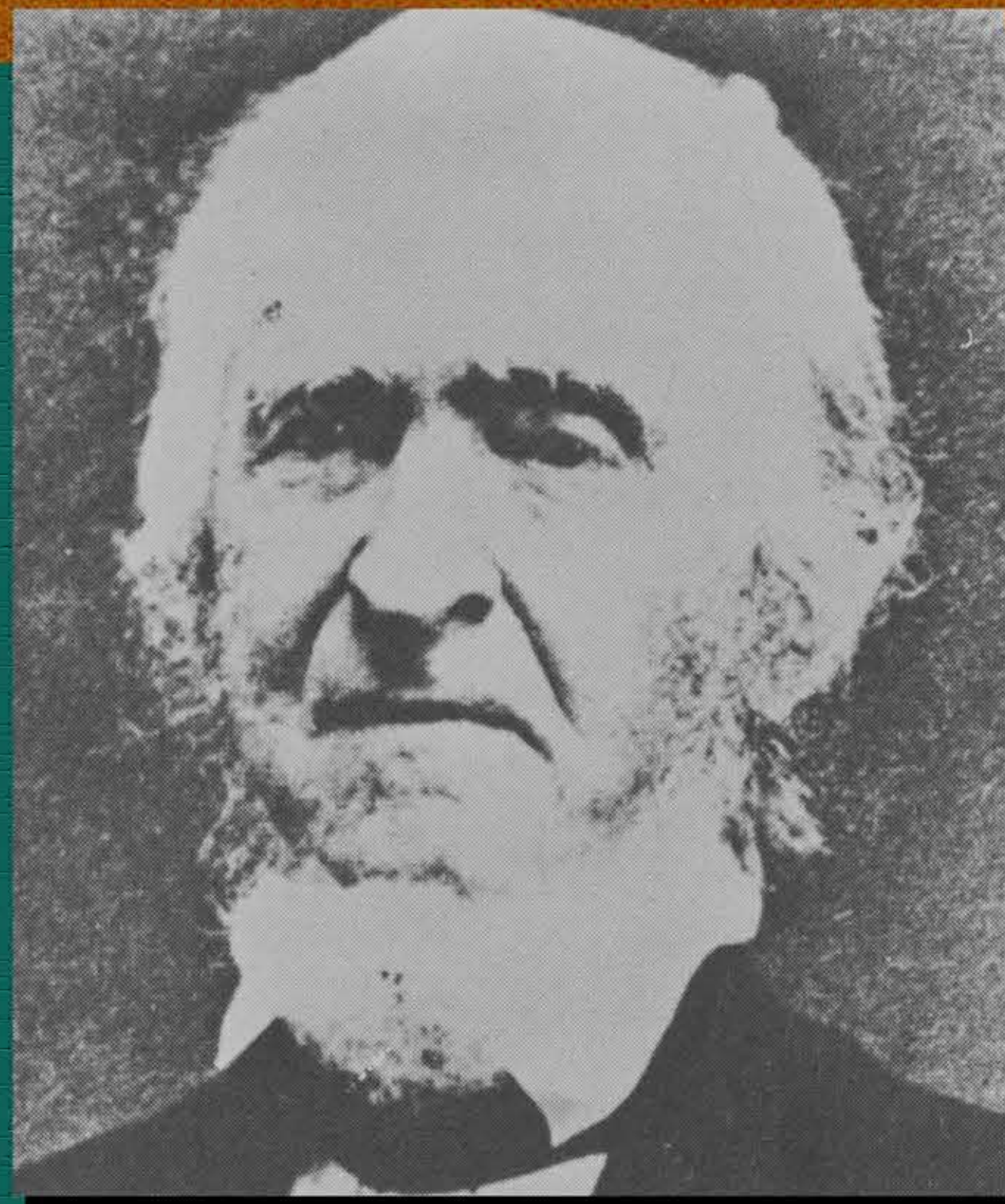


Monteith College:

A NOBLE EXPERIMENT,
1959-1981



University Archives, Wayne State University

Exhibit designed/fabricated at the Walter P. Reuther Library of Labor and Urban Affairs, Wayne State University. Director: Mike Smith
www.reuther.wayne.edu

Curators: Marcia Leaver, Monteith 1961-1975 and Sharon Finch, Monteith 1961-1965
University Archivist: Brecque Keith
Consultant: Dr. Martin Herman
Exhibit Design/Fabrication: Camille Craycraft

WAYNE STATE
UNIVERSITY

Walter P.
Reuther
Library

A Report on the First Year

Cooperative
SELF-EDUCATION

WRITTEN AND EDITED BY
ROBIN W. EICHLEAY ROBERT S. LAUFER
RONALD J. MANHEIMER GREGORY J. NIGOSIAN
MICHAEL G. WEINSTEIN

NOVEMBER, 1964

ISSUED AT
MONTEITH COLLEGE: WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN

THE BIG IDEA

Monteith College opened its doors at Wayne State University in 1959, as an experimental school funded by a \$700,000 grant from the Ford Foundation. It was designed to impart the broad knowledge, research, writing, and intellectual skills needed by educated citizens. Monteith was to have the atmosphere of a small liberal arts college and the benefits of a great urban university, all at an affordable cost. Its interdisciplinary course sequences were organized in three divisions -- Natural Science, Science of Society, and Humanistic Studies. Monteith was open to any student eligible for admission to Wayne. Its first dean, Woodburn O. Ross, is reported to have said: "We don't admit our students as honor students, we just graduate them that way."

AN EXPERIMENTAL COLLEGE
AT
WAYNE STATE UNIVERSITY

1958

MONTEITH COLLEGE
Social Science

socialization socialization socialization
MAN MAN MAN MAN MAN
PATTERN PATTERN PATTERN
ORGANIZATION COMPLEX ORGANIZATION
LITTLE COMMUNITY
SOCIAL MOVEMENT
Civilization
RELATION
SMALL GROUP

readings
part one
REVISED ED.

The Monteith College Plan . . .

In 1959, with a grant from the Ford Foundation, Wayne initiated an experiment in general education known as Monteith College, which last June graduated its first 4-year class.

Monteith is designed to maintain a small college atmosphere in the heart of a large urban university. The college serves two kinds of students. Those who wish to work toward a bachelor of philosophy degree from Monteith or those who wish to obtain more specialized degrees from other colleges of the University.

