massey Committee), said that he favors greater student participation as outlined in the Report. But he added: "My contention still is that . . . we need to look at the whole problem of university government and develop a structure to deal with the whole thing. The Report was just a stop-gap measure."

* * *

Most faculty in our sample supported voting privileges for students in the Council, provided that student membership remains at or near its present level of three.

Those tending to favor the student vote included Sullivan; Charles C. Killingsworth, College of Social Science; William E. Sweetland, education; W. Fred Graham, Justin Morrill College; Beatrice Paolucci, home economics; and Steven Spees, Lyman Briggs College.

"I would have no difficulty at all agreeing to the vote for the present number of students on the Council," Killingsworth said. "But if you have, say, 20 students, you shift the balance of power significantly."

Spees said: "The Council is supposed to represent faculty opinion. When you start adding students, you are changing its nature."

Sweetland favored students voting in the Council, noting, "I know how it is to attend meetings and not be able to vote." Graham endorsed students' voting: "Wherever students have become involved in serious matters, they have done well."

But M. Wayne Adams, agriculture and natural resources, said students don't need to vote in the Council. He suggested they "should have representation, the opportunity to speak and to bring other students in to speak. But the faculty have the responsibility, and this goes with voting."

"In my department (crop and soil science), there is no disagreement with the principle of student involvement. But we emphatically disagree with student control."

Others expressing reluctance to grant student vote are Daniel Cowan, human medicine, and Martin C. Hawley, engineering.

Cowan, an assistant professor of pathology, said the Massey Report "ignored the differences between faculty and students, and the differences among students."

He said that just as there is a disparity of knowledge and responsibility between faculty and students, there is a difference too between a 17-year-old freshmen and a 25-year-old graduate student.

* * *

"There are many kinds of student participation," said Hawley, an associate professor of chemical engineering.

"To have a vote is not necessarily to be well-represented . . . I want to be sure I understand what the basis for student participation is, and then I can agree on the details for implementing it."

Hawley also suggested that further action on the matter should wait until the views of President-elect Clifton R. Wharton are requested.

Miss Paolucci, professor of family and child sciences, observed: "It was never explained why students ought to have the kind of representation they were asking for. There is also a philosophical question: How much should they have?"

"One of the neglected aspects of the question is accountability. Faculty are held accountable . . . to the people of Michigan and also to the students."

Killingsworth pointed out that "we have a very hard job of sifting to identify areas where students need a large role--even control--and where professional competence is required. By definition, students don't yet have professional competence."

* * *

Graham, an associate professor, offered this view: "Whenever faculty groups have worked closely with students on significant issues, the faculty has ended up regarding students as partners."

Beyond the matter of student participation, some uncertainty exists regarding the extent of faculty participation in university governance.

Sullivan observed: "At this University, historically speaking, the faculty has not had enough participation. But in recent years there have been rapid strides taken, and now there is more involvement."

Both Graham and Miss Paolucci said that faculty here could be more active than they are in university governance.

Miss Paolucci said most would probably spend time in their own areas. "And that really bothers me," she added. "It should have a higher priority among faculty."

Students show gains on many campuses

At campuses across the nation students are steadily gaining more say in academic government. Examples of this larger student range from token gestures to complete restructuring of some institution's governing system.

Generally speaking, these developments take four forms: presidential advisory council composed of students; voting membership on university committees; voting rights in the faculty senate; and all-university legislative groups composed equally or proportionally of students, faculty and administrators.

The fourth, more radical departure from traditional procedures is now in effect at two universities.

Maryville College in Tennessee has an

"All-college Council" made up of six students, six faculty members and six administrative officers.

The council is to be the college's chief deliberative and legislative body responsible for long-range planning and directing the activities of the entire college community.

At the University of New Hampshire a unicameral system of government is evolving. Composition of a new University Senate includes an equal number of students and faculty all nominated on a "district" basis.

* * *

Restructuring at the University of Kansas will result in a Faculty Senate, Student Senate and a joint group to be known as the University Senate.

