



OU NEWS

15 get small grant awards

The University Research Committee has announced the 15 winners of small grant awards.

The competitive awards range from \$170 to \$1,800. The faculty whose projects were recommended for funding are listed below:

Mary H. Delton, Chemistry, \$310, "Supplies for Improved Efficiency of Organic Synthesis Research for Undergraduates."

Robert T. Eberwein, English, \$170, "The Limits of Analogy: The Search for a Critical Language."

John W. Garver, Political Science, \$400, "Soviet intent and American policy during the Sino-Soviet border crisis of 1969."

Robert Goldstein, Political Science, \$600, "Political Repression and Political Development in Europe, 1789-1914."

Oded Izraeli, Economics and Management, \$550, "The Effect of City Size on Wage Earnings."

Paul O. Kingstrom, Economics and Management, \$680, "Supervisor Characteristics and Interpersonal Characteristics as Determinants of Biases in Organizations."

William A. Macauley, Political Science, \$900, "Electoral Influences on the Prosecutor."

Cheryl W. Maglischo, and E.W. Maglischo, Physical Ed., \$250, "An Investigation of the Anaerobic Threshold Mechanism During a Season of Competitive Training."

Uwe Reischl, Fred Stransky, Health Sciences/Physical Ed., \$1,800, "Development of Laboratory Technique for Assessment of Clothing Generated Heat-Stress."

Pamela Roberts, \$580, Psychology, "Imagery Strategies in the Aged: A Breakdown of the Problems."

Ann Sakai, Biological Sciences, \$633, "Geographical Location and Variation in Sex Expression in Silver Maple (*Acer saccharinum*)."

David Stevens, Communication Arts, \$588, "English Theatre, 1576-1642: A Reference Guide."

Robert B. Steward, Jr., Psychology, \$600, "Attachment Relations Among Siblings."

Open hearings

The Academic Planning and Policy Committee is holding open hearings on Jan. 30-31 on the medical school feasibility study.

The Jan. 30 session will be in room 200 Dodge from 3 to 5 p.m. and the Jan. 31 meeting will be held during the same time span in room 201 Dodge.

All members of the university community are invited to the sessions. Dr. Moon J. Pak of the Center for Health Sciences and others will be available to answer questions.

Operas set for Jan. 25-26

The Oakland University Opera Workshop will present Henry Purcell's *Dido and Aeneas* and "The Wandering Scholar" by Gustav Holst on Jan. 25-26 in Varner Recital Hall.

Guest and student artists will be featured in the two works with staging and conducting by maestro Mark Flint. Flint, workshop director, has just concluded his third season as music director of Michigan Opera Theatre.

Curtain time each night is 8 p.m. Tickets are \$3 for OU students and senior citizens and \$3.50 general admission.

"Dido and Aeneas" is the 17th century English opera that has remained a favorite of opera workshop and chamber opera groups everywhere. Its five scenes

are concluded in approximately one hour and the work has been said to contain some of the more beautiful music ever composed by Purcell, the English Baroque composer.

"The Wandering Scholar" was written in 1929-30, the last opera by the noted symphonic composer Gustav Holst. It is enjoying a revival and was performed locally last spring at the Michigan Opera Theatre. Much of the work has been edited by Benjamin Britten and Imogen Holst with libretto by Clifford Bax. The comedy chamber opera is based on "The Wandering Scholars," a novel by Helen Waddell.

Ad hoc committee issues gene

Editor's Note: In January, 1979, the Academic Policy and Planning Committee created an Ad Hoc Commission on General Education and charged the commission with recommending by fall 1980 a policy for all-university general education as a component of all undergraduate degrees programs.

Because of the importance of this particular issue, the OU News is printing the progress report of the commission. This report does not represent a completed policy. The commission welcomes reactions to the report from all interested persons. Reactions can be sent to David Bricker, 319 Varner Hall.

Members of the commission are: David Bricker, chair (School of Human and Educational Services); Alice Gorlin (School of Economics and Management); Gilbert Wedekind (School of Engineering); Faith Justin (School of Nursing); Robert Eberwein (School of Performing Arts); Eileen Hitchingham (Library); Keith Kleckner (associate provost); and George T. Matthews (interim president). Representing the College of Arts and Sciences on the commission are Gottfried Brieger (chemistry); Robert Goldstein (political science); Clark Heston (philosophy); Brian Murphy (English); Louis J. Nachman (mathematical sciences); and Richard Stamps (sociology and anthropology). Student members are Eric Baar, Bohdan Hreczny, and William Twiermeyer.

Ad Hoc Commission on General Education Progress Report

In January, 1979, we were charged to recommend by fall, 1980, a university policy concerning general education. Below, we describe the policy which we are developing and recognize some of the present characteristics of this university which may make any implementation of a comprehensive general education policy exceedingly difficult.