The Monteith program is a sequence of basic courses taken in a definite order. The diagram at the right illustrates the plan followed by most of the Monteith students.

THE MONTEITH BASIC COURSES INTEGRATED INTO A STUDENT'S FOUR YEAR PROGRAM UNDER THE QUARTER SYSTEM														
Year	Freshman Year				Sophomore Year				Junior Year				Senior Year	
Quarter	1	2	3	4	5	6	7	8	9	10	11	12		
Course No.	SCIENCE OF SOCIETY												SENIOR ESSAY - Required only of students earning Monteith degrees.	
4	NATURAL SCIENCE													
4									HUMANISTIC STUDIES				SENIOR COLLOQUIUM	
4														
4														This block of time is gray is reserved for courses in student's specialty or preparation, for electives, or for additional work in general education.

SENIOR ESSAY HANDBOOK

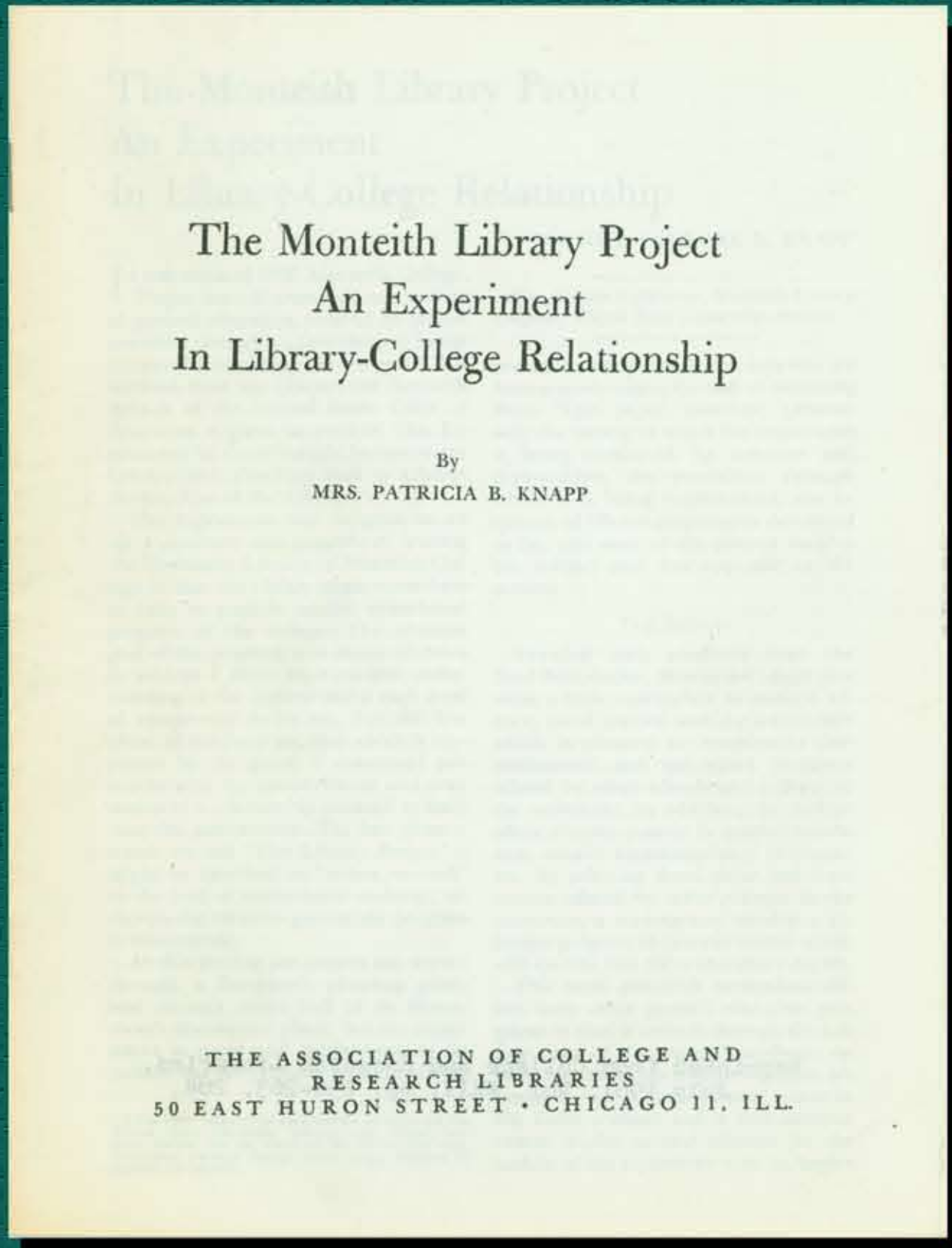
Definition:
In the current issue of the Wayne State University Bulletin, Monteith College, Senior Essay is defined by the following statement:

During his senior year, a student seeking a degree from Monteith enrolls for three quarters in a course called Senior Essay. Such a course is offered by each division of the college, and the student may choose in which division he wishes to write his essay. Though he works with the advice of a member of the staff, he explores in an essentially independent fashion some limited field of intellectual interest.

The purpose of the essay is not alone to enable the student to prove that he can write well, although it is important that the essay be well written. It is not alone to enable the student to prove that he can use the library, although it is important that the essay be well documented. It is not alone to enable a student to show that he knows a great deal in a given field, although it is important that he be seriously acquainted with the area into which his inquiry takes him.

The successful writing of the essay does require that the student express his wisdom, his talent and taste, his intellectual acumen, his acquired know-how: (1) in choosing a topic which he deems worthy of prolonged and thorough application; (2) in organizing his approach to it, including background reading, conversation with other scholars, experimental choices and discoveries, in writing in form, for examination, reflection and criticism by himself and others; (4) in expressing his final product as polished, honest, and significant as possible--something which will be a contribution to the development of the idea and intellectual wealth of Monteith.

