

# The Oakland Observer

November 4, 1966

Oakland University, Rochester, Michigan

Vol. VIII No. 9

## OU Welcomes MCPA

### Might Makes Right

### Great Society Is A Myth



Stringfellow

by Mike Werenski

William Stringfellow came to Oakland Tuesday to do his part in preserving a "viable society" -- a society worth living in -- for America.

Following Bernard Fall in the Oakland Speakers Series, attorney - theologian - author - editor Stringfellow also preserved the series' high quality.

In his speech "The Great Society as a Myth," he assailed the conservatism of President Johnson's programs. These programs compose "a relatively inconsequential movement of social change -- merely a patching of the fabric of American society -- at a moment when what is poignantly needed in the United States...is change of revolutionary imagination and scope

..., change which at last demythologizes the secular order in America."

Mankind has had through the ages a penchant for myths. As religion has become less of a myth, mythologizers have turned to the secular orders. In America, the creed is basically "that individual enterprise in any secular pursuits...is morally right if the objective sought is in fact attained" -- that is, "might makes right."

On an international scale, such a myth justifies the likes of US operations in Vietnam. America is big and rich, so it must be righteous. It can't possibly have anything in mind but the best interests of the Vietnamese people.

Just as other nations must bow to the Great Society, so must its citizens. Jingoism is the highest virtue; dissonance is treason - the worst iniquity.

To remedy the situation, there must be someone in society "free to revolt". This someone, Stringfellow believes, is a Christian, for "a Christian is free to be first of all a mature man in this world, free from the idolatry of nationhood..., free from the fraudulence of myth, free from the blasphemy inherent in any mythology." The Christian can tell the world that despite all its claims, the Great Society is essentially a commitment to a decadent myth.

### Fernald Sees OU As Great Opportunity



John Fernald

by Diane Harris

John Fernald, who resigned as principal of the Royal Academy of Dramatic Arts last year after a long dispute over how the academy should be run, has joined the Oakland faculty to start what will virtually be an American Royal Academy of Dramatic Arts.

He stresses that, though a member of the faculty, he will not be training undergraduates for university examinations in the usual American way; his work will be with young people who will earn their living in the professional theatre.

Reasons why Fernald chose a university for the theater site, and Oakland in particular, are many.

He feels that a university campus itself presents the most stimulating setting for intellectual development. "Not only students and faculty, but professional people with an artistic concern tend to seek the university environment."

Oakland offered Fernald a clean slate as far as curriculum, faculty, and students are concerned. Fernald is anxious to write

on it. He has vast opportunity for experimentation.

Oakland is easily accessible to more than 4,000,000 people, who have no established professional theatre at all at this time.

Facilities are provocative. The Wilson Hall auditorium seats 600, and a new theatre will be built next year which holds 1200. Moreover, the library, cafeterias, dormitories, and recreational facilities will be used by the company.

Fernald's 21-week season begins January 4, with Bertolt Brecht's "The Caucasian Chalk Circle." Succeeding presentations will be "Love's Labor's Lost," in February; Shaw's "You Never Can Tell," in March. April's presentation will be Jean Anouilh's "Waltz of the Torreadors;" and "The Three Sisters" by Chekhov, in May.

The aim of both the company and the school will be to maintain the technique and philosophy of acting exemplified during his ten years with RADA. "I welcome the opportunity, he said, of doing here what I was prevented from doing there."

### Student Journalists Discuss Problems

Oakland University extends a welcome to the one hundred fifty delegates of the Michigan Collegiate Press Conference on campus this week for their sixth annual press conference.

Delegates from as far as Northern Michigan University, at Marquette, Michigan and Lake Superior College at Sault Ste. Marie will be in attendance.

Colleges in the Detroit area and western portions of the state will also be attending seminars on the various phases of newspaper and yearbook production.

MCPA is in its seventh year and sponsors its annual events at member colleges. Under discussion each year are the aspects of college newspaper financing, layout and reporting.

The convention begins Friday with a banquet and appropriate remarks by after-dinner speaker, Judd Arnett. Arnett is a daily columnist for the Detroit Free Press.