Through its general education policy, a university expresses its view of the broad learning which is valuable for all college educated persons. Today, many faculty view themselves as specialists and doubt that there is any kind of broad learning which is valuable for everyone. We have been mindful of this doubt and at times we have experienced it ourselves as we have worked together to rise above our individual specialties. We believe that diversity should account for only part of the character of college educated persons, that as well they should share some things in common, and that it is worthwhile that they understand and appreciate their commonality.

We are now considering recommending that it be university policy to direct general education toward a broad understanding and appreciation of our humanity. This goal should be pursued in two ways: (1) by familiarizing students with the results of mankind's investigation of himself and his world and (2) by involving students in inquiry. We are thinking that these means to a broad understanding and appreciation of our humanity should be implemented through a two-track program of study: Track One would familiarize students with some of the important products of mankind's creative genius; Track Two would expose students to the uncertainty of knowledge through their use of current methods of investigation.

I. Track One: Origins of the Modern World

Teaching in this track should promote broad understanding and appreciation of the intellectual and artistic achievements of mankind. The courses of study should be sequenced historically, beginning with ancient times and proceeding up to the twentieth century, and attention should be given to distinguishing properties of successive periods. There should be three foci for the studies: the first focus should be the emergence of civilizations, the birth of literature and art, and the beginnings of

systematic inquiry; the second focus should encompass the twelfth through the eighteenth centuries, with emphasis upon scientific and philosophic conceptions of man's relation to the universe, interaction between east and west, and the impact upon literature and art of exploration, science and philosophy; the third focus should cover 1789 to the twentieth century, stressing philosophers' and social theorists' interpretations of the period, science's revelations of man's mind and body and the responses to these revelations in literature and art. Throughout Track One, analogies between past and present should be observed in order to reveal recurring themes in human experience.

We have found it useful in our pursuit of policy recommendations to imagine what kinds of courses should be built around the foci described above. We see three courses in sequence. Each of the courses would be taught by a team of faculty from different departments and academic units. We believe that the foci for the courses are broad enough to involve faculty from every department in the college and from all schools. Probably each course would involve both large lectures and smaller discussion groupings. Students in all sections of a course would study a common set of works, and they would be asked to write as much as the teams can read.

A general education program of the type we are envisioning assumes that entering students will have developed certain basic skills in the areas of reading, writing and mathematics. We view the development of these fundamental proficiencies as prerequisite to, and therefore outside of, a student's general education program, yet recognize that students who arrive at Oakland without having achieved appropriate skill levels will have to devote additional time to their development.

General education progress report

The commission intends to address the question of how students lacking in any of these skills will have to remedy themselves. We understand that such remedies may extend the length of time required to complete a degree program.

II. Track Two: Methods of Inquiry

Educated persons discover their humanity through their own participation in inquiry as well as through their study and enjoyment of the products of other people's participation. The goal of Track Two is to involve students in inquiry. Through their active participation in critical and creative reading, assessment and evaluation, they should learn about the processes of discovery and methods of inquiry now represented within the university. They should also improve their abilities to articulate their insights and their responses to the ideas they encounter.

We are not at this point specifying a number of courses, but at a minimum, they should introduce students to the approaches of the natural sciences, the social sciences and the humanities. This could be done with courses that focus on these areas singly or in some combination. Readings and topics of inquiry would not have to be identical in sections of courses in Track Two, but all sections would involve students in a process of investigation. Inevitably, students will be initiated with varying degrees of sophistication into the use of the tools and languages employed in these several fields of inquiry: for example, the computer in the social sciences, mathematics in the physical sciences, and aesthetic and philosophical methods in the humanities.

A mechanism will have to be created to identify the courses now being taught within the college and the schools which qualify as Track Two course sections as well as to guide the development of the Track One courses and a special course on the twentieth century which we describe below. We may recommend that a student be exempted from a Track Two course according to his or her major. For example, a student majoring

in a social science or pursuing a degree in a social science school might be exempted from a social science course.

III Senior Seminar on Contemporary Issues

We propose the creation of several senior level topics courses which deal with twentieth century issues. These courses will provide ways—and choices—for students to apply the backgrounds and methods of Tracks One and Two to some issue of special interest. A student might elect a seminar which would, therefore, have the effect of placing his or her major or future occupation in a larger intellectual context.

Existing courses might apply as well as specially created ones.

In our work, we have been searching for a general education policy which is coherent and philosophically defensible. We also want a policy which is implementable given the socio-political realities within this university, and in the months to come, we will consider how to adapt our ideas to these realities. We know what some of these realities are, and we conclude our progress report by mentioning ones that are of special concern.

1. At present, each school or college determines its own general education program, subject to the review and approval of the senate. The school or college must also make provision for meeting the university standards of proficiency in English composition.