Such "community government" plans are also being considered or developed at the State University of New York at Binghamton and at Columbia University. At SUNY, a policy-making university assembly with a ratio of five faculty members to three students to two administrators would govern.

Less startling but significant steps toward including students in academic affairs have also been taken on many other campuses. These include:

--In Kentucky, students sought and gained a state law requiring student membership on the boards of trustees of six state-supported institutions, including the University of Kentucky.

--At Antioch, an administrative council with three students, six faculty members and the president makes many decisions on curriculum, and on faculty hiring, promotion and tenure.

--At least one student will be appointed to each of the senate

committees at the University of Arkansas this fall.

--Students who serve on an academic planning committee at the University of California, Davis, receive academic credit.

AAUP, new group want involvement

Two faculty groups, one long in existence and the other newly formed, are taking long looks at wages and economic benefits.

A resolution calling for creation of a new all-University faculty standing committee on "budget allocation and faculty compensation" will be considered Wednesday at the chapter meeting of the American Association of University Professors.

The meeting is scheduled for 8 p.m. in Rooms 38-39 of the Union.

Prepared by the AAUP executive council, the resolution says that "faculty should participate in decisions affecting budget allocation and faculty compensation," and that "existing bylaws of the faculty do not provide for meaningful faculty participation in such decisions."

Some 20 faculty members expressing their concern over current policies of salary adjustments, fringe benefits and grievance procedures have formed an organization to explore the possibility of collective negotiations at MSU.

The group, called the Professors' Organizing Committee, last Wednesday elected Albert A. Blum as its president and William Gamble as secretary-treasurer.

Students' governing role here both wide-spread and limited

Today's Michigan State students have fairly wide-spread representation at various levels of academic government. But their number are relatively few, and their voting powers are limited.

There are three students on the Academic Council, none of whom has voting rights. Twenty-one more graduate and undergraduate students sit on all-University faculty standing committees and faculty-student standing committees.

By contrast, the Massey Committee's Report on Student Participation in Academic Government recommended five voting student members on the Council, one student voting member of the Steering Committee, and 41 student

members of the nine all-University faculty standing committees.

According to a survey taken in January for the Massey Committee, students have formal advisory or other roles in 11 of the 14 colleges. The survey emphasized undergraduate participation, so the College of Human Medicine -- which has no undergraduates at the time of the survey -- was not reported.

In addition, students were represented on the ad hoc Committee on Student Participation in Academic Government, and on the All-University Search and Selection Committee that recommended the new president.

Two views of student governing role

Garfinkel: Combination needed

Herbert Garfinkel, professor of political science and dean of James Madison College, wrote a substitute preamble to the Massey Report. He introduced and later withdrew it at the Oct. 14 meeting of the Academic Council. Garfinkel plans to submit it to the reconstituted Committee on Student Participation in Academic Government. Following are excerpts from that preamble.

... It is necessary that the University provide specific and appropriate means whereby student ideas, responses and proposals can be brought to bear upon the policy-making processes of Michigan State University and its constituent parts.

What are appropriate means? These derive from a proper understanding of the distinctive roles of faculty and students as members of an academic community.

The Trustees have delegated to the faculty responsibility for determining and maintaining academic standards and establishing a curriculum from which to recommend awarding of degrees. The reasons for this traditional allocation of authority derive from the nature of a university faculty. They are selected on the basis of professional competency as

scholars. And the tenured faculty provide the continuing body of scholars, who are entrusted with maintaining the long-run interests of the University . . .

* * *

The appropriate role of students in academic policy deliberations is to bring forward views which are peculiarly those of students and to participate as learners in the processes of educational policy-making.

But it must be observed that student roles are limited by the fact that they are always short-range with limited commitments to the University. Moreover, there are always temptations to satisfy short-run interests; that is, to yield to opportunities to buy diplomas cheaply at the cost of academic standards . . .

Also, certain decisions entail a special competency, such as determinations of faculty appointments, retention, promotions, tenure and remuneration. Student advice should be sought with respect to faculty performance, but in a manner which makes clear that this is an advisory role on one aspect of these decisions, and in a private manner which is decently protective of the personal reputation of the individuals undergoing an evaluation.