Saturday's schedule of conferences begins at nine o'clock with a photography seminar led by Tony Spina, of the Free Press. Spina is recognized for his personality studies and a recent pictorial study of the Pope's visit to this country.

Other discussions will feature Louis Cook, drama critic of the Free Press, Mr. John MacLellan, former managing editor of the Detroit Times and representatives from the Pontiac Press, and Wayne Klein, secretary of the Detroit Press Club.

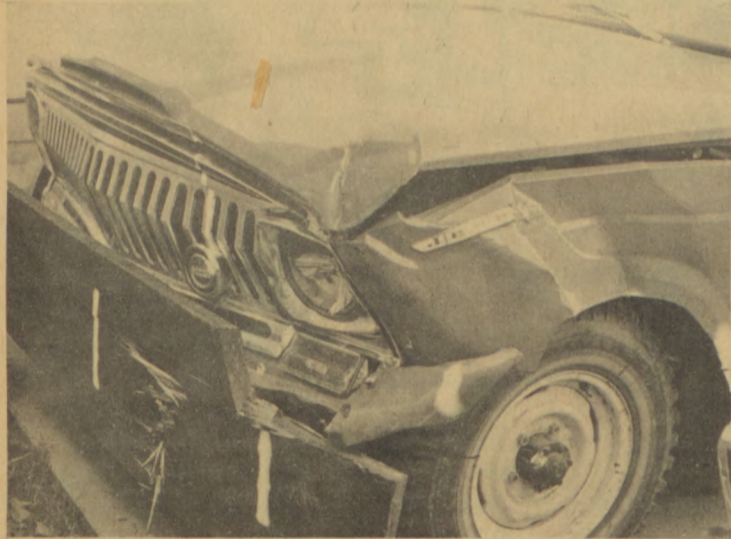
The convention will close Saturday afternoon with a presentation by Allan Blanchard, reporter for the Detroit News.

Spring convention will be held at Marquette, Michigan.

Charles Forton, organist, a member of Oakland's department of modern languages, will appear at 8:30 tonight in a recital at Ford Auditorium.

Critics have been generous with their praise for Forton's previous concerts at the auditorium. This particular recital is for the benefit of Oakland music students.

Tickets are still available at the Activities Center desk and will also be sold at the door. Student admission is \$1.50.



The new OU security patrol wagon, but three weeks old, has sustained its first injury in the line of duty Tuesday, Oct. 25th at 5:10 p.m.

While proceeding south on the blocked-off portion of Squirrel Road to investigate a complaint,

Corporal Elmer Hoover, of the Security service, was suddenly faced with and struck by a rapidly moving north-bound car.

Hoover is now in St. Joseph's Hospital awaiting a specialist to treat his paralyzed back.

Damage to the university vehicle was estimated at \$650.

# Faculty-Student Comment

## Suggested Programs, Evaluations and Questions Raised by Students and Profs

by Dave Black  
Staff Reporter

Some universities have been successful in setting up a system in which professors are rated by the student body. Such ratings help students in their selection of courses and also can be helpful in improving instruction quality. The following are the comments of some of the members of the OU faculty and a student concerning the possible establishment of such a system at Oakland.

Richard Kammann of the Psychology Dept. had this comment about a rating system: "I would not only favor a system of rating professors, but I would recommend setting up such a system as soon as possible."

Kamman then proceeded to raise some questions about how

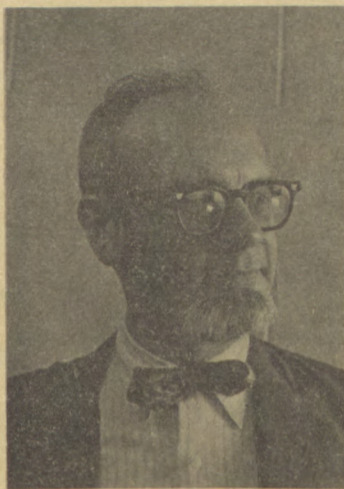
the system should be run. Should it be done with or without the cooperation of every instructor? Should all students be sampled--even those who received poor grades in the course? Should there only be a rating or should there be qualitative statements about the professors?

