

A REMINISCENCE OF SIXTEEN PLUS YEARS AT MONTEITH COLLEGE

By Clifford L. Maier

Prepared for the September 12, 2009 50th Anniversary Reunion of the start
of the College's classes in September 1959

Brief Biographical Sketch:

Cliff Maier joined Monteith College and its Division of Natural Science in July 1959 before the first classes began that September. In 1965 he became the Chair of the Natural Science Division succeeding Max Coral. In 1970-71 he acted as the Interim Dean upon the retirement of Woody Ross, the first Dean, until the arrival in July 1971 of Yates Hafner from Antioch to become the new permanent Dean. He subsequently returned to his regular Monteith faculty position until the voted demise of the College in December 1975. He then joined the faculty of the Weekend College Program (later renamed the Interdisciplinary Studies Program) of the College of Lifelong Learning in 1976 where he remained until his retirement on May 20, 2000. During his first decade there he served as the Associate Director for Faculty and Curriculum, then as the Director of the Program and then as the Interim Dean of the College of Lifelong Learning leaving the latter position in September 1985. He remained on the faculty of the Program for his remaining career but at the request of the then Dean he served as the Deputy Dean of the College for the Year 1998-99.

A REMINISCENCE OF SIXTEEN PLUS YEARS AT MONTEITH
COLLEGE: MY FIRST OF FORTY-ONE YEARS
AT WAYNE STATE UNIVERSITY

BY

Clifford L. Maier

Introductory Note:

As noted in the title, this is a personal reminiscence. It is written now when I am in my early eighties (2009) and I trust that my memory is still fairly good, but not perfect. For some aspects that were centrally important or were very vivid experiences for me, my memory is very clear. For those I will vouch as to the accuracy of content, detail and timing, but for others the detail and dating may be only approximate.

I no longer immediately have at hand the extensive files on the College I accumulated over the years. Also, at my age, I no longer have the energy, time or desire to do the exhaustive work needed for a more legitimate history. Other more personal items have a higher immediate priority for the days, months or years I have remaining. However, my experience with Monteith was a major portion of my academic career and a major item of interest for me. I hope the 50th Reunion (September 2009) which is the occasion for this essay comes off well for all who participate as I will. Therefore I am submitting these remembrances as my contribution to background for all before the actual event. I hope others (faculty, staff and students) will do likewise and add them to the web site for others to read and share.

I am a pack rat. Over the years I accumulated a significant set of files on the College. During the 1960s, whenever she could not find what she needed in her Dean's files, Gloria Fisher, Woody Ross' secretary, would contact both Paul Bluemle and me. She knew from experience that she had a better than ninety percent chance that way of finding what she wanted. Due to both Paul and Martin Herman, the Dean's files are now in the University Archives. After the Board of Governors voted in 1975 to close the College, Paul decided to leave the University. After spending some years at the University of Detroit and Pleasant Ridge, he left the Detroit area. At that time Paul decided to donate his remaining files to the Archives, but knowing that I still maintained my files, he called me. He said I could pick up his files and remove any items I desired to improve my collection before I turned his over to the Archives. I kept the files several months, removed a few items that completed gaps in my material and then turned these files over to Archivist Patricia Bartkowski.

My intention always was to turn my own files also over to the Archives upon my retirement (which occurred in May 2000). However a few years before that we shifted buildings and my new office was smaller. Thus, I decided in the mid-90s to turn them over to the Archives then since I no longer had need for any frequent reference to them. I had created them not only for my own use, but also for the use of those interested in Monteith, including anyone who eventually might be interested in writing a history of the College.

I never had any intention of writing such a history. I had knowledge and a perspective that I felt should be taken into account by such a document, but I believe that around a central core there were actually many Monteith's that varied with individual perspectives. My perspective was one, but not sufficiently broad enough to capture the richness of the total larger Monteith experience. However, while I never intended to write such a history, I wanted anyone who tried to contact me and the files I had because I felt their work would be enriched by these. My perspectives and insights might not be included except for these resources. Thus, what follows is not a history in an academic sense. It is only some reminiscences recorded years later by a central participant.

The files in the University Archives should be involved in any future work on Monteith history. Whether or not I personally am involved will depend on circumstances and time. The files, however, should be preserved indefinitely and I encourage anyone interested to make extensive use of them. For now, I will just turn to my personal reminiscences for whatever they are worth.

My Path to a General Education Career (and Eventually Monteith)

I spent twelve years at the University of Wisconsin becoming almost a "professional" student by staying so long. I earned degrees in Applied Math and the History of Science, but on the side audited each semester other courses in various fields as my schedule allowed: art, music, political science, anthropology, economics, et al, especially world history and philosophy. In high school I was a math major, but read extensively on the side in history, philosophy and contemporary affairs.

As I graduated high school I enlisted in the U.S. Navy in 1945 near the end of WWII and was trained as an electronic technician to repair radio, radar and sonar equipment. I completed that period with service on a radar picket destroyer in the Pacific (USS Furse, DD882). Essentially, the G.I. Bill paid my way through my bachelor's degree. After that I supported myself all the rest of the years as a graduate teaching assistant in math and the history of science, grading math papers for USAFI (United States Armed Forces Institute which had its world headquarters in Madison) and being a Housefellow in the University Men's Residence Halls.

Wisconsin had a history with general education programs. For a few years after 1927 it had the famous Meiklejohn Experimental College which had been housed in the very dorms in which I lived for many years. While I was there it had ILS (Integrated Liberal Studies), but I did not participate in it. My mother, noting my eclectic interests, warned me against it, predicting that if I went that way I would never be able to earn a living. Of course, eventually, I didn't follow her advice and ended up "surviving" in integrated general education at WSU from 1959-2000.

I grew up in a mixed ethnic polish/german working class neighborhood in Milwaukee, Wisconsin. Only about ten to twenty percent of my graduating class would ever attend college, much less graduate. My father never went beyond the fourth grade. My mother finished the eighth grade and a year of secretarial school. However, they saw I had wider interests and talents and supported to the extent they could my going further. They encouraged me to be an engineer since in their world that was one of the highest positions with which they associated. My father was a setup man and assistant foreman in an industrial plant (A. O. Smith). My parents didn't understand the math I studied but after my bachelor and master degrees in the field, they were convinced I was a great mathematician. I wasn't. I was acceptably good, but also became disillusioned with the narrowness of such a career for me after completing two successful summers working at the Los Alamos Scientific Laboratory in New Mexico. My work at Los Alamos was challenging and interesting, but very limiting. I had too many other interests which I didn't want to sideline only to my after work hours. So I returned to Madison for another six years.

My problem now was how to prepare for a broader general educational career but not get boxed in disciplinarily into a narrow specialization. I could support myself with the variety of positions I noted above, but what field should I choose that would allow me to form my own approach to a general education career? Since I already knew the University well I considered about ten or twelve fields available at Wisconsin. Eventually, I eliminated all but one. I sensed that it not only allowed me to play to strengths I already had, but also saw how I could minimize and resist within it the normal disciplinary pressures to become a narrow specialist in the field. I would have to prove my research capabilities by producing a quality dissertation in the field, but then I sensed that this field would allow me to be valuable in a broader sense if I could find the right academic position. The field I chose was the History of Science.

At this time, Wisconsin was only one of four major universities in the U. S. that offered Ph.D. training in this field. Marshall Clagett, its chairman, had a world reputation in the field specializing in ancient and medieval science. I took his introductory year course when I was a sophomore in Applied Mathematics. In this field I could still positively utilize the courses I already had in math, engineering and the sciences along with the spectrum of non-credited auditing I did. Also my reading over the years in philosophy, world history and contemporary affairs were good supplements. It seemed ideal if I could guide my new career path satisfactorily.

Therefore, in spring 1953, I went to see Marshall Clagett and was admitted to the graduate program. I stayed there for six more years completing the masters and by spring 1959 all the requirements for the Ph.D. except the dissertation and final orals. For a number of years, I became a history of science graduate teaching assistant mainly for Marshall Clagett, but since my thesis topic was in modern science Erwin Hiebert became my major professor.

By the winter-spring period of 1959, I was ready to move out into the larger academic world for which I had prepared. Marie and I were married in July 1958 after she completed her masters in Art Education. She held an art teaching position that last year in the Monona Grove school system, a southeast suburb of Madison, but we were both ready to move onto the next stage. But where would that be?

My department had good connections with employment opportunities related to the history of science field. The History of Science like other departments was disciplinary oriented. They

hoped they were training me for a traditional academic career path in this field. They recommended me for two positions and I interviewed for them (and was offered both positions), but fortuitously for me a third (better position for me) appeared one day unannounced right in my office. Those three positions were respectively at the Smithsonian Institution in Washington D.C., Cornell University in Ithaca, New York and at the newly established Monteith College at Wayne State University in Detroit.

Marie and I both went to Washington for that interview. She shopped while I went through the process. Slightly later I alone flew to the interview at Cornell. Henry Guerlac, another giant in the field, was going on a year's leave and I would, if hired, replace him in his introductory course and seminar. They promised to place me in another history of science position in a major university after that year: They kept that promise. A friend of mine who took this position after I turned it down was placed at Yale. The Monteith position initially did not require any travel. It appeared at my office doorstep one day in the person of Woodburn Ross.

The previous year Marshall Clagett had arranged one of his frequent academic year leaves for 1958-59. He was granted a Guggenheim Award to spend that academic year in Europe. The offices of the History of Science department however were to be moved from Bascom Hall at the top of the hill to a building at the bottom while he was gone. Marshall offered me a deal. He said if I would take care of moving his materials, including his library, into his new office, I could use it during the year he was gone. I eagerly agreed. My office that year was the department chairman's office opposite that of the departmental secretary. It was, of course, larger and better than any other in the building. The other three graduate teaching assistants were housed together on the third floor in a comparatively barren atmosphere.