Authoritative decision-making on academic policy for the University as a

whole ultimately must be a faculty judgment.

* * *

Questions such as the following need consideration: Students should serve on which committees, exercising which functions, in what way, with or without votes, in what proportion?

... What is needed is the right combination of faculty responsibility for academic standards with genuine avenues for channeling student ideas and proposals into the policy-making processes of the University.



Herbert Garfinkel

Bettinghaus: Toward a community of scholars

Erwin P. Bettinghaus, professor and assistant dean of communication arts, was a member of the Massey Committee on Student Participation in Academic Government. He is the only faculty holdover from the Massey Committee to the reconstituted committee chaired by James McKee. Following are excerpts from a Bettinghaus speech, "The Role of the Student in Academic Government," delivered Oct. 24 at the Midwestern Regional Conference of Academic Affairs Administrators at Kellogg Center.

... The very complexity of modern education suggests that the proper student role in the academic governing process be carefully examined. Current student participation has frequently been the result of a response to student demands, or as an attempt to "quiet down" a restive student body.

Institutions have acted without clear guidelines, without knowledge of what contributions students can make, and without setting criteria that might guide an entire institution in developing an effective academic government.

Students, on the other hand, have frequently asked to participate in the academic decision-making process without clear knowledge of how that process works, or where they might most effectively contribute to the process.

* * *

If we are not to become a collection of unionized employees with faculty, administrators, graduate students and students all belonging to different unions, we must make moves to strengthen the unity of the University, not its diversity. That unity can best be emphasized through development of strong student-faculty-administrator governing bodies at all levels of the University — bodies charged with the development of a community of scholars.

Here, then, are some criteria we might consider in planning a role for students in academic government:

1. Students ought to be selected through normal academic levels, not current student government channels . . .



Erwin Bettinghaus

I do not mean to depreciate the efforts of student governments, but merely to suggest that academic governing bodies ought to be composed of representatives from academic units.

2. Students ought to be selected on the same basis as faculty committees for committees and legislative bodies . . . If faculty are elected by their peers, so should students be. If students are to meaningfully participate . . . they must be willing to develop machinery to insure the perpetuation of students on academic bodies.

3. Meaningful numbers of students must be allowed to participate in the academic decision-making process . . . The more voices that can be effectively added to discussion and consideration of academic matters, the more likely it is that we will arrive at sound decisions.

4. Students should be given voting privileges on committees of which they are members . . . We are not likely to get responsible behavior from students who have the privilege of talking all they want, but who do not have to share the responsibility for the decisions finally made.

5. Students must be given responsibilities in all aspects of academic government, not merely those they feel strongly about.

6. Students and faculty alike must recognize that they are representatives of an institution that truly belongs to the people of their state, not simply to either the students of the moment or to the faculty representatives of a particular discipline or college.

Community Chest drive needs push

The University has raised 74.2 per cent of its quota in this year's United Community Chest campaign.

But there was a note of cautious optimism from campus chairman Armand L. Hunter in reporting pledges of \$137,578.50.

"Although we appear to be on schedule, the fact is that we are running out of time if we expect to meet our quota of \$185,299," Hunter said.

"Pledges are still coming in, but not at

the rate they were the first three weeks."

Hunter urged all faculty and staff who have not contributed, and who wish to do so, to contact their division chairmen as soon as possible.

He also announced that seven divisions had reached 100 per cent of their quota: Business, Communication Arts, Home Economics, Lyman Briggs, Secretary's Office, University Business Office and University Relations.

WKAR

TUESDAY, Nov. 11

6:30 a.m. (FM) MORNING SHOW. (Monday through Friday.)

8 a.m. (AM-FM) MORNING NEWS REPORT. (Monday through Friday.)

9 a.m. (AM-FM) DICK ESTELL READS. "Mr. Bridge." (Monday through Friday.)

10 a.m. (FM) ON CAMPUS. (Monday through Friday.)