Kammann concluded that the ideal system would be one that was carefully done and statistically valid. Such a system could be accepted by the professors and administration, as well as, by the students.

While admitting that a valid rating system might be almost impossible to design, Kammann still urged that a system be tried so it could be fairly judged and then either accepted or rejected.

"A system by which students could evaluate professors would be a legitimate, effective way of giving the students a voice in university policy."

These are the words of James Haden, Chairman of the Philosophy Department. Haden was quick to add that any ratings would have



James Haden

to be done in a responsible way. "I wouldn't want this to become a popularity contest," cautioned Haden.

Commenting on the type of system that should be set up, Haden felt that the evaluations should be developed and process-

ed by an independent or semi-independent agency, rather than by the university itself. This agency would also have to decide the method in which the material would be published and presented to the public.

Haden complimented the rating system of Yale University which "grades" professors on diverse topics ranging from if they are successful in interesting the students in the subject matter to if the professors give meaningful tests. Haden felt that such information would be especially helpful to entering freshmen. He also suggested that the results of any evaluation system would be beneficial to department heads as they rarely are allowed to get any concrete idea of the teaching techniques of the members of their departments.

As a further step in assuring the quality of Oakland personnel, Haden feels that any student evaluation system should rate administrators as well as professors.

Mr. Maurice Brown of the English Department is not opposed to a system by which students rate professors.

In fact, he feels that, on an informal level, such a system now exists. Brown related, "Because the enrollment until now has been small, a close student-professor relationship has made possible informal evaluations in private conversation. Students also have been able to learn about professors from other students." Brown was quick to add that as OU grows this informal system will prove inadequate and thus a formal evaluation system might prove helpful in the future.

The greatest problem facing any evaluation system would be mechanical. Brown feels that it would be difficult for any evaluation committee to set up a valid scientific sample, ask appropriate questions, and properly interpret the results. Brown emphasized, "Any evaluation system that wasn't conducted properly would do more harm than good."

This is Russ Kennedy of Balboa Island, California, on an in-port field trip as a student aboard Chapman College's floating campus.