Woodburn Ross was on a recruitment trip. Apparently, Wisconsin's history of science potential caught his attention. Woody appeared at the secretary's office one day and she arranged interviews with all four of us. Woody talked to me first. We had a nice conversation. He briefly outlined the Monteith idea and context, the terms of employment and left me a copy of the "Gray Document". He then went to interview the others. Later on his way out he stuck his head briefly in at my door and made me an offer somewhat raising the salary level he had mentioned earlier. Apparently, I was his choice from Wisconsin. I think the background atmosphere I had in Clagett's office helped. In a few days, I received the official written offer from Max Coral.

Now Marie and I had to make a serious career decision reasonably fast. I had three offers in hand, but would have to inform them all soon of my decision. They wouldn't be held open for long. Marie and I both had experienced the surroundings in Washington; I alone visited Cornell, but neither of us had any sense of Detroit, Wayne State or Monteith. Therefore, one weekend in early March we took off to visit Detroit and the Wayne campus.

-

On the way to Detroit we read the proposal submitted for the Ford Foundation funds: "An Experimental College at Wayne State University" (frequently referred to as the Gray Document). While one of us drove, the other read aloud and then we would talk about it. Here would be an obvious place to discuss the earlier historical context of the formation of Monteith and its assumptions, concepts and designs. However this has already been done earlier by Martin Herman in the best brief summary I have read. Rather than be duplicative, I will attach his summary, with his permission, as appendix 1 at the end of this document. Later I will discuss some changes that were made in the implementation of this document.

For those more deeply interested in some of the aspects of general education at WSU and the tone of the discussions previous to the formation of Monteith under President Clarence Hilberry's auspices, I refer you to a master copy of a tape of the Mackinac Island Conference on Gen. Ed. convened by President Hilberry in 1957 or 1958. Its content and tone is indicative of the wide range of views on the topic at WSU at that time. I found it in the dean's files in 1971 and later submitted it to the University Archives so that it would be preserved and available to all interested. (Warning Note: Since audio reproduction technology has changed drastically over the decades the appropriate play-back equipment will need to be available to hear this tape.) I was not at WSU at the time, so I did not directly experience any of these events. However, after I listened to it, I was better aware of many of the long term trends that later haunted Monteith's history.

Another short reference to the early founding days of Monteith before I arrived can be found in **A Place of Light: The History of Wayne State University** by Leslie L. Hanawalt (pp. 432-434, Wayne State University Press, 1968). This briefly reviews a short summary study from 1956 to 1958 of general education at WSU that originated out of the President's office and led to Woodburn Ross, Max Coral and Alfred Kelly being assigned to an advisory committee to survey Wayne's practice and philosophy in this field. The Ford Foundation initially funded the preliminary work and eventually after an initial pilot project was proposed the Foundation from its Fund for the Advancement of Education in 1958 granted \$700,000 to support the founding of the proposed experimental college during its first five years. It concludes with a short description of the program and its trial period up to 1964 when the Board of Governors decided to continue the College (Monteith) with regular University support.

On the drive home Marie and I decided that we were sold. It was Monteith that would be our future. I sent in my acceptance to Max Coral who would become my Natural Science Division chairman. In our exchange of correspondence we agreed that I would start to work for the College on July 1, 1959.

Getting Settled in Detroit.

Since we had to get ourselves established Marie and I took another trip into Detroit in May with our car loaded down with books and some easily boxed materials. During the steady highway speeds during the trip our car proceeded smoothly, but as soon as we hit the start/stop city traffic there was a great strain on the transmission. Thus, we found a motel room and unloaded the car before we proceeded on our search for a place to live.

In Madison we had lived only on or near campus. During our first year of marriage Marie commuted to the Monona Grove schools where she taught. Now we faced the dilemma of which of us would do the commuting since it was unlikely that she would find a position near the Wayne campus. However, a temporary delaying solution to this problem presented itself fortuitously almost immediately. On a campus bulletin board we discovered a notice that a WSU Biology professor named Turner wanted to sublet his housing for the summer. He and his wife would be temporarily returning to his native Utah. We called, went to their second story rented home on the Detroit east side near Connor, and after a short discussion with them and the downstairs landlord we sublet for the summer. The landlord kindly let us retrieve our books and other baggage for storage in the basement.

Turner left Wayne after a year or two, but we joined them that evening at a social event where I met my first friendly permanent WSU science faculty member – Laurence Levine of the Biology department. Larry Levine continued in future years to be a friend of Monteith and similar enterprises. I was to discover, unfortunately, that he was not in the majority. He also later became the major professor for a treasured Natural Science faculty member I hired in future years – Norma Shifrin.

With our temporary solution in hand we returned to Madison. In early June as the semester ended we packed up the new Rambler station wagon we had just purchased. We attached a rented Hertz trailer with the rest of our things. We left Madison permanently for our new home state –Michigan. Marie had grown up in Buffalo, New York. I had been a native Wisconsin Badger for thirty years. Now we had to adjust to our new environment.

Eventually we had to find a permanent home for the fall, but more immediately we began a search for a position for Marie. From Monday through Friday for the next several weeks we drove about a hundred miles a day to all parts of the metropolitan area. I would sit in our car outside reading while she inquired within. We finally connected. She stopped into the offices of the Harper Woods school district. They informed her that while they had no current openings, the fast growing new Warren Consolidated district in Macomb County had just passed a millage and might be hiring. We drove out there immediately.

It just happened that one of their art teachers had resigned the day before. The founding superintendent, Paul K. Cousino, interviewed her personally and after checking her credentials hired her on the spot. The first year she taught in two elementary schools and a junior high school. Eventually she taught in the new Cousino High School whose art facilities she helped design. After nine years she resigned in 1968 as we began our family with the arrival of our oldest daughter

My Welcome to Wayne: Summer 1959 before Classes Started

WSU was then on a semester system. The pattern was that students would begin with four Natural Science courses during the first two years and three Science of Society courses for their first year and a half. Then, in the middle of their sophomore year, they would start a three course sequence in Humanistic Studies carrying through their junior year. Thus, there would be no humanities courses that first year. Woody Ross, who was the first College Director (later Dean), would be the Humanistic Studies chairperson, but initially he had no teaching faculty. The required sequence would be completed with a Senior Colloquium and a Senior Essay in the last year. Thus approximately half of a student's course load would be in integrated general education from Monteith, but spread over the four years, not concentrated in the first two as usual. The other half the students would take as suited their interests and academic needs within the university. The original conception was these would likely be courses in the other colleges of WSU. As the College developed more students than expected took elective courses of a wide variety within Monteith. I hope a number of students will submit their experiences with these and other related college activities over the years. This would greatly enrich these background papers from a wider variety of first hand account experiences more than any one central person reporting on them collectively.

When I showed up on July 1, Monteith was temporarily located in an old residence (soon after demolished) located near what is now the Law School. Natural Science was on the first floor. I

was the third member of the Natural Science Division faculty. First, of course, was Max Coral, who had been in the Math department at WSU for years, was one of the College's founding fathers and who would be divisional chairman (later also Assistant Dean). Alfred Stern from New York (and the Universities of Minnesota and Michigan) had preceded me. Max had his temporary office in a bay at the back and Al and I shared an office along the hall. Max and Al were working on the curriculum and text for the first course (Math and Logic).

I was eager to get started so Max assigned me to think about the general pattern for the remaining Natural Science basic courses. Within the month I presented six alternative approaches to them. We all rapidly rejected three of them which none of us favored. I had included them only for completeness of outlook. After some discussion we all easily reached agreement on the approach I personally favored.

First, we rejected a typical introductory course approach to the various individual sciences – physics, chemistry, biology, et al. We all felt that, besides being repetitive of what science departments usually did, this was not integrative or interdisciplinary enough to fulfill the goals of Monteith or the needs for a broader insight for our largely non-science major students. Also, such approaches concentrated too much on training students in the contemporary state of each science and in learning specific skills needed later for more advanced courses in that field. We wanted to give our students a sense of scientific methodology, procedures and changes over time and how such developments interact with each other and other areas of knowledge. For this we felt that the history of science could be a valuable component of whatever courses we would present. If we had taught such more traditional introductory courses in contemporary science, we might well have reduced the intensity of the opposition I noted later from some of the regular science faculty, but at too high a price to the quality of the courses and what we wanted to accomplish for our students.

This also led us to reject the second approach – straight forward history of science courses. My professional training had been in the history of science, but I had always intended to use it to enrich interdisciplinary general education courses, not replace them. Therefore, I was very satisfied when the three of us settled on the third approach as a basic pattern for many (not all) of our subsequent courses. Some years later we had good evidence that our approach succeeded in attaining our goals. A group of Monteith students took the Graduate Records Exam and collectively scored at the 78th percentile in the science portion, not bad for non-science majors. But we were especially pleased to note that on the two questions which related to scientific development and methodology they scored at the 96th and 98th percentiles respectively- a phenomenally good result for non-science majors.

In formulating this third approach I used two sources from my Wisconsin experience as my inspiration. The first was James Bryant Conant's *Harvard Case Studies in Experimental Science*. The second was Thomas S. Kuhn's *The Copernican Revolution in the Development of Western Thought*.

When Kuhn's book first appeared in 1957, I read it. I still remember walking down Bascom hill on the Wisconsin campus convinced that some day I wanted to teach a course organized around it. I was convinced that such a course could teach more than just some aspects of astronomy and physics. It could introduce students to scientific methodology and procedures, the importance of the interaction between theory and evidence, how newer views replace older ones in science and how science is always operating in a larger context of views which interact with it. Those

seemed to me to be valuable aspects of a course in general education and a means by which our courses could interact with those of the science of society and humanistic studies. Some years later, Woody, after sitting in on some of our courses, noted to me that he sensed a shared feeling between the natural science and humanities faculties. He partially explained this because he felt that we taught the sciences as if they were part of the humanities.