11 a.m. (AM) TRANSATLANTIC PROFILE 11:30 a.m. (AM-FM) NEWS. (Monday through Friday.)

1 p.m. (FM) MUSIC THEATRE. "Oh, What a Lovely War."

5 p.m. (AM-FM) NEWS 60. (Monday through Friday.)

8:30 p.m. (FM) BOSTON SYMPHONY

WEDNESDAY, Nov. 12

11 a.m. (AM) BOOK BEAT

1 p.m. (FM) MUSIC THEATRE. "The Girl Who Came to Supper."

7 p.m. (FM) FM THEATRE. "Strange Interlude."

THURSDAY, Nov. 13

11 a.m. (AM) EUROPEAN REVIEW.

1 p.m. (FM) MUSIC THEATRE. "Man of La Mancha."

7 p.m. (FM) CINCINNATI SYMPHONY ORCHESTRA.

9 p.m. (FM) JAZZ HORIZONS.

FRIDAY, Nov. 14

11 a.m. (AM) A FEDERAL CASE.

1 p.m. (FM) MUSIC THEATRE. "Jamaica."

2 p.m. (FM) ALBUM JAZZ.

4:45 p.m. (AM-FM) EDUCATION IN THE NEWS.

8 p.m. (FM) WORLD OF OPERA. "The Love for Three Oranges."

SATURDAY, Nov. 15

9 a.m. (AM) DICK ESTELL READS. "Instant Replay."

9:30 a.m. (AM) THE WORD AND MUSIC.

10:30 a.m. (AM) VARIETADES EN ESPANOL.

11:45 a.m. (FM) RECENT ACQUISITIONS.

1 p.m. (AM-FM) PIGSKIN PARADE.

1:15 p.m. (AM-FM) FOOTBALL. MSU vs Minnesota.

7 p.m. (FM) LISTENERS' CHOICE. Classics by calling 355-6540.

SUNDAY, Nov. 16

2 p.m. (AM-FM) CLEVELAND ORCHESTRA.

4 p.m. (AM-FM) FROM THE MIDWAY.

7 p.m. (FM) COLLOQUY.

MONDAY, Nov. 17

11 a.m. (AM) COLLOQUY

1 p.m. (FM) MUSIC THEATRE. "Funny Girl."

8 p.m. (FM) OPERA FROM RADIO ITALIANA. "Il Mondo della Luna."

10:30 a.m. (FM) MUSIC OF TODAY. Roy Harris.

WMSB

Tuesday, Nov. 11

7 p.m. THE SWEDISH WOMAN.

Wednesday, Nov. 12

7 p.m. YOUNG MUSICAL ARTISTS. Duo-pianists Jeffry and Ronald Marlowe.

Thursday, Nov. 13

7 p.m. SAGE, BRUSH AND CANVAS. Paintings and sketches of the Old West.

Friday, Nov. 14

7 p.m. ASSIGNMENT 10. A feature on Apollo 12; a report on pay TV.

Saturday, Nov. 15

11 a.m. INNOVATIONS.

11:30 a.m. GAMUT. Three early American plays adapted by John Reese of MSU.

1:30 p.m. BLACK MAN IN THE AMERICAS. Dr. Leslie B. Rout Jr.

Sunday, Nov. 16

11 a.m. YOUR RIGHT TO SAY IT.

11:30 a.m. NEWS IN PERSPECTIVE.

12:30 p.m. ASSIGNMENT 10 (Repeat)

1:30 p.m. THE HEARTMAKERS. An NET science special.

2:30 p.m. THE PRESIDENT'S MEN 1969.

3 p.m. ACCENT. "Riders to the Sea."

3:30 p.m. THE FORSYTE SAGA.

4:30 p.m. NET JOURNAL. William F. Buckley Jr.

10 p.m. THE ADVOCATES.

11 p.m. NET PLAYHOUSE. "Heimskringla! Or the Stoned Angels" (90 minutes).

Monday, Nov. 17

7 p.m. SPARTAN SPORTLITE.