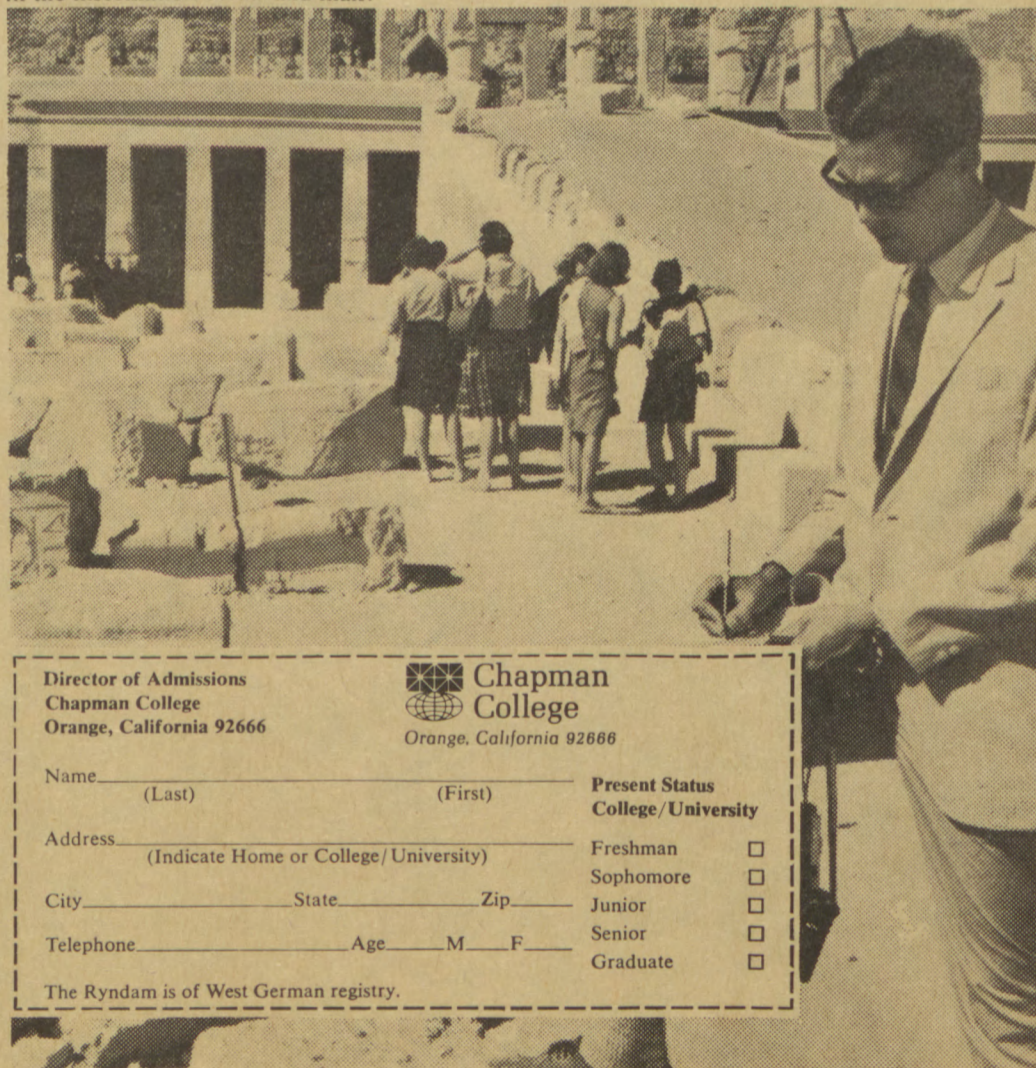
The note he paused to make as fellow students went ahead to inspect Hatshepsut's Tomb in the Valley of the Kings near Luxor, he used to complete an assignment for his Comparative World Cultures professor.

Russ transferred the 12 units earned during the study-travel semester at sea to his record at the University of California at Irvine where he continues studies toward a teaching career in life sciences.

As you read this, 450 other students have begun the fall semester voyage of discovery with Chapman aboard the s.s. RYNDAM, for which Holland-America Line acts as General Passenger Agents.

In February still another 450 will embark from Los Angeles for the spring 1967 semester, this time bound for the Panama Canal, Venezuela, Brazil, Argentina, Nigeria, Senegal, Morocco, Spain, Portugal, The Netherlands, Denmark, Great Britain and New York.

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# On Rating Of Profs



Maurice Brown

He further related that a good system could perform two major functions. First it would allow students to choose professors that they felt they could best learn from (one who gives essay tests, holds discussions, etc.)

A good system would also allow a professor to improve some of his techniques of teaching. For example, Brown feels that if he discovered that 90% of his students state that his lectures are disorganized or if 40% of his students report that his shifting from one foot to another during his lectures makes them dizzy, then he could correct these faults to the advantage of his classes.

Brown concluded, "If an accurate evaluation system could be set up and if the system was respected by the students and faculty, then it could prove very helpful to all involved."

Oakland student Tom Volgy believes that under the proper conditions,

the rating of professors by their students would be a good idea. Everyone would be interested in knowing how the professors would rate; they could check themselves to see how well they and their colleagues were getting through to the students, and students could use the ratings to help in their selection of courses taught by certain faculty members.

One of the primary dangers, that of having nothing on which to base the ratings, could be eliminated by using specific criteria in the ratings. Volgy suggests that the original criteria used in hiring the professors could be compared against their actual performance, plus considering the instructors fitness for the field and the individual course.

Some of the dangers which would still remain would be separating judgments of the professors from feeling about the course itself. Some students who got little out of a course, even if through their personal failure, would tend to rate their instructors low. A cross section of students would be necessary to make sure the rating did not come from one particular group.

Experience at Antioch and Berkely have show that students, being primarily interested in the learning process, have a capability for evaluating their instructors. Volgy believes that with proper safeguards such a program could be effective at Oakland.