To me the Harvard Case Histories were good, but too narrow for our purposes. The approach was suggestive, but not broad enough for our needs. On the other hand it also is impossible to cover everything one wants. How does one reach that balancing compromise? Here my sensed weakness of the Kuhn book also helped, but it took me two years of experience with the course to straighten that out in my mind. Here, like for many other faculty, I was taught by my students.

Kuhn does a brief but fine presentation of the astronomical changes from Aristotle/Ptolemy to Copernicus/Newton, but is too weak on the development of ideas leading to Newton's laws of motion. It would have been better if he had expanded this book by about another third and included this aspect also, but he hadn't. The first year we supplemented this with another reading, but many of my students still had difficulty grasping these changing ideas on motion. I worked with them and to some suggested that they read I.B. Cohen's *The Birth of a New Physics*. They came back enlightened and praising the book. So the second year we used Cohen, but the same thing happened. Inadvertently, I referred some students back to the first reading and they came back praising it. It wasn't the individual readings that were at fault. The students needed a little more depth and time for the ideas to grab. The first text (whichever it was) cleared the field and gave them some initial grasp of ideas and terminology. Then they read the second with more understanding from the beginning. We as faculty had to learn what was the appropriate depth, balance, and timing for most students on each topic and then also help the others as best we could with the time and effort available.

So with the Kuhn example as a guide in the Copernican Revolution course which we first offered in winter 1960, we developed various courses in other science areas which we used from time to time. For example courses in biology where we selected evolution and genetics as our enlarged case studies; a few times in chemistry we used Lavoisier's work on oxygen versus the phlogiston theory on through ideas of Daltonian atomism to the periodic table. In later physics we selected major aspects of both macro and micro-physics – heat, light, electromagnetism, relativity, quantum et al. Like the other Divisions we discovered frequently that already existing works were not suitable for these courses and we had to write and print our own course texts or handouts.

Since regular science majors have a more structured set of early requirements than many other majors, we knew our classes would be predominately non-science students. Science, math and engineering majors need to take early basic courses providing them not only with the contemporary knowledge in their field but also the associated skills they will use later in their next sequential undergraduate courses. We suspected that not many of them would self-select into Monteith since those that did would have to take extra courses. However those few that did usually performed well and I believe understood science better for that experience. We never proposed that our courses would be substitutes for natural science introductory major courses. The two could be supplementary, just as my first history of science course at Wisconsin had been for my math, science and engineering courses. They were designed for different ends. These science majors should have found them both useful and reinforcing for their needs. This was something many of our science department critics seemed to fail to grasp. Besides this was an

auxiliary aspect of our courses, primarily we were trying to present an integrated science component which provided insight into an integrated general education degree largely for non-science majors.

We also developed other topics and approaches from time to time – e.g. in ecology, philosophy of science, the interactions of economics, technology and science. After all we were founded to be a college that experiments. Thus, we experimented from time to time. Besides during Monteith's duration we were forced by Wayne's calendar to adjust all of the courses at least twice. Wayne shifted from a semester system to a quarter system then back later again to the semester system. This forced us, and everyone, to redesign fifteen week courses into more eleven week courses and then back again.

But my first summer's work laid a major basis for the future Natural Science division curriculum and my experiences in the College were very positive those first two months. Besides with August more and more of the new faculty arrived. Sally Cassidy greeted most of them since they were to be members of her Science of Society division of which she was chair. Of course, I then worked closest with my own new divisional faculty as we reviewed our new courses together.

Late in August or early September, Al and I completed our "unofficial" welcome to Wayne process just a little before classes started. Stanley Kirchner from the Chemistry department contacted Al and invited us both out to lunch. We met him at a little restaurant on Woodward just north of campus. His message for us (in abbreviated but accurate form) was that he had his own ideas on how general education should be handled and we should please not mess it up too badly so others wouldn't listen to him later. Remember he had never met us, knew little of our background and nothing of our plans. We had not even taught one class yet he had pretty well formulated his judgment on us and the College - so much for a scientist paying serious attention to the evidence, a failing I ran across with some faculty all too frequently in future years. It turned out to be Dutch treat and we paid for our own lunches. I felt that if he was going to insult us this way he should at least have paid the bill. Many times later when he would rise in meetings to rant his views this original image of him returned to mind. I am sorry to have to admit that I was never an impartial judge of the quality of his later views.

Before classes started in September, we moved into one of our permanent college buildings, the one that became the Dean's/Advisor's home for most of the college history. Woody and his secretary, Gloria Fisher, were in the front of the first floor where they stayed. Natural Science moved into the remainder of that floor. The Student Center that year was on the second floor. Al was in the little alcove off Gloria's area. Max was in a small office off the hallway and I joined the two newly arriving natural science faculty (Barbara Gimbel and Url Lanham) in the back portion (a remodeled old garage area which was later used by Patricia Knapp and then Paul Bluemle when he became Executive Secretary.

Monteith Starts –the Early Years

Early one morning in September 1959, Barbara Gimbel, Ken Feigenbaum and I walked out together to teach the very first set of Monteith classes. There was still traffic then on Second Street which we had to dodge as we proceeded (the street was closed and made part of the campus several years later). We kidded about the precariousness of enterprises such as ours over the years and wondered about the future history of the College, but like new eager recruits we

went off in full confidence into the very first encounter of this new experience. We were going to make it work.

The basic courses were organized into a lecture/discussion format. All students in the course attended the lectures together and then split up into smaller discussion sections taught by the appropriate assigned faculty from that division. That format held over time, but there was an early significant deviation from the original Gray Document description of how the lectures would be handled. The Gray Document indicated that the lectures would be presented by the more experienced master faculty of the Divisions (presumably Woody, Max and Sally) and the rest of us newcomers would handle the discussion sections. That didn't last long. I for one didn't accept my new position of assistant professor just to handle discussion sections as a glorified, better paid, graduate assistant. That arrangement disappeared rapidly during the first year.

In Natural Science, Max and Al did all the lectures in the first course, Math and Logic. That was quite acceptable since they had written the text and it gave the rest of us time to master the material and their approach. However, by the second semester things changed drastically. The course was The Copernican Revolution and I did a large share of the lectures. I taught that course eighteen times and in my judgment it was intellectually probably one of the best courses Monteith ever offered. It not only succeeded in presenting its core substance, but also trained students to see a larger intellectual picture (how theory and evidence interact and how if a worldview is shifted even old data fall into place in significantly different ways.) This is a lesson that can be applied not only to other fields of natural science, but also to many other areas of inquiry and to the understanding of contemporary world affairs.

In future years in all courses natural science faculty shared lecturing duties which were agreed upon early in course preparation. In later years natural science formed a committee for each basic course (four when on the semester system, six when on the quarter system). All faculty were on some of the committees. I was usually on at least 3 of the 6 during quarters or 2 of 4 during semesters. This change in lecturing assignments from the Gray Document description occurred almost without any serious objections. I suspect Woody, Max and Sally all realized the onerous load that would have been theirs under the original description and things changed during those first years almost seamlessly. As an aside, there was also a revolt of the natural science faculty in the early years when we vigorously convinced Max that the Math and Logic course was too abstract to serve as the best first course in natural science for brand new entering freshmen students. He agreed to move it to later in the sequence.

Near the end of the first year of classes, in spring 1960, Natural Science and Science of Society moved into their more permanent offices on Merrick to the west of the Dean's building. Science of Society was on the second floor, Natural Science on the first, and over the years a variety of units in the basement. Natural Science had ten faculty offices plus a secretarial station outside the chairman's office. Since three of these offices were larger, they could be shared by two faculty which meant we could accommodate from 10 - 13 natural science faculty at one time. Arrivals over the next years included Jerry Bails, Joe Armstrong, Jim Ruffner, Lee Kleiss, Peter Overburg, Hugh Whipple, Harold Stack, Norma Shifrin, Carlton Maley, Leroy Page, Richard Rosenberg, Haywood Pearce, Judith Eaton, Jack Amundsen, Peter Kirschenmann, William Provine, Ates Tanin, Mabel Patterson, Eizo Nishura, Al Cafagna, Steve Victor, Lillian Poplawski, Helena Pycior, Warren Watson, and Barry Gale. If I have left anyone out I apologize that my memory in my early eighties may be a trifle faulty.

Over the years we usually only had about 10 or 11 natural science faculty on staff at any one time. Of course, this influx of new faculty influenced the curriculum. They added their insights and experiences and made changes from smaller aspects to proposed whole new course topics (e.g. ecology, philosophy of science, the interaction of economics, technology and science). In addition we all became involved in other college activities. We shared in the senior essay and colloquium assignments when they came on line, we taught elective courses some of which were team taught with faculty from other divisions, some of us audited the courses of the other divisions. I did the latter periodically so that I would be aware of what my students were doing in the other divisions.

When I handled a discussion section I attempted a balancing act. I wanted the main goals of the course at hand to come through loud and clear for all students, but I never stopped a diverging discussion from our main topic with a statement that it wasn't appropriate here because this was a natural science course. After all we were part of an integrating general education program and if students saw connections across boundaries that was all to the good. But it did require balancing; there was only so much time. Also, I tried not to concentrate only on the "better" students or the more "active" students. I wanted to reach the vast majority as best I could.

I put a lot of effort and time into the Monteith venture over the years, sometimes to the possible detriment of my own academic development or career. I bought into the Monteith enterprise. I was willing to invest in it and work for it. If any challenge arose to core Monteith interests, I was willing always to support Monteith with one large exception. If requirements from Monteith would have ever challenged my relationship with my marriage or family, Monteith would have lost that one. Otherwise, Monteith was supreme.