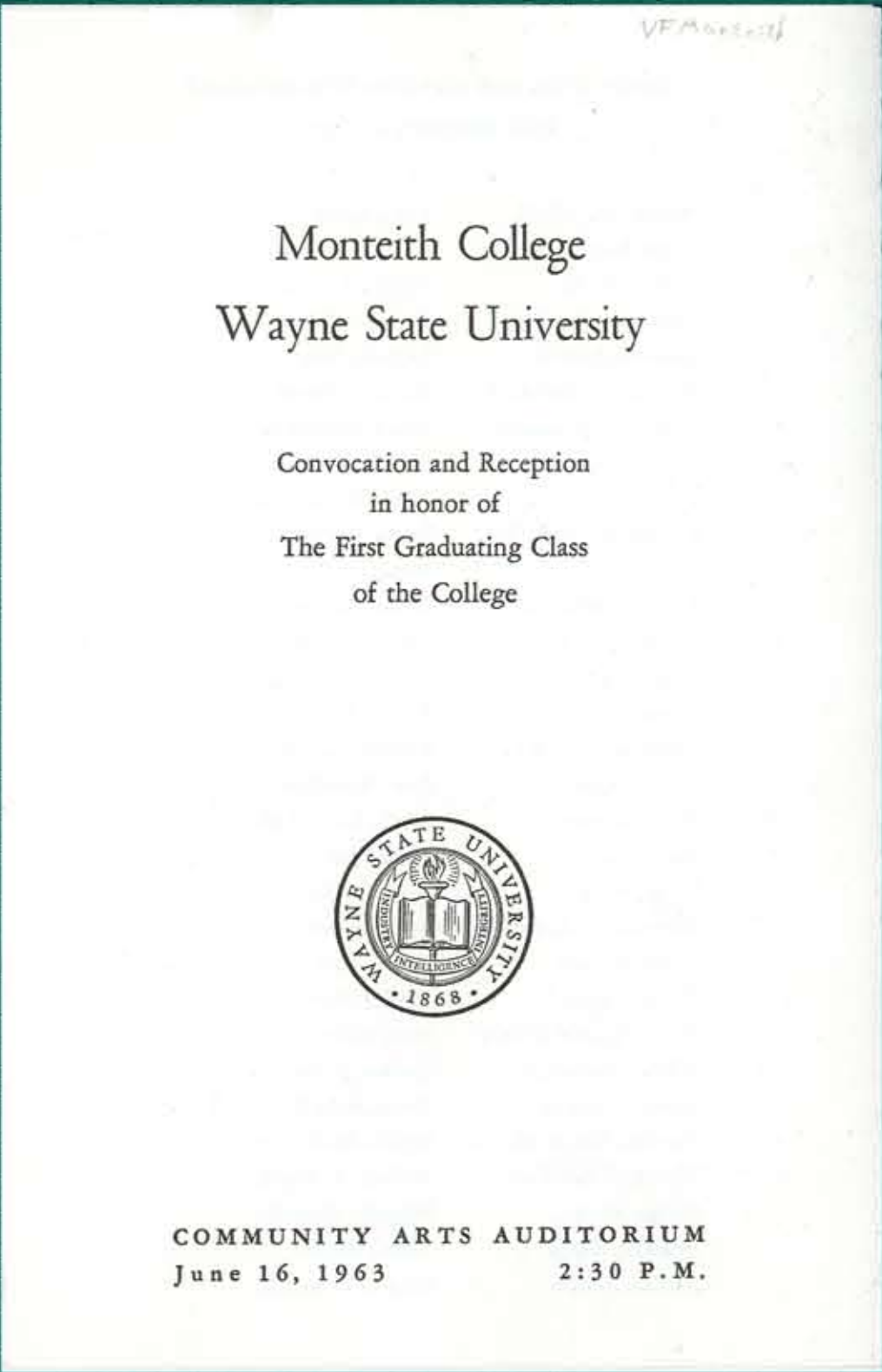
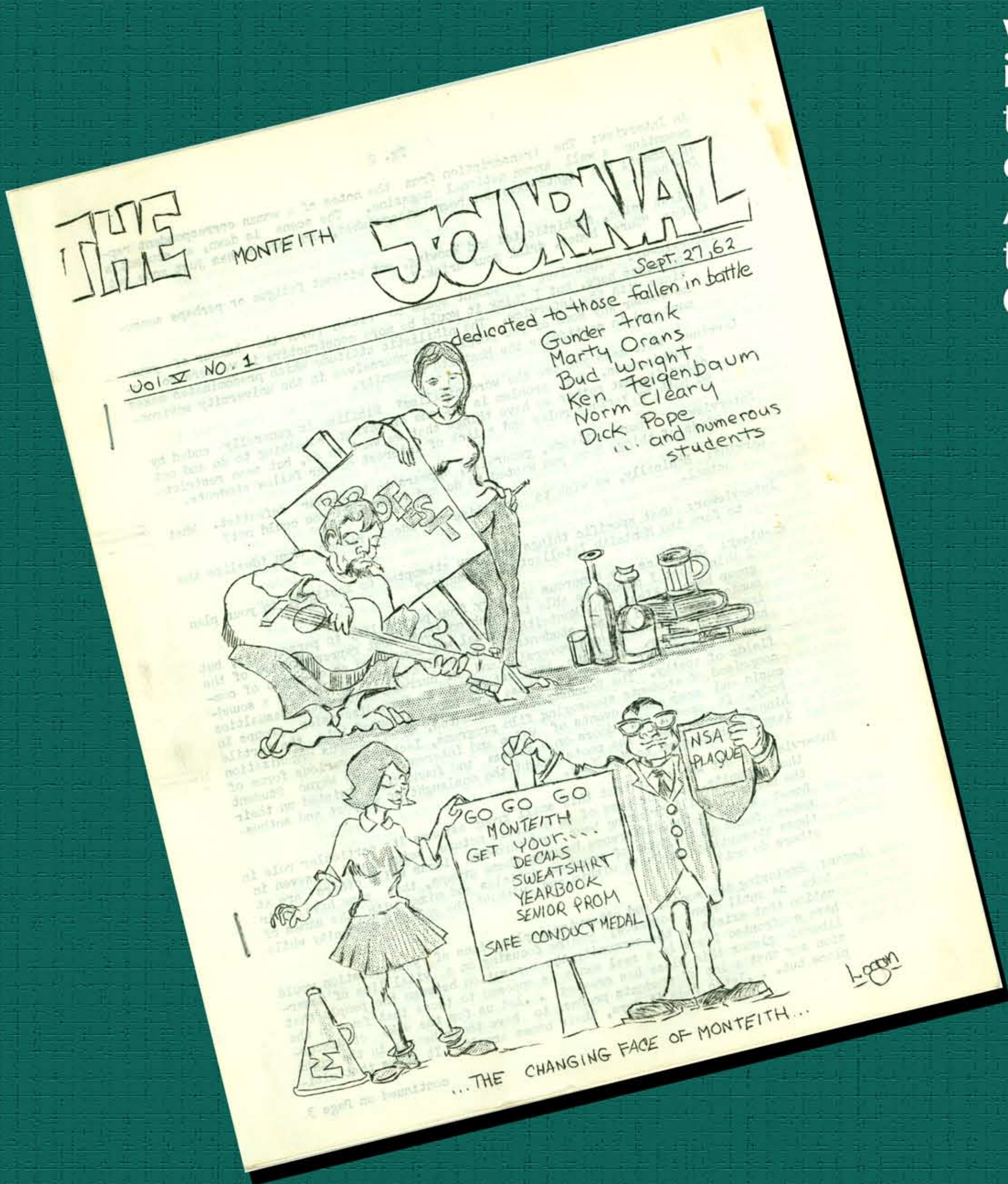
While Senior Essay provides a major educational challenge, the rewards which it offers are equally substantial. Undergraduate students are rarely permitted to conceive extensive projects of an original nature; more frequently they are forced to accommodate themselves, as best they can, to previously devised curriculums. Within the time and credit-hour schedule assigned to Senior Essay, you are offered the rare opportunity of tailoring a major segment of required course work to fit your precise needs. The Essay might take the form of an original research project, an expository essay with suitable documentation, a coherent body of creative work in the arts, a personal statement on a meaningful issue supported by appropriate scholarly