OU senior, Norm Harper believes that the rating process would be undertaken for two purposes, either to actually use the ratings to help professors improve their class appearances and lecture technique, or it could become an instrument to expose what the individual believes are an instructor's faults to the student body at large, with an eye to warn freshmen who is worth taking and who is not.

Harper concedes that the end result would also be to clue students in on who was using Cliff's notes as lecture notes and generally whose courses proved to be cinches.

He sees the rating system as an opportunity for a disgruntled student to wreak his own personal revenge on a professor who has usually had the percep-

tion to realize that a particular student deserved a failing grade.

"Not that I am opposed to publishing the results of the questionnaires. Nothing is as good for an instructor as to know he may be in for a good kick in the butt if he doesn't make sense of his lecture notes. I believe a

real effort at preparedness and choerence in the lecture hall would emerge from this."

These are cited by Harper mainly as alternatives for those instructors who, in the past, have been completely adverse to even the most informal type of suggestions.

## Self-Directed Universities Evolve

Free Universities grew out of the 1964-65 Berkeley student protests, when leaders of the Free Speech Movement called a student strike and invited faculty members to lecture on civil liberties and civil disobedience.

Since then, Free Universities have proliferated "in response to the intellectual bankruptcy and

spiritual emptiness of the American education establishment," as described in the Free University of New York catalogue.

Classes, which are self-directed in reaction against traditional restrictions, meet in college facilities, churches, apartments, coffee shops. No degrees are granted.

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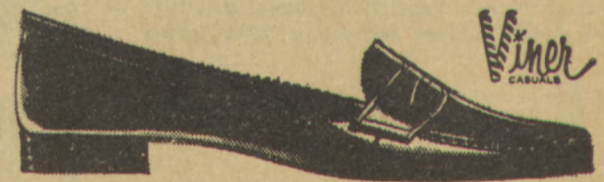
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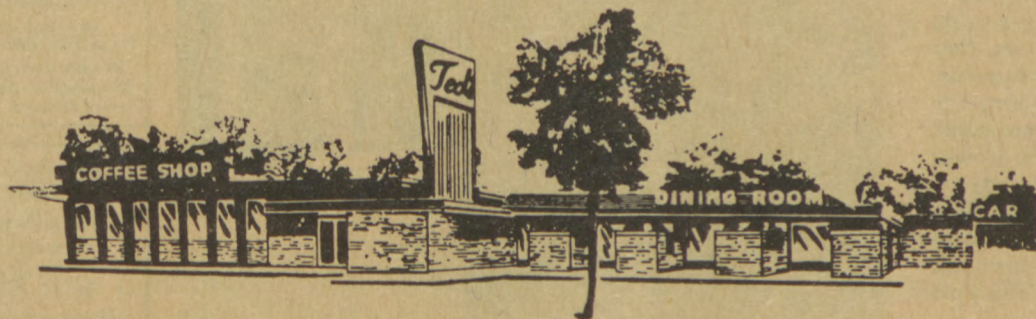
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## The Oakland Observer

The opinions expressed in this column are the opinions of the paper. They are not necessarily the views of the university, faculty or other students. Signed columns are the personal opinions of the authors.

### Not Necessarily Education

Oakland University has what it calls a Continuing Education program, dedicated to serve man's needs "as a worker, parent and citizen in a free society."

Continuing Education is another name for what most of us have run into at one time or another under the name of adult education. It is a wide spread idea and not necessarily restricted to this area.

Adults enroll in these courses to fulfill a social obligation that is unique in our time, returning to the urban university to study. (an advanced case of returning to the womb.) The reasons for attending are the recapturing of youth or to pick up those skills with as the center says are "coterminus with life itself."

I have always believed that education is a lifetime process and that it need never stop regardless of whether a person is enrolled in a university course. I rather admire those adults who will take their sometimes antiquated ideas into a young classroom.

But the term adult education or continuing education is a misnomer. It should be adult training because there is no educative process involved. Love of learning for learning's sake is unheard of.

The Continuing Ed. handbook for 1966-67 has 54 pages of classes for adults. Of all these courses, the center offers only one history course, one political science course, one literature reading course, and not even literature evaluation course!