For a number of years, I monitored the yearly assembly and production of the Monteith College Bulletin. These now provide an interesting source of the changes, including personnel, that occurred at the College over the years. Also, I was assigned the task of seeking Graduate level scholarships for Monteith students. The Woodrow Wilson scholarship requirements seemed to best fit the background we provided Monteith students and we concentrated on these. Over the years Monteith students were granted a disproportional number of these scholarships compared to the rest of the University. This was possibly another source of resentment by some of our later opponents.

The formal meetings of the whole college faculty were enlightening, sometimes entertaining, sometimes frustrating. There is the old saw that when five faculty meet in committee there will be at least six opinions. That was frequently in evidence especially since many faculty were very verbal, not shy and showed some reluctance to compromise. But on balance we did accomplish things together even if not always smoothly and quietly. There were many internal individual disagreements, but the College as a whole continued to function effectively most of the time.

However, this made me occasionally think about a conversation I had at one of Woody's staff parties which he held periodically at his home. At this one I was talking in the backyard with Arthur Neef who had been an earlier provost and vice-president under President Hilberry during the formative years before Monteith's opening. He indicated to me that Hilberry's original idea had been to found several, perhaps five or six, simultaneous Monteith's. For various reasons dealing with both financing and internal reactions, this proposal never came about. But what a difference it would have made if it had. These multiple introductory colleges for most entering students would have radically changed the enrollment mix and finances of Wayne State

University and once established would have been far more difficult to defeat in future years. In addition, it would have allowed a greater diversity of approaches to be tested and a fruitful exchange of faculty between them which might have reduced some of the internal tensions.

One advantage of being in a program like Monteith is that we had many opportunities to interact with all faculty from all Divisions, both formally and informally. Over the years I knew to varying degrees practically all the faculty who participated, but some who were there only briefly or more remote from me less so than most others. I learned a lot during the process. I felt I was better prepared beforehand than most for this integrating general education experience, but I still was getting the best continuing advanced training for this experience available. A number of us attended each others courses regularly (not only in our own Division, but across the College). This took up a lot of time, but made us better general education faculty members. I always said this experience gave me one of the best general educations available and they paid me for it. I was living daily amidst faculty from different disciplines and outlooks and continuously absorbing it all for years. It was a great ride.

General education frequently seems to be viewed differently than do the disciplinary subjects. Regardless of their background, many faculty across the university had strong ideas about general education even if their own experience with it was limited. I discovered that there were many who never seemed to realize their own limitations in this regard even if their own experience with it was fragmentary. They frequently granted some deference to those from other disciplines, but seemed to treat interdisciplinary general education in a different manner. For example, very few without backgrounds in physics or math ever challenged me in those fields, but very many felt they “knew” general education even when in discussion they actually exhibited very limited grasp of it. Unfortunately, all too many of these were influential people within the university.

Academic life is rarely quiet and cozy. One wag has joked that academic fights are so fierce because mostly they are over trivia with little at stake. That is frequently true, but sometimes our fights were serious and involved survival. The first serious challenge to the continued existence of Monteith occurred in 1963-64. At the end of the first five years, the Ford Foundation funds which had assisted the financial founding of the college would expire. Hearings were held at the University Council (later renamed the Academic Senate) concerning the status of Monteith within the University. I was not yet a member of the Council (but subsequently in my total career later served on it for four terms = 11 years), but I attended these hearings and significantly deepened my sense of university internal politics. The Gray Document had been entitled An Experimental College at Wayne State University. There now were those who wished to interpret the word experimental to mean that the college itself was an experiment. Some of them indicated their judgment that this experiment had failed and should now be terminated. Fortunately, that was not the interpretation that President Hilbery himself supported.

I remember attending a meeting of the Monteith staff called by President Hilbery at which he assured us that when he and the Board of Governor’s originally approved the creation of the college they did not consider the new Monteith College itself to be an experiment, but rather a new permanent college of the university which was itself designed and instructed to experiment. With his strong support this was the position that triumphed on this occasion, the first major attack on the existence of the college. With this temporary defeat the opponents of Monteith did not disappear but waited their turn to fight another day. They continued in opposition but their crucial chance did not arrive during the term of the next President, William Keast. However,

when later President George Gullen's administration proposed eliminating Monteith for primarily financial reasons, these opponents were ready again eagerly to attack on all fronts, including questioning Monteith's academic quality even though it had already attained a national reputation in its field.

My Own Progression Through the Sixties

In July 1959 I started at Monteith as a brand new Assistant Professor on a one year contract. I buried myself in the work of getting the College program off the ground. However, I was hired without a completed Ph.D. I had all my course work done, my thesis outlined and most resources lined up, but had not yet written a word of the dissertation. That would not happen today. Universities now demand that new hires have the Ph.D. degree in hand, completed before hiring. They do this because they can. There are many unemployed Ph.D.s. Things in the late fifties and early sixties were different.

I was in a new field with high demand. I was completing work at only one of four universities granting this degree. The post-war baby boom enrollment was just hitting campuses. They needed faculty for the new increasing enrollment. So I interviewed for three jobs and was offered all three. When I accepted the Monteith position, they could be sure it was because I wanted Monteith over other alternatives available to me. In later decades, when I was interviewing prospective new candidates, I did not have such assurance. They might accept an offer merely because it was the only one they had and they needed to buy groceries. For example, in the eighties when Weekend College/Interdisciplinary Studies advertised for two faculty positions, we received over 300 applications from every continent (except Antarctica). I was lucky to have been born into a time when opportunities would be opening up, instead of closing.

I had planned to work on my dissertation in my "spare" time. I found out rapidly that would not be easy to do. I was consumed by Monteith activities and needs. Whenever I would pull out my dissertation work on evenings or weekends, I made little progress. Each time it took quite a while just to get back to speed on where I was before. Even attempts on breaks (Christmas/New Years, spring) did little to advance the work. Only summers allowed for significant progress.

I had my thesis outlined initially into seven chapters with reference materials all lined up, but the Wayne and Detroit libraries were of only limited help. So for the first two summers we returned to Madison and lived in the married student dorms and I used the Wisconsin library I knew well. I signed up for thesis credit to allow me access to that library. The first summer (1960) I planned to complete chapter three which was substantial, leaving one and two which were more introductory and background for later. I had been granted a new one year contract and on this basis, with confidence in both Monteith and myself, we purchased a home (where we still live). I believed I had chapter three complete so the second summer (1961) I planned to complete chapters four, one and two. Those plans went awry when upon rereading chapter three I realized I made a fundament misjudgment. I immediately turned to correcting that. Thus by the end of the second summer in Madison I had completed only chapters one, two and three.

However, my position was renewed with a three year contract. But taking summer dissertation breaks to Madison each year was difficult to maintain, so we changed patterns for summers 1962 and 1963. We stayed at home, but each day Monday through Thursday I would leave home about six in the morning, drive to Ann Arbor and spend the day in the library there until about six thirty in the evening when the traffic was down. Michigan's library in Ann Arbor was comparable to

Wisconsin's in Madison. I remember leaving the library each day with a minor cultural shock. The material I was reading and working over was mostly from the 19th century but each day as I left I was brought back rapidly into the later 20th c. On Fridays and over the weekend, I composed the new material at hand from Ann Arbor and prepared for the next week.

As summer 1962 ended, I had completed chapter four, but saw that it would be a strain to complete the work before the end of my new contract. Woody and Max saved me from this problem. One day Max asked me out to lunch. He said that Woody and he agreed that they appreciated all my work for the college and they wanted to keep me, but that it would be difficult if I did not have a completed Ph.D. degree in hand as they presented me to the University administration and committees. Therefore, they proposed to grant me an unofficial sabbatical for the last quarter term of the 1962-63 academic year. This would give me an additional eleven weeks to work on my dissertation besides the regular summer 1963 time. They assigned me no sections or lectures for that spring quarter and removed me from all committee and college assignments. I was to work only on my dissertation. I eagerly accepted and in April I swung into high gear.

The only diversion I allowed myself was to attend the History of Science Midwest Junto meeting in Bloomington, Indiana that spring. I made a report on my thesis process and it bore good fruit. My major professor Erwin Hiebert was especially pleased that the report was enthusiastically received by some of his colleagues, in particular Norwood Russell Hanson who was widely respected in the field of modern physical science history. I returned home and buried myself. Chapter five turned out to be more complicated than expected and I divided it into two parts at a natural divide. However, in spite of this expansion of the work I had completed both chapters five and six by the end of June. I sent the material to date to Hiebert in Madison and completed chapters seven and eight during July. Eight went comparatively fast since it was a summarization back over the whole work. Erwin Hiebert had all of the material in hand by August, but had a scheduled trip to Europe before classes started in fall. Marie and I then took a three week break with a trip to the west. After we returned, Hiebert and I worked our way through the dissertation by correspondence and by December he gave his approval and said get the final copies assembled.

I could have typed the final version myself but decided not to for three good reasons even though it was expensive to hire a professional typist for six hundred pages. First, the typing would be time consuming as I returned to my regular college duties. Second, this was before home computers and contemporary word processing programs. I knew that every time I made a mistake the page would have to be completely retyped with a good chance of a new mistake occurring. I wasn't that good a typist. Third, I knew that if I retyped I would not be able to stop myself from trying to improve the text and rewrite it. So Marie and I agreed to contract the process out. Every several days I picked up new pages, proofread them, turned in the errors for correction and picked up new pages. By February the process was completed and I sent the final version on to Madison.

Hiebert arranged for my final orals to be held in Madison during the Spring break week of 1964. I had a stellar panel: Erwin Hiebert, Marshall Clagett, Aaron Ihde (a leading historian of chemistry in whose classes my thesis topic arose), Robert Siegfried (who later became department chairperson), and an invited physics professor John Gibson Winans (with a reputation in spectroscopy, a major aspect of my dissertation). The orals went well. I knew my topic and they approved the degree. The most personally satisfying aspect of the orals was a

comment from Winans who said that a copy of my work should be in every physics department library, since it would allow physics majors to sense how science proceeds better than did their contemporary texts. I wish more science faculty could gain this insight into the possible appropriate use of the history of science for their majors. My Ph.D. was officially granted at the June 1964 graduation ceremonies in Madison, but I was not in attendance. I was still handling courses back here in Detroit. Woody and Max now submitted me for tenure and a promotion to Associate Professor, which were both granted in spring 1965.