THE PIONEER YEARS, 1959 - 1965



The Big Idea moved from the conference rooms to the classrooms, where the experiment began to unfold. The three-division core curriculum was planned to complement pre-professional and specialized programs offered by the university. In addition, Monteith offered other elective interdisciplinary general education courses. The courses were staff-planned and staff-taught, some even student-planned and student-taught. Instructional materials were drawn almost exclusively from primary sources, some in staff-designed anthologies. One of the primary objectives of Monteith was to foster habits and skills of independent study. This made Monteith the ideal venue for a federal grant to conduct "The Monteith Library Project: An Experiment in Coordination between the Library and Teaching Staff to Change Student Use of the Library."





Black power advocates are getting a lot of attention on college campuses these days. The voice of red power is hardly heard in the land. Robert K. Thomas, an easy-going, affable associate professor in Monteith College, does not regard himself as a red power spokesman. But as a Cherokee Indian from Oklahoma, he does make an eloquent spokesman for America's oldest minority . . .

An American Indian Views America: This Society Is Not In Good Shape

On a recent afternoon, Robert K. Thomas sat in his office and talked about the plight of the Red Man, the plight of the White Man, and the somewhat dismal outlook for both. How to deal with the White Man is a baffling question; violence would appear to be out of the question for this gentle man. Still, at one point during the interview, he took an authentic 19th Century tomahawk from his desk (surely one of the few around that didn't come from a roadside stand) and fondled it lovingly. Those were the days, my friend.

What's behind the resurgence of interest in the American Indian? A reawakened national conscience? Thomas is less than cheered by the phenomenon.

"I'm very cynical about the situation," he said. "I think that a lot of American taste is set by the hippies. The hippies got big on Indians; they see Indians as kind of urban Americans turned wrong side out."

"They see the tribal way of life as a decent way for human beings to live. But unlike the hippies, Indians are not so concerned with social life but with the bare necessities of living."

"Sure, Indians make more money and have more to eat than ever before. But in terms of the general standard of living they are relatively worse off than they ever were before. They are discriminated against and discriminated against severely. In some places they are relegated to the role of latrine cleaners."

Thomas has been deeply concerned about the plight of young Indians trying to make it in an affluent society which moved in on them, massive and uninvited, like a glacier.

While their lot in many respects is similar to the lot of the black man in America, many Indian youngsters grow up far more isolated from white society than blacks do.



Monteith Student Center

THE CLASSICAL YEARS, 1966 – 1971

As Monteith turned 10 years old, it continued to be both experimental and controversial. The College developed complementary affiliations with several

of Wayne's professional schools, notably Law and Social Work. Responding to the radical changes manifesting themselves in American society, it also pioneered a number of new programs: Afro-American Studies; Chicano-Boricua Studies; Third World and Women's Studies; and a Monteith Program for Labor School Graduates. The Monteith faculty, as an alternative to the Senior Essay, developed Modes of Thought, a senior course sequence that addressed topics in the history of ideas. The faculty also created Freshman Seminars, staffed by more advanced students. Monteith began the Transfer Student Program for "exceptional students" from community colleges and four-year universities.