What are all the rest?

Here is a random sampling: 894 Geography of Michigan, 1012 Digital Computer Programming, 1320 Governmental Accounting, 1906 Real Estate Sales and Selling, 1760 Plant Management, 1808 Technical Ceramics: Industrial Applications, 1875 Introduction to Concrete Technology, 1911 Review

for the Michigan Real Estate Broker License Examination.

These are all fine programs to learn how to wield a big stick in business, but it is merely training. One good book on all of the above topics would be sufficient and cheaper.

I have no doubts however, that a course like Art 351 Primitive Art: Africa, Oceania, The Americas, or Hst 315 American History Since 1928 would die on the vine for lack of participation.

They lack the qualifications to be adult education courses for two reasons:

1. They have no practical advice concerning how to bolster your income.

2. They are neither "fun" nor "interesting."

In short, the "fun" of going back to school is not to be overshadowed by the work or effort involved.

To provide a little more of a challenge, Real Estate Management might be coupled with "Racial Problems in Northern Neighborhoods" but it never will be.

Let's not kid ourselves, this is not education. It's pacification. It leads to the ignoring of the real problems adult education should be facing (if you are of a mind that education should face problems.)

Race and social crises, moral and political problems, these are the generally "frivolous" things in life that adult education could be concerned with.

From the Continuing Ed. Handbook: "A public University has both the opportunity and obligation to serve such needs as are appropriate to its resources.

We agree, but adult education should be something more than just a comfortable outing every Wednesday night and a way to keep the classrooms in use in order to pay for them.

N. Hale

### Security Regulations Backed

In the past weeks, much has been written in this newspaper concerning regulations enforced by the security patrol. I would like to submit an argument of another sort than what the students have grown accustomed to of late.

The primary controversy is over the need for a parking program such as ours, newly initiated. A reasonable person can readily understand the necessity of such rulings by the reasons the parking committee has given. Unfortunately, too many of our pseudo-intellectuals would rather regard that question as a matter of opinion rather than a matter of fact.

Another objection comes from some of the more romantically inclined students who object to the closing of the back road to Baldwin Pavilion after dark. They fail to note that neck of the woods, unlighted and unchaperoned, it is quite conducive to vandalism, robbery, and a multitude of other heinous crimes. The security department would rather not have such blights befall young lovers who now cry that the department is against love, sex, apple pie and the American way.

There remains still another element on campus which doubts the authority of the tickets and

finer system. Carlos Corona of the Security Department assured (not threatened) me that the consequences of extra fines and disciplinary action by the hierarchy of the administration are, in fact, not to be laughed at and will be enforced in the case of delinquent tickets.

Corona further suggests that the appeals court, as a means of communication between the administration and the students, is perhaps the only answer to erase the vague emotion and soap-box type approach that has been characteristic of the argument thus far. -T. Lynch

### Hill House Exposed !!



### Classes Excused

## "Major Day" on Thurs.

All students eligible to attend Declaration of Major Day, will be excused from classes to participate in the meetings Thursday, Nov. 10.

Sophomores and those students who have earned 56 hours of credit and have not been admitted to major standing should attend. The meetings are designed to provide students eligible for major standing with complete information about majors, departmental requirements, and career possibilities related to the various majors.

From 3:00 to 4:00 p.m. in the Wilson Hall Theater, Dean Matthews, Dean Hetenyi, Mrs. Dorothy Hope, and Dean Fred Smith will discuss careers and graduate and professional schools as they relate to the many undergraduate majors.

From 4:00 to 5:00 departmental

representatives will be available to consult with students concerning the requirements of majors in their respective departments.

These meetings are important as it is necessary that students be accepted by the department of their choice in order to qualify for major standing.

### Starting Today Support USATFP!

That the new parking regulations are in effect permanently, the students can begin to organize an active resistance campaign.

The best form of protest for this kind of thing has to be the refusal of fine payment by all students and faculty. Support the United Student Anti-Traffic-Fine Program.

## The Oakland Observer

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