I thought at the time this was sufficient progress for my career personally, but events were to speed things up noticeably. Max was feeling the strain and he submitted his resignation as the Natural Science Chair while keeping his position as Assistant Dean. A search committee was formed. A number of national candidates were screened. A favorite came to the fore but they wanted more of a feel for him with an onsite visit to his home campus. Joe Armstrong and I were delegated to visit Purdue and we made our report. Many Natural Science faculty were unhappy with this choice since it would have drastically changed the direction of the division back to presenting a more traditional current science and lab based science curriculum. I suspect some of Wayne's science faculty would have preferred this, but I also suspect they would not have been eager to let us share their lab facilities nor would they have supported the financing needed for us to create our own.

Woody and Max seemed to appreciate the natural science faculty's objections and prepared to continue the search. However, a delegation of my faculty colleagues, led by Barbara Gimbel, approached Woody with a proposal. They said why keep looking outside when in their judgment they had a colleague (me) in their midst who they judged suitable and with whom they felt they and the administration all could work. Woody and Max agreed. Subsequently, I was named to a five year assignment as the new Chair of the Natural Science Division. The University had recently created a new policy where all administrative assignments had a terminal date. I believe I was one of the first Monteith chairs named under this new policy. Previously department chairs had an indefinite term. Administrators never have tenure in that position. They work always at the pleasure of the President and Dean. With an indefinite term a Chair can be removed but with the expectation that some reason will be presented for the change. With a specific term, a Chair can be renewed if desired by administration, but also at the end of the specified term just thanked for their service and returned to the faculty.

My life was now quite different. My early years had been busy, dominated by some level of insecurity and also somewhat on the periphery of central policy events. I was now thrown into the middle of everything. I was a member of the College Administrative Committee. Originally it consisted of Woody, Max and Sally as the three divisional chairs with Woody and Max also eventually designated Dean and Asst. Dean respectively. Now the committee had five members: Woody as Dean, Max as Asst. Dean and the three divisional chairs: Sally for Science of Society, me for Natural Science, and Sara Leopold who had been named as Humanistic Studies chair. Sara soon wanted out of administration and Martin Herman replaced her. The committee thus was constituted for a few years until Woody named Otto Feinstein to replace Sally as Science of Society chair. Paul Bluemle served as the college Executive Secretary and later a faculty representative was selected (Ernest Benjamin) to participate in deliberation. The latter two could participate in the discussion, but had no vote. Paul kept all the records and had his hands on the pulse of all college activities. Ernie reported back to the faculty on the deliberations and decisions.

The Context of the Sixties and Early Seventies

Ours was in a sense a self-selected student body. I don't know the exact details from the earlier years, but I do from the later. Any student admitted to Wayne could join Monteith. It was not an honors college per se, but it also wasn't a random selection. Upon admission to Wayne the student could be sent an invitation letter and either accept or reject the offer. It was their choice. Also, in later years, we had an increasing contingent of self-starters, students who came to WSU because of Monteith. Woody would always say we didn't admit them as honor students; we just tried to graduate them that way.

They, like the faculty, were a very diverse body. They became involved in many activities not only college related, but also many on the outside which gave some of them a Monteith flavor. These activities were so varied which is why I hope a good number of students will submit to the reunion site their own essays on these aspects and their own experiences. That could provide a stronger first hand sense than any submitted by a single individual like myself. Anyone attending Wayne during these years could not but be aware that there was a distinct Monteith presence in the area well beyond the proportion of its numbers. Monteith constituted only approximately 2-3% of the WSU enrollment.

In addition, academically, we also had formal committees which worked with some of the other Wayne units, specifically Social Work, Engineering and Education which affected their curriculum. Generally, on balance, we had good relations with many in the other professional schools and colleges. We also developed over the years some interesting additional courses and/or programs. The starting dates for some of these are as follows: evening Monteith classes for Labor School students, 1967-68; the Black Experience course taught by Herb Boyd 1968-69; courses with Social Work leading to the establishment of their BSW degree, 1969-70; the founding of the Chicano-Boricua Program, 1970-71; the Monteith/Engineering Program, 1973-74; and an Advanced Transfer Program; 1973-74.

My experience with Herb Boyd's Black Experience course was pleasant and productive. Herb wasn't a regular faculty member, but he was a very sharp and involved Black student. I enjoyed interacting with him. This being the civil rights movement days of the 1960s, I invited him out one evening to make a presentation to a group of Macomb county residents. With them he sounded like a native suburbanite, but he did comment that he felt out of his element with them. He told them he was doing this only as a favor to me. More academically important was the course we devised with him. Woody, Paul Bluemle and I proposed that he teach a course in Black History, the first such course at Wayne State. He offered it several times. Paul and I sat through it the first time, learned a lot and were convinced of its academic value to both the Black and White students taking it. I noted Herb's presence in the community for several years after, but like many others I then lost track of him over time. I learned later that he has become very active in the New York area.

Unlike the sometime picture of academia existing isolated from the world in an ivory tower, Monteith never had this condition. It existed in a world of turmoil at all levels: within the college, within the university, within the Detroit region, within the country and the world. You could pick your choice of which one you wanted to deal with at a specific time, but you could not avoid turmoil. Students and faculty individually became involved in all aspects. This was after all on the larger scene the period of the civil rights movement, the assassinations of King,

Malcolm X and both John and Bobby Kennedy, the Vietnam war, the Detroit disturbances of 1967.

The move from Madison to Detroit had required some time for adjustment. In Madison I had lived for years on or near campus, now I lived twenty miles away and commuted. But over time both Marie and I adjusted, but apparently not completely immediately. It took the 1967 Detroit disturbances that summer for the feeling to become completely internalized for us. We visited my father in Milwaukee for a few days that summer as we usually did. We had planned to stay about a week until the following Wednesday, but on Sunday all the local TV stations were showing Detroit in turmoil and flames. We hung on every news report to try to sense what was happening. At that distance it appeared that the whole central area, including the whole WSU campus, was destroyed. I was expecting to never again see our buildings. It had taken about two years for Marie and me to adjust to the major environmental changes in living forced by switching from campus living in Madison to urban living in Michigan, but it wasn't until that Sunday afternoon in 1967 that I made the complete transition. Here I was sitting in my home where I had spent so many years in Milwaukee growing up watching my new area going into chaos.

The next morning Marie and I went out locally into a peaceful Milwaukee. We were alone so we could talk freely without hurting my father's feelings. We decided we could not wait. We had to return home immediately. Here I was staying in the house in which I had grown up, moving in areas that had been my childhood setting and yet I felt away. This, Milwaukee, was not my home anymore. My home was back there in Michigan where the trouble was and we had to return. We told my father what we had to do, packed up everything and left immediately. We drove all day and in early evening as we drove down I-94 through Detroit toward Macomb County and our home everything seemed eerily quiet. The next morning we contacted a local community group we were involved with and all made suggestions on what we could do to help. We decided we could help inner city churches with supplies to help those in need, collected materials and loaded up two station wagons, including ours, for delivery to a church on twelfth street on the next Tuesday morning.

Planes had landed troops at Selfridge air force base near Mt. Clemens. During the day, helicopters carried these troops into Detroit flying immediately over our home on the way. As we drove in we noted the sand bags and machine gun emplacements of the troops along some streets. The maps on TV had been exaggerated, but the destruction along the main streets was extensive, but the Wayne State campus itself was untouched.

On Monday, I received a phone call that compounded my experience in a way I have regretted ever since. Barbara Gimbel called and she was in deep distress. She wanted to get together with me to talk as we had frequently. We agreed it was too late on Monday to meet and since I was scheduled to drive into Detroit with our materials on Tuesday, agreed to meet at our Monteith offices to talk on Wednesday morning. I wish we had not stalled it off that long. I would feel better today if I had gone in immediately and talked with her.

On Tuesday we delivered our goods into Detroit and soon after I received a call from Nick Gimbel, Barbara's husband. She had committed suicide overnight with an overdose. I don't know whether or not I could have helped by talking with her on Monday at our offices and I don't even know what her major concern was. Now I will never know, but putting a meeting off to Wednesday was too long a delay. She was a close friend and maybe I could have helped. She

was a real loss to her family, but also to me personally and the College. It was a personal tragedy in the midst of the larger turmoil surrounding us. Nick stayed in contact with the College for some years and made a substantial contribution for scholarships for Monteith students in her name. One of the conditions of the grant was that I be the administrator since he knew she trusted my judgment.

Another major period of turmoil occurred on campus at the time of Nixon's Cambodian incursion and the killings at Kent State in spring 1970. Wayne, like many other campuses, was involved. Classes shut down. Teach-ins were scheduled. Monteith students participated in many of these other activities, but the Monteith community wanted to have its own centered dialogue on the situation.

I am not non-partisan on many issues, but I also tend to avoid the extremes, am basically pragmatic and not rigidly ideological. One of my faculty yelled at me one day in my office when I was chairman that that is the trouble with you guys, you always try to see the other guys side of the issue. I took that as a compliment which was not the way he intended it. I thought trying to judge all sides of an issue was inherent in academia. Of course, over the years I certainly learned that this was not universal. Thus, when a group requested that I moderate the Monteith Cambodian discussion they were going to hold in the Lower DeRoy Auditorium, I took this also as a compliment. They said they trusted me to give a fair chance to all sides to voice their views. While I might have my own views on an issue, I am tolerant of most opposing views and feel they need to be heard most of the time. To moderate such a session without a riot breaking out is a risk, but if it can't be done in an intellectual climate such as we had created at Monteith where could you hope to have it? I was proud of them that day. It remained orderly, but those who wanted to took part vigorously. The campus as a whole was more strained. Many students were staying down on campus overnight and many were so intense that they expected a riotous "revolution" to break out across the country. My judgment was that the situation was indeed serious, but no such revolution would occur. I was further convinced of my view when I subsequently drove home quietly that evening as usual on the expressways. As I exited my car at home I discovered two of my neighbors energetically discussing the problem of crab grass in their lawns. The revolution was not about to occur.