Our study of the general education programs now in operation in the schools and college impressed upon us both the wide variation between academic units in the proportions of the total curricula devoted to general education and in the diverse philosophies of general education behind the programs. For example, in one unit general education comprises 18.8% of the entire curriculum, and here, Learning Skills is viewed as a part of general education, while in another unit

general education comprises 32.3% and Learning Skills is excluded. Other percentages fall between these extremes. Many units use a field distribution conception of general education, but not all. In one unit, any course which is not a course in its professional major is thought of as a general education course.

We have not yet determined the number of credit hours and courses which would be needed by a program implementing our policy; however, we can conceive of a program including twenty-four to thirty-two credits, depending on a student's particular curriculum. Individual academic units may wish to treat the program we are developing as a core program and to add to it as they wish. We are preparing to recommend a minimal policy for general education throughout the university and recognize that some units may wish to go beyond the minimum.

2. Implementation of the all-university policy sketched out above will require effort, and it will not happen unless faculty are confident that their contributions to planning and teaching general education courses will be recognized. We think these faculty will find their participation intellectually exciting and will experience a sense of community which is presently absent at this university.
3. Increasingly, students come to Oakland University for only part of their undergraduate education. Many transfer in having completed substantial parts of their general education elsewhere, and, if they begin their education here, they often transfer out before graduation. Thus, only a fraction of our undergraduates will complete the program we are planning. This is a sobering fact because if there is a type of education the value of which depends upon its completion in its entirety, surely it is general education. The policy which we are working so hard to develop ultimately will involve our transient undergraduates less than we would like.

THURSDAY, JANUARY 24, 1980

CALENDAR

THURSDAY, JANUARY 24

8 am & 2 pm Tryouts, O.U. Talent Show, Abstemion
10 am Films, concerned with the U.S. over the past 200 years and what the future holds, Exhibit Lounge, Pirgim
noon Film Forum, Discussions of Current Cinema Releases, Meadow Brook Room, OC
3 pm Speaker, Dr. Skore, on Student Apathy, Fireside Lounge
7 pm Women's Basketball vs U. of D.
8:30 pm "A Moon for the Misbegotten," Meadow Brook Theatre

FRIDAY, JANUARY 25

noon Dance & Mime, Gary DeVar & Friends, Fireside Lounge
noon Film "Americans on Everest," Exhibit Lounge
7 & 9:30 pm Film, "Superman," 201 Dodge, CLB
8 pm Opera, Dido & Aeneas Performance, The Wandering Scholar, Varner Recital Hall
8:30 pm Play, "A Moon for the Misbegotten," Meadow Brook Theatre

SATURDAY, JANUARY 26

1-5 pm (by appt.) Barn Theatre Auditions, "Jeririgg," 133 Varner
2 pm Wrestling, Grand Valley State College
6 & 9:30 pm "A Moon for the Misbegotten," Meadow Brook Theatre
8 pm Opera, Dido & Aeneas & The Wandering Scholar, Varner Recital Hall
8 pm Meeting, Alcoholics Anonymous, St. John Fisher

SUNDAY, JANUARY 27

Opening of Winter Carnival, See Special Calendar for Details
1-5 pm Tour, Meadow Brook Hall
3 & 7 pm Film, "Tristana" by Luis Bunuel, 201 Dodge
6-10 pm Games, Open Gaming, Iron Kettle Annex
6:30 pm "A Moon for the Misbegotten," Meadow Brook Theatre

MONDAY, JANUARY 28

noon Film "Skiing is Believing," Exhibit Lounge
12:15 pm Parade, Indoor Float, Fireside Lounge
7:30 pm Men's Basketball, Northwood Institute, Commuter Night, Win a Car!, Lepley Sports Center

TUESDAY, JANUARY 29

noon Meeting, Repolitik, Faculty Lounge
Films, "If You Can Walk," on skiing, "I Seem to be a Verb" & "Modeling the Universe," Buckminster Fuller, Exhibit Lounge
6:30 pm Session for Small Business Management
8 pm Meeting, Alcoholics Anonymous, St. John Fisher
8 pm Massachusetts Institute of Tech. Concert Band, Varner Recital Hall

WEDNESDAY, JANUARY 30

Preview, "A Summer Remembered," Meadow Brook Theatre
noon Films, "Ski the Outer Limits" & "I Seem to be a Verb," Exhibit Lounge
noon Seminar, "Women Facing Decisions," Meadow Brook Room
2 pm Meeting, Christian Fellowship, 125 OC
2-4 pm Film, "And Then They Forgot God," Exhibit Lounge
8 pm Music, Orange Lake Drive, Varner Recital Hall

For news of daily campus events, call the OU Hotline at 377-4650. To list items in the calendar contact CIPO 377-2020, two weeks prior to the event.