

REVISED
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Monteith Book Project
by
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With the notable exception of the Honors Program (now the Irvin D. Reid Honors College), Wayne State University—by chance or design—has largely ignored the existence of Monteith College and has virtually written it out of the institution’s history. (Remember: the Monteith phase-out was mandated by the University’s Board of Governors in fall 1975, and the College was completely eliminated by spring 1981.) Since Monteith was a highly successful—indeed noteworthy—experiment in undergraduate general education, and since the “Monteith Experience,” based on numerous testimonials, has had a profound impact on many of its students and faculty members, the history of that experience should be preserved, as recounted by Monteithers (faculty and staff members, alumni, and attendees) before it gradually fades away like the smile on the face of Alice’s Cheshire cat.

Consequently, I propose that a substantial number of Monteith volunteers commit themselves to producing a book, complemented by a large body of ancillary material, in which the “Monteith Experience” will be described, analyzed, and evaluated. Such a project, it is hoped, will be one outcome of the upcoming reunion. I will stick my neck out even further by offering the following broad and general outline, even going so far as to indicate the names of prospective contributors, some (but not all) of whom have already agreed to participate.

1. General Education: a Brief Overview—HAFNER
 - a. Its nature and history—HAFNER
 - b. Its changing and relative standing (value) as a component of undergraduate education at American universities—HAFNER
 - c. General education at Wayne State University—MAIER, HERMAN, HAFNER
 - i During the pre Monteith years—MAIER?
 - ii During the Monteith years—MAIER, HERMAN, HAFNER
 - iii During the post Monteith years—HERMAN

2. Monteith College: Described—MAIER, HERMAN, HAFNER, BLUEMLE
 - a. Antecedents and Background—MAIER
 - b. Philosophy— MAIER, HERMAN, HAFNER, BLUEMLE
 - c. Core Curriculum: (1) Basic Course Sequences, (2) Senior Colloquium, (3) Senior Essay; (4) subsequent modifications—MAIER, HERMAN, HAFNER, BLUEMLE
 - i 1959–c.65: the “Pioneer” Years
 - ii 1966–c.72: the “Classical” Years
Modes of Thought DATE(S)?
 - iii 1972–c.75: the years of curricula experimentation
Socio-Humanistic Studies Sequence for Monteith Students: 1973–

Transfer Student Program: DATE(S)?

Weekend College Proposal: Stern, Leopold: DATE(S)?

iv 1975–81: the “Phase-Out” years

d. Programs

i Library Program (Knapp)

ii. Monteith/Law School Program: DATE(S)?

iii Monteith/Social Work (BSW) Program: DATE(S)?

iv Black Studies

v. Black, Third World, & Women’s Studies

vi. Chicano-Boricua Studies

vii. Labor Studies (Stack)

viii. Socio-Humanistic Studies Sequence for Engineering Students: (DATE(S)?

e. Elective Courses

i. Divisional Elective Courses and Seminars

ii. Cooperative Self Education

f. Quasi-Curricular and Ancillary Activities

i. Canfield Project and Other Related Activities

ii. Student Publications: ‘Monteith Journal,’ “Brine,” “Mystique,” etc.

g. Monteith Student Center—???

3. Monteith College: Analyzed, and Evaluated—MAIER, HERMAN, HAFNER + OTHERS TO PROVIDE DESCRIPTIONS AND DIGESTS OF DOCUMENTS AND PUBLICATIONS

a. Internal Analyses and Evaluations

i “Monteith College: A Report to the President,” Ross to Hilberry, December 1963

ii “An Experiment in Coordination Between Teaching and Library Staff for Changing Student Use of University Library Resources,” Knapp, August 1964

iii “Impact of a High-Demand College in a Large University on Working Class Youth” (Program Study), Cassidy et al, August 1968

b. External Analyses and Evaluations

i Publications: books and articles—Riesman, Gusfield, Gamson

ii. Publications: books and articles—by others

iii Doctoral Dissertations—at least two or three

iv “American Undergraduate Education,” (title??) Center for the Study of Higher Education, University of California, Berkeley, late 1960s

GEOFF RAPPAPORT

c. Ethos; The Monteith Experience—an attempt to explain the apparently “lasting” impact of the Monteith ethos

i Reflections and Pensées of Monteithers—faculty members as well as Monteith graduates and attendees: Program Study and Beyond—all invited to contribute—

a) Matters related to Core Curriculum

b) Matters related to Programs

- c) Matter related to Elective Courses
- b) Matters related to Quasi-Curricular and Ancillary Activities
- c) Matters related to the Monteith Student Center

NOTE: In order to achieve some degree of consistency, it is important that the reflections and pensées gathered here be limited to xxxxx number of words. Should longer, more detailed and more elaborate statements be submitted, they can be gathered in an appendix, with an abstract of xxxxx words included here—abstracts to be provided by the submitters of the more elaborate statements.

- ii Reflections and Pensées of non Monteithers
 - d. The Monteith Experience Compared to a Range of Other Undergraduate Experience—FEIGENBAUM et al
 - i During the Monteith Years
 - ii Shortly After the Monteith Years
 - iii Decades After the Monteith Years
4. Biographical Sketches: a series of brief but “systematic” vignettes of Monteith faculty members, graduates, and attendees: emphasizing the role that Monteith played in their personal lives and professional careers, limited to xxxxx number of words
- a. Faculty Members—DIANE HALAS
 - b. Graduates
 - c. Attendees
5. An extensive Annotated Bibliography—KEITH, FINCH
- a. Published materials, including web sites
 - b. Non-published materials
 - c. Archival holdings

NOTE: With respect to Monteith—particularly its history and a description of its curriculum—and Wayne State’s approach to general education, the chapter that I contributed to *Reminiscences of Wayne*, edited by Henry V. Bohm and Paul J. Pentecost: 1999, or the original, more expanded version of that chapter posted on the Yahoo and Monteith-Alumni web sites, might serve as a starting point.

The “Reflections and Pensées” of Monteithers, I believe, is of primary importance and at a guess will probably prove revelatory. (Indeed, many of the testimonials that have already appeared on the Yahoo web site confirm that hunch.) Most “objective” studies and surveys, I have been told, fail to reveal any significant differences between Monteith graduates and graduates of other colleges and universities—three or four decades after the fact. How then to account for the profound impact that Monteith clearly had on many/most of its former students?

Comments, proposed modifications, suggested additions and changes are encouraged!