More directly and enduringly relevant to the College was that there still remained a continual sense that there was opposition to the very existence of the College in some quarters. Strangely, over the years I had some good personal relations with some of Monteith's bitterest and most effective opponents. For example, Leonard Moss of Anthropology never missed a chance to demean the college at the University Council, but he and I could serve on committees and walk down the street together with great cordiality and personal respect. Similarly, Maurice Bernstein of the Medical School was a virulent Monteith opponent, but he always reacted favorably to me personally. Henry Bohm of the Physics department (also at times an Interim Provost and Dean) was named to head the search committee for a new Dean. The committee took a candidate one evening to a restaurant, but since Paul Bluemle, Henry and I all had a chance earlier in the day to have individual time with the candidate, we sat together at the far end of the table allowing the others to interact more effectively with him. This created a situation where Paul became a witness to a vigorous discussion and disagreement between Henry and me about how to teach the sciences. This was never resolved that night or later, but Henry and I continued over the years to interact with civility to the point in fact that he even suggested my appointment later as Dean of the College of Lifelong Learning. There were others, but none of this personal interaction helped enough when Monteith found itself in its terminal troubles,

The Seventies – The Years before the Final Battle

Max's health worsened and he retired in 1969. Woody announced that he too would be retiring at the end of 1970. A committee was formed for a national search for a new Monteith Dean. I was a member of this search committee which as usual consisted of some Monteith staff and some outside university personnel. In the earlier stages of the search over 120 names were submitted for consideration, including mine which I withdrew within seconds. I did not desire at that time to take on a permanent administrative position which would essentially remove me from the classroom where I felt most valuable and comfortable. Besides if I left my name on the list I would have to leave the committee because it would be a conflict of interests. I wanted to be involved with the selection of the new Dean.

However, the searching and winnowing took longer than expected. As Woody's impending retirement neared there arose a need for an acting interim Dean until the new permanent Dean could take his position. Several names were submitted for this. It was put to a faculty vote. I came in first with Martin Herman only one vote behind. I indicated to Woody that I felt Martin was perfectly suitable if he so chose, but he indicated that no he was satisfied with me as the choice and submitted my name to the President, I was approved by President William Keast. During the fall 1970 term Woody involved me in all Dean affairs to get me up to speed. When he left I served in the interim until the final permanent Dean choice, Yates Hafner from Antioch College, took office in July 1971. I then returned to my faculty position in Natural Science. Joe Armstrong in the meantime had become Natural Science Chair. I thought now I could settle down to a more normal life for some years. Such was not to be the case. What followed exhibited the truth of one of the best quotes Joe Armstrong ever produced: "The only thing to which we have never been forced to accommodate is normality."

As Acting Dean I worked closely with many of the higher administration of Wayne State University. In fact President William Keast and I both left office on the same day – July 1, 1971. Our relationship had been friendly and cooperative and I never sensed that he was an opponent of Monteith. However the same can not be said of some of the administrative assistants with whom he worked or brought into the University.

Ali Cambel, then Provost, was one of those considered a possible successor as President. When he was not named President, I breathed a personal sigh of relief since I thought if Cambel were President he might remember a personal grievance against an action I did which placed him into an embarrassing position. In retrospect, it might have been better for Monteith if Cambel had been named President in place of Gullen. George Gullen after all was the President who started the process for termination of the College, whereas I never sensed that Cambel had any particular dislike for Monteith itself. His grievance might have been with me personally.

Otto Feinstein was a fount of creative ideas. The higher University administration never appreciated him for the strengths he had. He could create ideas and motivate groups to build new enterprises, but he was not strong on handling the day to day details needed for their success. For that he had a desperate need of capable assistants who could handle those details for him as he carried forward the motion of the project as a whole. The University on the other hand expected him to be a routine administrator and handle the details too, failing to appreciate the gem of an innovator they had in hand. That got him too frequently into trouble if he didn't have the detailed assistance he needed.

One Monday, while I was Acting Interim Dean he brought into me a proposal which eventually led to the creation of the Chicano –Boricua Program. The problem to be solved was the scarcity of the Hispanic population in Wayne’s enrollment. He had been working with La Raza and other groups and came to me with a program outline. He had in hand a list of thirty-five Hispanic students who were interested in entering the university the next term. He requested my support as Dean to present this under Monteith’s sponsorship to higher administration. Several of the Wayne Board of Governors were supportive. So I scheduled a meeting with provost Cambel for the next day, Tuesday.

The next afternoon as I was crossing Cass Avenue to Mackenzie Hall which then held the higher administrative offices on the top floor, Otto came running up behind me to inform me of two crucial details of the program. One, all thirty-five students on the list were normally non-admissible to the University and would need special waivers. Also, all thirty five would need tuition support grants for their registration which would be a bill of about \$75,000. I suspect some Deans might have ended the process right then, but I didn’t. I obtained the general support of Cambel for the project helped by the fact that he knew of Board of Governor’s support. Also, I met with the University registrar who at the time was a friend of Woody Ross and he allowed me to successfully request the admission waiver for these students. Now, if we could find the money in some budget, the new program might be off and running.

Coincidentally, Monteith was also involved with the Labor School. Several of us, including Harold Stack (who eventually took this as a career direction), Bud Wright and myself among others had previously taught overload some of their non-credit courses. Now they wanted their students also to have a chance to be admitted to Wayne. Most of them also were normally non-admissible, not having completed their high school degree or a GED. However, their non-credit program involved these students taking their non-credit courses over a two year period. When the proposal was presented to Monteith, we judged that the completion of their program showed enough academic interest and application to be the equivalent of a GED, so we agreed to appeal for their admission also into Monteith as regular students upon the completion of the Labor School sequence.

These were normally fulltime working students who needed night classes which Monteith did not offer at that time. However, Wayne was soliciting grants running up to \$75,000 if the requesting College would provide matching funds. Our budget did not have an excess in such an amount, but again a creative solution was proposed. A supportive group of Monteith faculty volunteered their time on overload without pay to teach these needed classes. In other words they were submitting in volunteer time and effort the equivalent of the \$75,000 as our matching portion. We submitted this proposal to the Provost’s office. Now occurred the confusion which led to the embarrassment of Ali Cambel.

The President and the Board of Governor’s supported the idea of the Chicano-Boricua program and instructed Cambel to come up with the funds. Ali read my memo on the Labor School Program, but apparently not paying close attention. He saw that we were “providing” \$75,000 in matching funds and thus concluded we had the same in our budget. All he had to do was deny the Labor School proposal, transfer these funds to the Chicano-Boricua Program and everything he thought would then follow. He wrote a memo to this effect and sent me a copy. Unfortunately, mine was a copy and the originals went to the President and the Board of Governors.

When I saw it on my desk the next morning priority number one became to straighten out this mess. I composed a return memo. As clearly and bluntly as I could I explained the difficulty. We did not have \$75,000 in cash in our budget to be used for either program. The matching funds for the Labor Program consisted of volunteered individual effort for that purpose only. They could not be transferred cavalierly to a different project. I sent this memo by special messenger to the Provost's office, but since I had received only a copy of his, I sent copies of mine to all the original recipients also – the President and the members of the Board of Governors. The Provost was caught with egg on his face. When I attended a meeting later he sheepishly said he now understood. Both programs were subsequently approved and proceeded, but I suspected that if Ali became the subsequent President he would remember the incident. I might not be his favorite faculty member, but at least I had tenure to protect me.

The Demise of Monteith – the Final Struggle from my Perspective

The New Yorker, April 20, 2009, p.64
With permission from Conde Nast magazines
TCB Order # 892270



Some, including me, were surprised when George Gullen was named Keast's successor as President. He had come from American Motors, was Vice President for External Affairs for the University and had limited experience with academia. Over the next several years I had many occasions to interact with him but do not remember any occasion when we dealt mainly with strictly academic affairs. His interests apparently lay more strongly with administrative, political and financial affairs. He appeared to me to leave the academic mainly to his provost and deans.

Upon returning to the regular natural science faculty in fall 1971, I sensed no unusual increase in negative Monteith vibes on campus. We proceeded innocently unaware into the next years. One

of the major concerns of faculty was that they wished to become better informed and more involved in general College affairs. A total faculty assembly was formed and one year I was elected to head this assembly.

One of the major issues arising was a concern that both faculty and students become more interdisciplinarily involved. Out of this eventually arose a proposal for a combined 8 credit Socio-Humanistic freshman course created to more closely coordinate the student's experiences and bring the humanities forward into the freshman year, earlier than they had been to now. After several discussion meetings of the total faculty, the proposal was approved. I forget the exact vote, but believe that it was approximately about 2-1 in favor. A committee was formed to design and coordinate. Martin Herman, then still Humanistic Studies chair, had some reservations about the proposal but joined energetically into making it a success. To me this just reconfirmed my judgment that he had class – he put the College ahead of his own desires even when he sensed some difficulties in implementing a group policy decision.

I on the other hand had felt that the natural science materials should also have been included and voluntarily joined that committee to coordinate our materials as best we could with theirs. One reason I think that the Natural Science courses were left out of this original “merger” was that I always sensed that I felt more comfortable moving out of the natural science area into that of the other Divisions than many of my colleagues in those other Divisions did in moving into my natural science area. Thus we proceeded into a round or two with the new course unaware of the larger storm gathering around us.