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Associate Editor: Robert E. Weber

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Richard E. Chapin: "To meet the faculty's needs, we must have their cooperation."

Library is reflection. . .

(Continued from page one)

new curriculum, work starts at least two years before the first classes.

Chapin reports that library officials are now surveying the possibility of a law library and checking available literature in osteopathy.

Blueprints have been submitted for a 20,000 square-foot medical clinic and life sciences library, and in the main library a bibliographer is exploring expansion of the holdings on urban affairs.

Approximately 100,000 volumes are added to the library every year, he says.

To promote awareness of specific library holdings, faculty members for the first time this year have access to the printed list of "Serial Holdings in the Michigan State University Library" through their departments.

Chapin predicts three major developments in the next 10 years.

"At the present time we have 250,000 titles on microfilms. The industry is on the verge of a breakthrough, however, and as the reduction rate becomes smaller there will be research material never before available."

He also foresees better use of computer technology and materials other than books. Single concept films and audio materials will become basic in program learning.

Already faculty members are able to tape record lectures for playback in the audio library on the fourth floor of the main library.

Chapin expressed optimism regarding funds for continuing growth. "The University does not have a choice. We must set a priority for increased funds. Everyone in the University depends on the library."

"You never have a great university until you have a great library."

Leroy Augenstein . . .

(Continued from page one)

they also present potential dangers and threaten loss of individual liberty.

He said that crucial decisions must be made about these matters rationally and morally and that only a scientifically literate, well-informed public can make such decisions.

The nature of the decisions, he maintained, means that man in a sense will have to "play God." Earlier this year, Harper and Row published his book, "Come, Let Us Play God."

Many of his speaking engagements were before church groups and, on occasion, he preached from the pulpit of Peoples Church. He was featured recently in a series of 26 half-hour television programs dealing with science and moral and ethical decisions.

Mr. Augenstein was frequently involved in public issues, many on scientific matters. He was known as a proponent of sex education and a crusader against drug abuse by juveniles.

Just before the recent moon landing, he initiated a campaign to tighten the planned precautions to avoid possible contamination by moon viruses or other organisms. He was unable to change previously established procedures but he said he felt that the campaign would mean better precautions in subsequent flights.

Mr. Augenstein was born March 6,

1928, in Decatur, Ill. He attended James Milliken College, served in the Army as an X-ray technician, and enrolled at the University of Chicago, where he received the B.S. in physics in 1949. He then moved to the University of Illinois and received the M.A. degree in physics in 1954 and a Ph.D. in 1956.

Mr. Augenstein is survived by his widow, Elizabeth; a son David Leroy, 4; a daughter, Kimberly Beth, 1; his parents, Mr. and Mrs. Roy H. Augenstein of Decatur, and a brother, David, also of Decatur.

Private interment will be Wednesday in Evergreen Cemetery in Lansing.

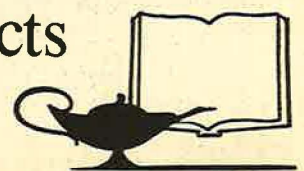
On Augenstein's work at MSU, Richard U. Byerrum, dean of natural science, described the late biophysicist as an "active scientist" who conducted a "very productive research program." He noted that the biophysics department was built by Augenstein into a successful operation that attracted much outside research support.

"It is a big loss," Byerrum said.

Said Andrew D. Hunt Jr., dean of human medicine:

"Augenstein established a productive and effective Department of Biophysics. He was a man of extraordinary talent who lent great eclat to the University and presented exciting and unusual points of view to students in the health professions."

Faculty honors, projects



David D. Anderson, professor of American Thought and Language, was one of 23 American delegates at the 11th Congress of the International Federation for Modern Languages and Literatures in Islamabad, Pakistan, Sept. 9-28. He read a paper and was chairman of the modern literature section.

John Appel, associate professor of American Thought and Language, read a paper at the Association for the Study of Negro Life and History in Birmingham, Ala., on Oct. 10. His paper dealt with the evolution of graphic Negro types and stereotypes in humor periodicals.