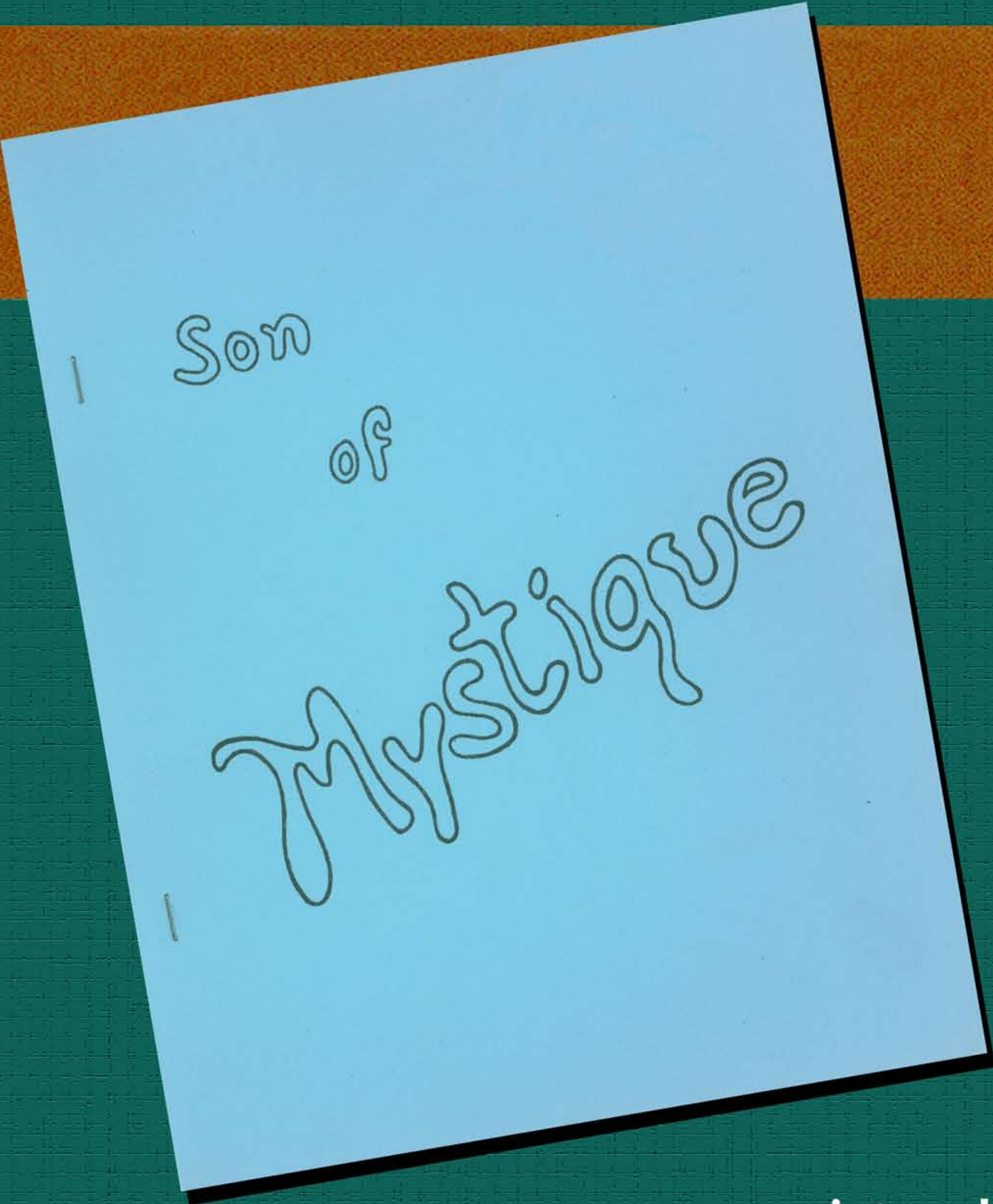
Yates Hafner — New Dean of Monteith



Students in Monteith Student Center watching the Tigers.