I proceeded on innocently unaware until spring 1975. One afternoon the natural science faculty was holding a regular meeting in our first floor conference room when Jerry Bails arrived a few minutes late. He related hearing rumors of a pending termination of Monteith. We were all disturbed, of course, but these were still just rumors. However, I was in a unique position to have them confirmed to me personally very soon by the highest source.

The university policy of all administrative positions being for a stated five year period had now become almost universal including Deans. Since Yates Hafner had started his term on July 1, 1971, his five year term would end July 1, 1976. According to contract there were review procedures to follow including the involvement of the concerned faculty. I had been selected to be the faculty representative to the President for this issue. A meeting for this was scheduled for the following week.

When I arrived the secretary said the President was busy and my meeting with him would be delayed for a while. She set me up with coffee in a corner and I waited patiently for about 45 minutes curious what the important Presidential business concerned. Eventually, when the door opened my Dean, Yates Hafner, emerged and we nodded recognition to each other. That important business had obviously concerned Monteith. I was escorted into the President for my meeting. We proceeded with the specified agenda. Neither the President nor I consciously deviated from this, but in the discussion at one point the President made a Freudian slip. Whether he ever sensed this I do not know. I caught it but made no overt reaction. I now knew the truth. The rumors were correct. In referring to our agenda item of reviewing Yates' service as Dean for possible renewal, the President inadvertently said this was a case of a possible renewal when the position was disappearing. He never blinked. Neither did I. But now I knew.

The College rallied as best it could so late in the game. Soon most faculty and students would leave for the summer, but some of us continued organizing and building our defenses. For example, I met with Otto who then was Director of the new Weekend College Program. He offered us some of his students for Monteith faculty to teach thus reducing our per credit costs. I also obtained the permission of several faculty (including Norma Shifrin and Hal Stack) to transfer officially from Monteith to Weekend College thus cutting our total budget costs. Wayne's budget year ended on October 1 so we were already late in the process, but we cut our per credit costs by 10% even at this late date. However, even this was not enough. The train was preparing to leave the station.

The Board of Governor's delayed their decision until the next academic year upon objections that the general faculty had not been consulted as required for the demise of an existing college. The item was referred for review to the University Council for study and recommendation. A University Council committee headed by the then chair of the Chemistry department was established. Starting in the fall, some of us met with them for several meetings expecting the process to last several months. As we left the last meeting with them in early October, we mutually agreed that we would report to them in a few weeks on our financial plans, however this was a sham. That meeting never occurred. It was a stalling tactic on their part to keep us in the dark as long as possible. They had already submitted their recommendation to the University Council for Monteith's dissolution.

Likewise, their financial analysis of savings to the University was faulty. They assumed that the potential students who would have attended Monteith in the future would still attend WSU with no loss of tuition income – a questionable assumption since Monteith's reputation was now attracting students on its own as self-admitters. Second, they assumed a large savings in faculty costs to the University as a whole since we cost approximately \$50/cr.hr. for lower undergraduates (with people like me, a tenured full professor teaching them) versus \$15/cr.hr. for graduate assistant costs. That, of course, would only have occurred if they had removed all of us from the University and replaced us with grad assistants or at least lower cost new faculty. Instead they moved the vast majority of Monteith faculty into other units instead of hiring new cheaper faculty in those places. Of course, I am glad they did so, but it again shows that possibly one group didn't know what the other was doing or they had other non-financial reasons that were more central for their personal opposition.

The University Council held two meetings in October and November, but these were also procedurally stacked. Outsiders (i.e. non-council members) were allowed a total of thirty minutes for presentations – 15 minutes pro, 15 minutes con. We organized our 15 minutes as best we could with brief, vigorous, organized presentations by Yates, selected faculty and student representatives. After that only Council members could participate. Poor Sara Leopold and Martin Herman then were left almost alone to subsequently fight the losing battle since they were our elected representatives to Council and could still speak. A few brave voices supported us, but the chorus was heavily negative. However, a final vote was delayed until the November meeting.

Things turned worse at this meeting. The official University administration position was that they were proposing dissolution of the College only on a financial basis – a need to reduce expenses. The University administration proposed that the University was in a state of financial exigency – one of the few conditions under which it could thus discontinue a college. However, in the interim the Policy Committee of the University Council was informed that if they

proceeded only on this basis they would be accepting that there was indeed a financial emergency. The administration then could use this possibly to attack other units also. Acting in this manner they would have lost a major defense for such other units – and some realized of course that that unit might be theirs. So they shifted the attack to academic quality – another possible basis for discontinuance. With two prepared statements by Bernice Kaplan and Sol Rossman at the November meeting, they launched their attack on the quality of Monteith. They were joined eagerly from the floor by some others, but only Sara and Marty could respond for us since no non-council members were any longer allowed to address the issue having exhausted our allotted time at the last meeting. Many of our “friends” were quieter than our enemies, possibly fearing that they too could become victims if they became too visible.

This quality attack was in sharp contrast to the reality not only that I experienced in the College directly but also to the solid reputation we had earned nationally. When I went to Conferences and attendees learned I was from Monteith, they repeatedly were eager to talk to me about our experiences. Over the years a number of articles, books and national studies supported our claim to quality. Also, we had been literally inundated with outside academic visitors both national and foreign who came to study us on site. But none of that counted that day. The recommendation from the Council passed and went on to the Board of Governors.

I attended all these meetings as a first hand witness. I also attended the subsequent December meeting for a follow-up experience of academic life at its worst. Many of the culprits vigorously denied what they had done explicitly at the previous meeting – attack our quality on the basis of little evidence. Only one loud voice was raised then in our defense. Harvey Nussbaum from the Business School rose and in clear terms told them what liars they were in denying exactly what they had done. I appreciated this, but only many years later had an unusual chance in my waning days to thank Harvey personally. In the late 1990s, one evening I was at the Oakland Center for a class. Upon entering the restroom, I encountered Harvey. Finally, I personally thanked him directly for what he did defending our academic honor. He clearly remembered the occasion. I was grateful for this last chance to thank an honorable and courageous person after all those years.

Back in October 1975, Nola Tutag called me and requested that I transfer over to the Weekend College Program and help her in administration. Otto, who had been Director of the Program, had threatened once too often to resign in an attempt to get something he felt he needed and was denied. This time they accepted his resignation. He was transferred into the Political Science department. The Weekend College faculty and staff proposed that a troika be named co-Directors, but administration turned this down, naming one of them, Nola Tutag, as the new Acting Director. She was swamped and besieged, felt she needed someone to help her who she knew and trusted, who knew the University well and with whom others in the university would deal. At that time I told her NO. I could not leave Monteith in its darkest time of need. It would feel like a rat deserting a sinking ship.

When the Board of Governors voted 7-1 to discontinue Monteith on December 12, 1975 obviously the situation changed. Nola called me again that same afternoon. This time I said yes. I immediately started with Weekend College as her informal assistant. (The position was made formal the next fall as Associate Director of Faculty and Curriculum). I handled faculty and taught my first class for them in winter 1976 in Port Huron. I was the first Monteith faculty member after the Board’s vote to be formally transferred to that college in February. However, my involvement with Monteith did not end then.

I still continued to work for a while with the new Provost Diether Haenicke for the placement of Monteith faculty into other units of the University. He had told me earlier that while he could not order any unit to take me, he would use the influence of his office to place me in any faculty position of my choice. Because of my degrees History and Math would have been possibilities, but he was surprised when I immediately responded Weekend College since it was the closest thing still at the University that resembled Monteith. He approved it with CLL Dean Jordan's agreement.

Soon after I first wrote the above paragraph I was informed of the death of Diether Haenicke a few days earlier in February 2009. Reflecting back on my experience with him upon hearing this news, I felt I should further emphasize here his sincere cooperation with us after the Board of Governor's decision on Monteith. He was the administrator assigned the duty to place all Monteith faculty eventually into other units. In spite of the fact that he was functioning for the administration, he was always sensitive and considerate to our needs. In fact during this process he personally was so impressed by Monteith faculty devotion to teaching that he made a proposal that the University create an award for faculty teaching performance. He noted to the President that there were a number of awards for research and scholarship, but none for teaching. This led to the creation of the Excellence in Teaching Awards of future years. Diether named me to the first committee on which I eventually served three times. He, subsequently, became president of Western Michigan University for many years.

Martin Herman took on the terminal duties as Acting Dean of the fading Monteith and guided the remaining students toward the completion of their Monteith degrees and worked on the placement of the remaining faculty to other assignments over the next several years. Eventually, all the Monteith faculty who wanted to stay were placed even if not all ideally. The largest fraction came eventually over the next several years to Weekend College (later renamed Interdisciplinary Studies Program.- i.e. ISP). The second largest group went with Marty to the Humanities Department in Liberal Arts. Others were scattered (e.g. Jim Ruffner to Science Library, Joe Armstrong to Biology, Charles Hyde to History, Yates to English). The present contingent at ISP now has finally been reduced to one. I retired in 2000. With the recent death of Eric Bockstael and the retirement of Fred Wacker last spring 2008, the old Monteith contingent of currently active ex- ISPers now consists of one – Ron Aronson.

In 1970 David Riesman, Joseph Gusfield and Zelda Gamson published their work **Academic Values and Mass Education: The Early Years of Oakland and Monteith**. It is now a fairly rare book. (I found only 17 copies listed available on Abe Books.com.) Zelda was at the University of Michigan teaching a seminar on administration of higher education. After the College closure vote she called Martin with whom she had significant contact over the years. Subsequently, she sent a letter in February 1977 inviting four of us (Martin, me, Paul Bluemle, Fred Wacker) to discuss the closure of Monteith with her graduate seminar. However, only Martin and I went to Ann Arbor and interacted with the class. One of the doctoral candidates present was Marie Draper Dykes, who had been an intern in the WSU Provost office during the Monteith closure discussions. Later for many years she was a WSU Assistant Provost with whom I interacted frequently and served on several committees she chaired, especially on General Education standards and course approvals and on the Teaching Excellence Committee.