Norman Abeles, professor, Counseling Center and psychology, is president-elect of the Michigan Psychological Association.

Edward Blackman, professor of education and assistant dean, University College, is the author of a chapter, "The Campus Environment and Student Freedom," in the book, "Student Freedom in American Higher Education," published by Teachers College Press of Columbia University.

Bernice Borgman, professor of family and child sciences, was on the evaluation team for a national summer training workshop for teachers and their Indian aids in programs for pre-school Indian children held at Arizona State University and on the Navajo Reservation at Greasewood, Ariz.

Herbert G. Bohnert, professor of philosophy, wrote an article in "Language and Philosophy," published by the NYU Press.

William J. E. Crissy, professor of marketing and hospitality marketing, wrote with Robert J. Boewadt, instructor in hotel, restaurant and institution management, an article in the September issue of Sales Management magazine.

C. Keith Groty, professor of labor and industrial relations, had an article on collective bargaining in schools published in the August Labor Law Journal.

John Murray, associate professor of journalism, served on a panel at the National Conference of Editorial Writers in Indianapolis Oct. 1-4.

Michael E. Borus, professor of labor and industrial relations, has been appointed an associate of the National Manpower Policy Task Force, which advises the U.S. Department of Labor.

Speakers at the American Agricultural Economics Association included: Dale E. Hathaway, professor; Lester V. Manderscheid, associate professor; David L. Cole, assistant professor; Allan Schmid, professor; and James Shaffer, professor.

John P. Henderson, professor of economics, has been appointed editor of the American Studies Bulletin, annual publication of the African Studies Association. It will be published at Michigan State under Henderson's editorship.

Juan A. Calvo, associate professor of romance languages, wrote an article in the spring issue of Bulletin of the Comediantes.

John R. Hurley, professor of psychology, was chosen president-elect of the Wolverine State Group Psychotherapy Society, the state affiliate of the American Group Psychotherapy Association. He is also coauthor, with Shirley J. Taylor, assistant professor of social work, of an article for the Journal of Counseling Psychology.

Eugene Jacobson, professor of psychology, was reelected for a second term (1969-72) as secretary-general of the International Union of Psychological Services, at the 19th International Congress of Psychology in London.

George A. Davies, associate registrar, lectured recently at Arizona State University and California State College, Los Angeles.

Part IV: Law school's needs

Part IV of the Proposal for a College of Law at Michigan State discusses one need of a law school here: the faculty.

The final portions of the proposal - discussing library, space and facilities, and students - will be presented in a future Faculty News.

(In the Oct. 14 issue which listed members of the committee drafting the proposal, the name of Charles P. Larrowe was inadvertently omitted. He is a professor of economics.)

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III. The Basic Needs for Establishing a College of Law

The quality of a new College of Law depends on four factors: (1) the quality of the faculty and, in the initial stages, the time, effort and imagination they are allowed to devote to planning for the College, (2) the quality of the library, (3) the adequacy of the space and facilities for the College, and (4) qualified students committed to public service through law.

A. The Faculty. Recruitment of a dean and an excellent faculty is considered of primary importance. It is anticipated that the first year the University would appoint a Director of Planning and an Assistant Director, both trained in law and interested in assuming the initial responsibilities for the establishment of a law school

including developing guidelines, designing space, recruiting faculty candidates including candidates for dean, and establishing ties with existing sources of support - academic, financial, and professional.

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The second year a dean would be added, as would an admissions counselor, a head librarian who would also serve as a professor, and two professors interested specifically in planning a curriculum in keeping with the guidelines set out in this proposal.

The third year, when the first students would be admitted, another professor would be added and the directors of planning shifted to administrative-teaching positions.

In subsequent years faculty would be added as needed for the additional students and additional courses.

The University has on its faculty now a number of persons with law degrees, usually in addition to other advanced degrees. Such persons are assigned to other colleges and would continue in their present assignments. All law professors would be in addition to present faculty. For the most part, new faculty would be full-time with reasonable teaching loads, competitive salaries, and time for some research and public service.