Monteith: Ten-Year-Old Experiment

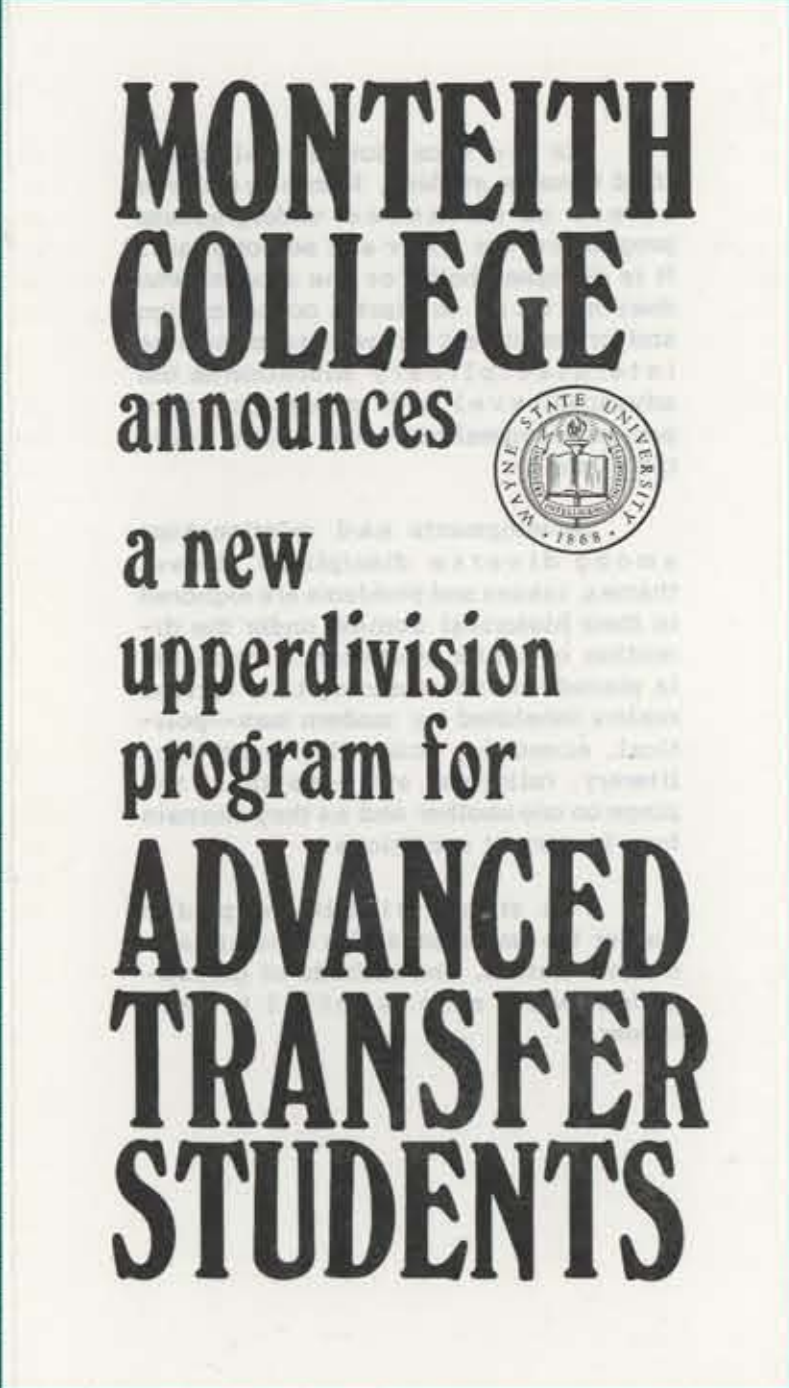
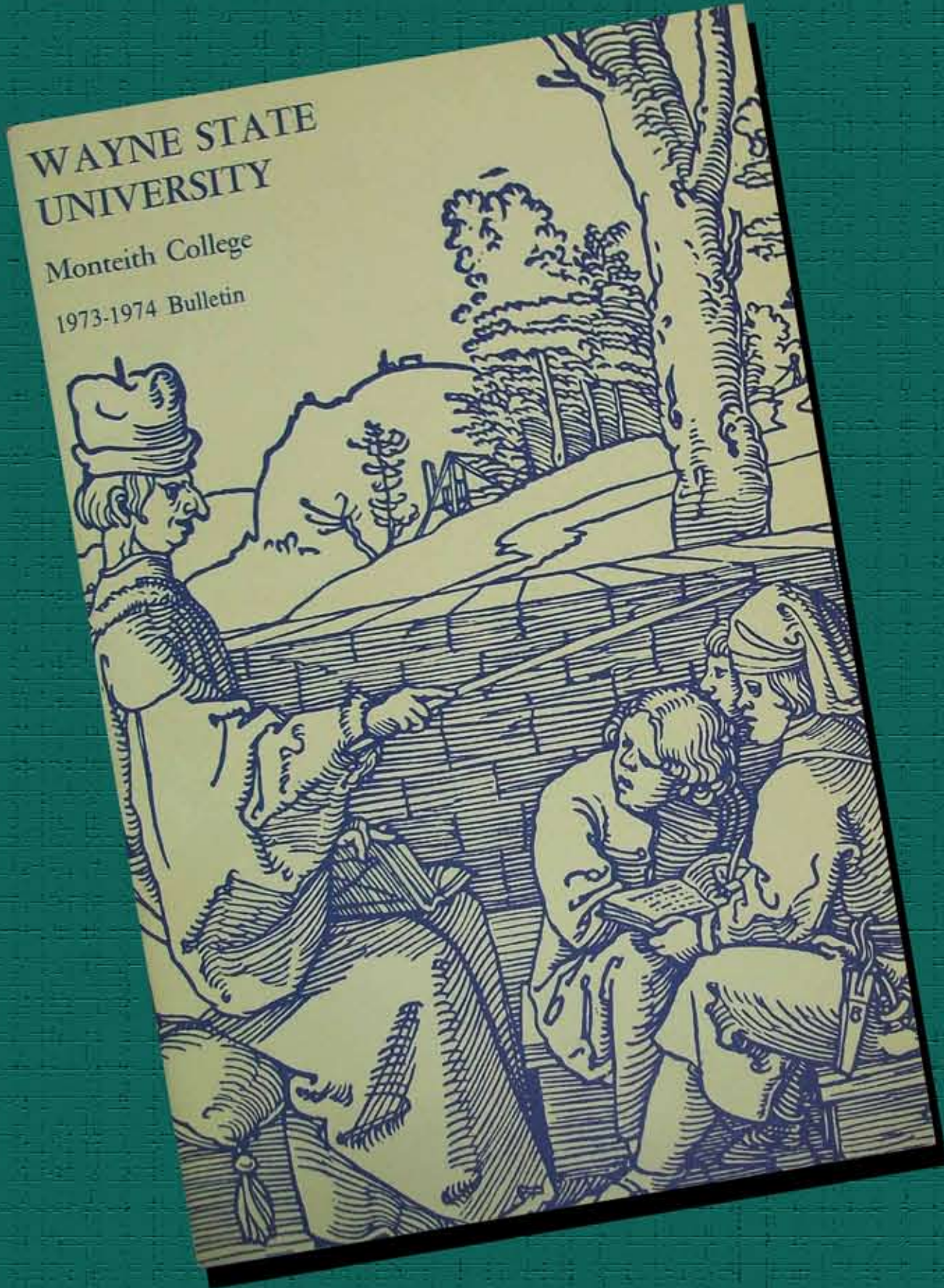
THE YEARS OF CURRICULA EXPERIMENTATION, 1971 – 1975

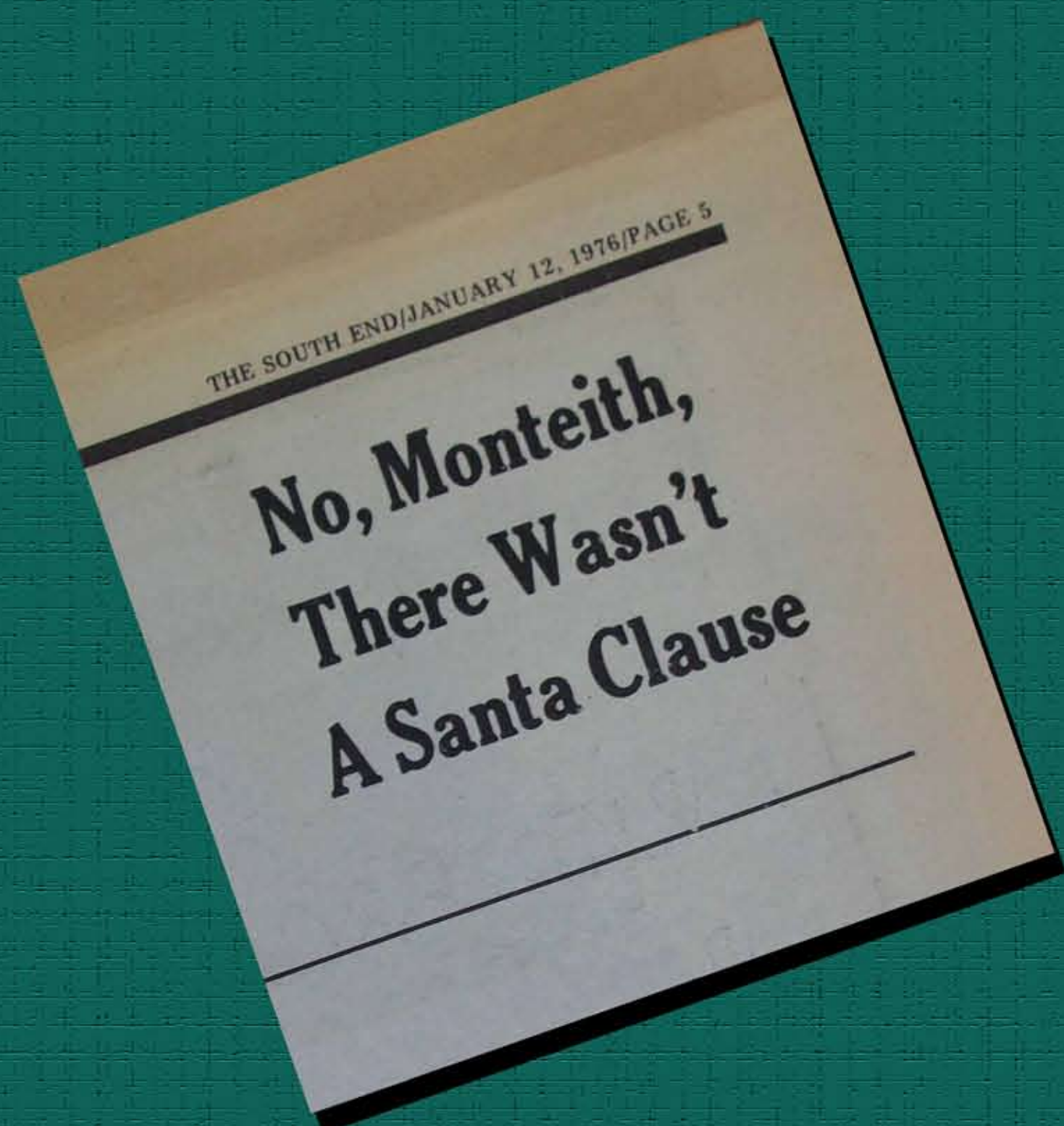


The College continued to experiment and reinvent itself. After the arrival of Yates Hafner, the young dean who succeeded Woody Ross in July 1971, the basic Monteith core curriculum itself was subjected to intense scrutiny and re-evaluation by the faculty. Monteith designed and introduced a year-long sequence of Socio-Humanistic Studies courses as an integral component of the College’s first-year curriculum. The Monteith faculty also developed and taught a separate sequence of Socio-Humanistic Studies courses for engineering students, created at the specific request of the College of Engineering.



Student stained glass window project





WAYNE REPORT

VOL. XXXVI, NO. 25

DETROIT, MICHIGAN 48202

JUNE 16, 1975

Board Votes to Continue Monteith College

Tuition Raised; Special Meeting June 25 On Budget Problems

The Board of Governors voted Friday, June 13, to admit a freshman class in Monteith College next fall, raise tuition by 10 percent and tackle what President Gullen called an "absolutely horrendous budget situation" for next year at a special meeting of the board of governors June 25.

The proposal to continue Monteith College, passed on a 5 to 3 vote by the board, was made by Gov. Michael E. Gullen Jr. who moved that a freshman class be admitted for 1975-76, that the College share in the burden of achieving a balanced budget for next year and that the College be again reviewed during the year.

The action followed days of campus debate culminated at a meeting of the Board's Budget and Finance Committee Wednesday, June 11, where the issue was taken up at a sometimes stormy, often confusing five-hour meeting.

At that meeting a proposal to merge

Monteith with the College of Lifelong Learning over a four-year period was discussed for the purpose of saving about \$200,000 next year and about \$1 million during the phase out period — savings projected by President Gullen and the central administration but disputed by Monteith Dean Yates Hafner and members of the Monteith faculty.

The board's resolution on Monteith on "sharing the budget burden" implies a reduction in the per credit hour cost of instruction in the College, which is currently twice that of the College of Liberal Arts, through some unspecified reduction in budget.

The Monteith-CLL merger was a part of President Gullen's plan to meet a critical money shortage at the University extending even beyond the next fiscal year. Prior to the Monteith debate at the Wednesday meeting, the president expressed uncertainty about the fiscal situation for next year because of the Legislature's delay of the appropriation bill. He said, however, that the University was facing a \$4 million shortage for the next fiscal year and that some combina-

tion of program reductions, tuition increase and reductions in the university's payroll would have to be faced to meet the shortage.

President Gullen said the administration was looking at programs which could be reduced while doing the least amount of harm and serving the greatest number of students. In addition to Monteith, the president said the university might have to withdraw support for radio station WDET-FM and reduce the costs of the WSU Press.

About \$2 million of the shortage will be made up through the tuition increase which was passed unanimously at Friday's meeting although at least one of the board members had not expected action until the June 25 meeting.

Several board members, however, expressed a desire to act on the tuition matter while students are still on campus because of criticism in previous years when tuition was raised during the summer.

The average 10 percent increase in tuition takes effect in the fall quarter and

(continued on About People page)

WSU Money Woes Force Monteith 'Phase Out'

Money problems have influenced most of the major news stories on campus this academic year. Some measure of Wayne State's continuing financial difficulties may be relayed by noting that, with more than half of the 1975-76 fiscal year now history, a final 1975-76 budget has yet to be adopted.

The vagaries of financial fortune have been complicated not only by Michigan's recession but also by record student registrations (which some suspect are recession-influenced) — the two factors combining to squeeze out some University programs which otherwise would remain intact.

The most dramatic of the programmatic changes has to be the eventual elimination of Monteith College.

Governors Vote to Phase Out Monteith College

The Board of Governors voted in December to "phase out" Monteith College over a three-year period. Students now enrolled in Monteith will be allowed to continue their work on either of the two degrees offered there, the B.A. and Ph.D., but beginning with the winter quarter, new students were not admitted into Monteith.

The College's 33 full-time faculty members and the support staff have been promised "that every effort" will be made to assure them of continued WSU employment. Since WSU's annual employee turnover is larger than the number of positions at stake in the phase out, placing the employees in new jobs is not expected to be a problem.

Faculty and students involved in two of Monteith's special programs — Chicano-Boricua Studies and Labor Studies — will not be affected because those programs will be transferred intact into the College of Liberal Arts or the College of Lifelong Learning.

But Monteith itself, the College which began as an experiment in general education 16 years ago and has since graduated some 1,100 students, will be no more.

The proposal to eliminate Monteith sparked sometimes bitter controversy in the campus community but, in the end, seven of the eight members of the Board of Governors approved the

recommendation of President George E. Gullen Jr. and the faculty assembly, the University Council, that the College be eliminated.

The president called the Monteith phase-out "one of the most painful actions in my career as University president."

In a letter explaining the Monteith decision to Governor William Milliken and other key state officials, Gullen placed some of the burden for the Monteith phase out on the shoulders of state officials.

"Were it not for the fact that the University faces a monumental budget retrenchment due to inadequate State funding, appropriation cutbacks, and spiraling costs, Monteith College possibly would have continued to exist at Wayne State University," Gullen wrote.

Gullen wrote that although Monteith served as a model for general education at other colleges in Michigan and elsewhere in the U.S., the program was expensive to operate, costing twice as much per student as the College of Liberal Arts.

(In December, Monteith had about 750 students compared to more than 17,000 in the College of Liberal Arts.) Gullen pointed out that the phase out of Monteith was only one of many decisions already made to meet "fiscal stringencies" at WSU, efforts which have included a reduction in the payroll by the equivalent of over 300 full-time employees.

THE PHASE-OUT YEARS, 1975 – 1981

Budget woes hit Michigan, Detroit, and Wayne in the mid-Seventies. The University, together with all state-funded agencies, was required to cut spending sharply. President George Gullen responded by proposing to eliminate Monteith, an entire college. After a failed attempt to accomplish this by administrative fiat, Monteith's fate was placed in the hands of the University Council and the University's Board of Governors. Following an acrimonious debate, the Council acceded to the administration's budgetary argument, though it repeatedly acknowledged that Monteith had amassed

a remarkable record of academic achievement. In December 1975, the Board of Governors voted to phase out the College. Monteith was permitted to admit its last students

for 1976-77, and was authorized to award Monteith degrees until Spring 1981.

Last Degrees From Monteith Set for 1981

The WSU Board of Governors, at its meeting March 10, approved final steps in the Monteith College closing which give students until 1981 to get their degrees even though it will be officially closed in June at the end of spring quarter.

Under the plan adopted by the board: •Monteith courses, academic advising and degrees will be offered through June, 1981. Afterwards, Monteith students will still have the option of transferring to the College of Liberal Arts.

•A small transition budget will be set aside to cover the costs of student advising and "buy back" some of the former faculty to teach occasional Monteith courses over the next three academic years.

•Dr. Martin Herman, acting Monteith dean, will continue to be responsible for the administration of Monteith instructional programs.

•The Monteith Student Board will continue to be recognized through June, 1979. At that time the Monteith student seat on the Student-Faculty Council will also be eliminated but Monteith students may seek at-large seats on the Council at any time.

•The Monteith Nursery will remain in operation but it will be moved to a new location, yet to be determined.

Some 200 students have been identified as still working for degrees from Monteith. It is expected that about 25 will still be enrolled through 1980-81.

Monteith faculty members, meanwhile, are being reassigned. Provost Dieter Haenicke told the board only a handful remain to be placed and he hopes to have everything accomplished by June. Final details for Monteith housing for the interim are still being worked out.

Monteith College was started on an experimental basis at Wayne in 1959. The decision to close was first made in December, 1975, in the midst of an economic recession that left the University facing critical budget problems.

The closing decision was reached after hours of debate in Board of Governors' meetings and sessions of the University Council where other issues besides expense—such as Monteith's declining enrollment and philosophy and educa-

tion—were also argued.

During the board's March 8 committee meetings Vice President Charles Sturtz said it is likely the closing will indeed save the University \$800,000 and, eventually, \$1 million, as was originally estimated. However, \$280,000 is being used for the salaries of Monteith faculty reassigned to the College of Liberal Arts.

In adopting the plan, Governor Mildred Jeffrey called Monteith "a very precious and very educational experience for Wayne State University. It incorporated a philosophy of what we could dream that might be done in a large urban university to provide a different kind of education with much greater opportunity for individualized study."

President Gullen added that what

The legacy of Monteith

By Michael Evan Thomas

Time Out

You would have to look hard into the tracks and corners of WSU to find any hint that there was such a college as Monteith. The buildings are gone, those of which were built in the Victorian houses torn down in 1981 — the year the last of Monteith students graduated. Ironically they used to stand on what is now Gullen Mall, named after George Gullen, the WSU president who led the move to phase out Monteith.

The buildings, which also included a two-story apartment building on Merrick, housed the departments and dean's office. Monteith's classes were conducted in the regular University buildings.

Perhaps the most important building was the Monteith Center, where students and faculty would get together to socialize.

"We used to sit on top of it, smoke marijuana and just gaze out over the University," said Michael Madala, who attended Monteith during the 1960s.

The center left such an impression on Madala that he recently began an electronic magazine on InterNet called Monteith Monthly, an interdisciplinary journal of ideas, with articles, poetry, reviews and much more.

While the buildings of Monteith are gone, and while the name Monteith can only be found on the Monteith Cooperative Nursery on Anthony Wayne Dr., its spirit is perhaps best preserved in the programs that were first developed by the college: Africana Studies, Chicano-Boricua Studies, Women's Studies, Labor Studies and Interdisciplinary Studies (formerly the Weekend College) all began at Monteith.

Also, when Monteith was phased out, or what former Monteith Dean Yates Hafner called a "transcend" move, Gullen's administration released almost all of Monteith's faculty in WSU's other colleges.

No doubt the experience of their education at Monteith has influenced departments throughout the University. Hafner himself was the associate chairperson of the English Department. The Humanities Department, for example, owes its life to Monteith's death. The University had been considering phasing the department out, but when they were able to bring it to Monteith faculty to reorganize and staff it, the department lived on.

The University, however, has recently decided to phase out the Humanities Department through attrition, although it will probably be continued as a program (relying on staff counseled to other departments).

The Interdisciplinary Studies program, once known as the Weekend College, carries on a great deal of Monteith's interdisciplinary approach.

"It has the same kind of courses," said Madala. "There's really not much of a difference as far as classes are concerned." The Monteith Cooperative Nursery was started by Monteith students who needed any cost services while attending classes. The nursery is open to all students.

The legacy of Monteith has spread beyond WSU. Oakland University, James Madison College at Michigan State and the Residential College at University of Michigan are some of at least ten schools that were inspired by and based on Monteith, Hafner said.

One of the more impressive schools based on Monteith is the University of California at Santa Cruz, a cluster of small colleges all organized on the unique curriculum and course structure developed by Monteith.

From The South End, December 9, 1993

Wayne learned from the Monteith experience was not lost since much of that educational philosophy and process has been incorporated in the College of Lifelong Learning and, to some extent, in the College of Liberal Arts.