Martin with his triune-positions (terminal Dean of Monteith, Chair of Humanistic Studies in Monteith and Chair of Humanities in Liberal Arts) shepherded the last contingents of students

and faculty of Monteith onto their futures. I helped as best I could. First, three times during these years I taught my course on Islamic history for about 30-35 Monteith students each time. Also, since Weekend College still had Monteith type courses, Marty would ask us for advice when he needed courses best fitting the needs of remaining Monteith students for graduation requirements. Fortunately, I had two Monteith graduates who worked for us as Student Service Officers – Joanne Condino and Robert DeMeyer (who is still at it for ISP). They advised these students what best to take and where and when to take it with us. They would some times even have ex-Monteith faculty teaching their courses. Until 1981 these students still received a Monteith degree upon graduation. At the June 1981 June graduation the last single Monteith graduate crossed the stage and the university retired the Monteith banner. However, for years thereafter Monteith dropouts would appear at our door. With Roberta and Joanne we would accept their past Monteith courses into our requirements as best we could and complete their graduation requirements with us. Now, however, they would be granted not Monteith, but Weekend College, College of Lifelong Learning degrees. Just recently (February 2009), Roslyn Schindler (ex-Director of ISP) informed me that a Liberal Arts administrator told her that he had just been contacted by an ex-Monteith trying to finally complete a Bachelor's degree. They are still coming back after all these years. Now, however, it will be harder for them to complete graduation requirements. There no longer is a Weekend College/ ISP faculty and courses to accommodate them easily.

By the 1990's Monteith related activities mostly had subsided for me; however I had one more psychologically satisfying experience to complete my career. I hung on until May 2000 to retire at the age of 72. That spring I finished all my classes for ISP, turned in all of my grades and completely cleaned out my office. I gave away three sets of periodicals to colleagues and dispersed over 2000 books since I didn't have enough room at home after I closed my campus office. Thus, by the time the last retirement ceremony was held in later May, I was ready to just walk out the door and drive home. Nothing was left on campus. I was officially through.

During that year I reflected back on all of the major contra-Monteith vocal voices who had been at the 1975 University Council meetings. I realized as I reviewed this that only one was left active on campus – Bernice “Bunny” Kaplan. The rest had all left campus one way or another. The WSU official ceremony for the retirees that May was conducted by President Reid. As our final goodbye we were lined up alphabetically to be thanked by the President for our service and presented a certificate. As we proceeded I noted that two places in front of me, also retiring, was Bernice Kaplan. Thanks to the alphabet (with Ka coming before Ma) she was officially processed out before me. Maybe it was only by about ten seconds, but I had outlasted all of them.

Final Personal Commentary

When I was at the University of Wisconsin, during my fifth through tenth years, I was unusually close for a student in my interactions with the upper echelons of the University administration. My dorm was located immediately across the street from the President's residence. E. B. Fred was President during my whole time in Madison. He was mostly outward oriented and I never worked closely with him. However, I did become a social friend with his wife and interacted closely with the Dean of Students and several University Vice-Presidents. Thus, before I came to Wayne State University, I was unusually aware of the daily operations of a major public University.

I arrived at Wayne State in the fall of 1959. My connections with higher administration at WSU as a new faculty member were significantly less for some years than they had been as a student in Madison. Also, the contexts of the two universities were notably different. While Wisconsin was very proximate to the state government in Madison and the dominant higher educational institution of the state, Wayne was located some distance from the capitol in the heart of the major metropolitan center of the state, a largely commuter school and only one of three major state universities amidst a cohort of other public state universities and colleges, all with demands on the state budget.

For a few years my exposure to Wayne's central administration was very limited, but with later years this changed. I interacted more closely with them during the fourteen of the forty-one years when I was myself a more central administrator in my own units. I served under six WSU Presidents: Hilberry, Keast, Gullen, Bonner, Adamany, and Reid. Because of my own assignments, I knew best the administrations of Keast, Gullen and Adamany; not as well those of Hilberry, Bonner, and Reid. I most regret never closely knowing Hilberry since he strikes me as a man of excellent vision and academic judgment, something WSU has all too frequently found in short supply.

A change of university presidency can change the climate significantly. Many things are again up for reevaluation. In the early years you are feeling your way to sense the new changes in budgetary and policy concerns. As one prominent example, the tenor of David Adamany's administration brought many changes both in content and process. I have created for myself a category of institutions and individuals that I classify as the ones who "when they are good, they may be very good and when they are bad, they may be very bad". Two of my prime examples of these are institutionally: Wayne State University and individually: David Adamany

Martin Herman's *Reminiscence* article (included on the reunion site) contains an analysis of of the Adamany period and discusses his vision of the University and some aspects of various faculty reactions to him. I agree with much of Martin's tone there on the effect and consequences of Adamany's actions upon the University as a whole, but each of us reacts also on how it affects us and our units. Indeed, David was highly competent, a workaholic, and authoritarian. This combination for many preempted what they felt was their legitimate involvement in budgetary and policy concerns. Thus, there was widespread dissatisfaction with many of the decisions that he implemented with efficiency, some arbitrariness, and micro-management. Unlike many presidents, I always felt that David did not mind controversy and might have preferred having five or six rather than just one.

However, for the unit I was in, David exhibited sometimes very favorable traits. For example, the first time I met him as Dean, I presented to him a significant budgetary problem. To encourage campus units to schedule off-campus classes a new budgetary decision had divided the tuition monies from these enrollments between the administration and the home colleges. However, they had provided nothing to fund the two units in my College which facilitated these operations – the staffing of the off-campus scheduling and the off-campus centers. He immediately saw the problem, called his budget director while I was there and the issue was settled in five to ten minutes – the most efficient major budgetary change I ever experienced.

As an example of a somewhat negative effect of Adamany's actions upon ISP, I would note the necessity for the program to completely revamp many of its courses to now conform to the new university-wide General Education requirements. These latter may well have improved the

universality of a general education component for all WSU undergraduate students, but they affected individual units differently. ISP already had in place a developed quality integrated general education for its graduates. Now, however, it had to redo all of this to conform to the new university-wide guidelines for such courses. Since these were formulated and approved in a university-wide process, they did not always conform to the goals of ISP and its courses sometimes became distorted and weakened by the need to fulfill these new requirements.

However, more fundamental to the quality of a program than the quality of specific (even major) aspects of that program, is the program's continued existence. If the program dies, there is no quality at all remaining. Weekend College/Interdisciplinary Studies (ISP) during its whole existence was subject to many of the same opposing forces that eventually destroyed Monteith. Later, during the early years after 2000, these forces led also to the eventual demise of Interdisciplinary Studies (ISP) – just as they had earlier Monteith, only now more swiftly and brutally in 2007-08. Earlier in the 1980s, I frequently told my ISP colleagues that if I had to make a choice of whether or not to let our existence depend on the support of David Adamany or the “tender” mercies of the Academic Senate, I would chose David Adamany any day. He understood us, our function and value to the University. He was a formidable ally to have in these concerns at the time. No serious threat to our existence occurred during his tenure. He had other faults, but when your survival is at stake others should understand why I had some individual preference for him despite his authoritarianism.

Adamany, however, is only the most prominent example I experienced of the influence and dominance of a presidential position. Whenever there is a presidential change one always has to be aware of possible priority, budgetary, or policy changes. The rules of the game may change and in the case of both Monteith and ISP their very existence might be on the line.

Thus, let me look back to 1975 and make some comments and speculations of my own on why the demise of Monteith occurred just then. Many of us associated with Monteith were dismayed when it was voted into dissolution in December, 1975. However there were too many at WSU with influence who either directly opposed it, were indifferent to it, or at least undervalued it. But this situation had been in constant existence since its founding. What was new then? There have been many comments and conjectures on why this happened exactly then. Here I will add my own speculations and suggest what possibly could have been done at the time to produce a different result then.

Before, during, and after the process, I was involved with many aspects but was not privy to all of what occurred. I have contemplated the circumstances and some possibilities emerged in my thinking. In any case a presidential regime seriously sets the tone of what happens during its period. For example, Hilberry's support for Monteith was crucial not only in its founding, but also during the first serious attack in the mid-60s.

Near the end of their book on Monteith and Oakland (**Academic Values and Mass Education**), Riesman, Gusfield and Gamson have a chapter entitled “Monteith College Today: An Experiment Stabilized.” The book was published in 1970. It concentrates largely on their studies of the College conducted mostly earlier in our first decade, but these last commentaries are speculations on the condition of the College just before major changes in administration will occur. They note the significant loss of Hilberry, but grant Keast's continuing support. They also presciently speculate on what might happen upon the retirements of Woody and Max who have

significant ties with some in Liberal Arts and how important these may have been in holding off some of the opposition to Monteith.

None of the rest of us at Monteith had these old ties and Woody and Max's history with the establishment of the College. Some, like Martin, had some friendly contacts, but with nowhere near the depth of those of Woody and Max. Some of our faculty in fact on balance had negative interactions with these other faculty. Yates, as a new permanent Dean, was in a particularly difficult position. He was a recent newcomer to Wayne from outside (Antioch), which made it harder for him to establish such connections than it was for some of us who at least had been on campus for a few more years. Thus, the retirements of Woody and Max made Monteith more vulnerable to the old opposition forces, but this would not have been enough in itself to cause Monteith's demise at this time. It was the decision of the Gullen administration to discontinue Monteith for financial reasons that provided the decisive difference.

I accept the statements by George Gullen that his proposal to discontinue Monteith was made strictly on a financial basis, with one caveat. On the one hand, we did cost more per credit than did the cheaper graduate assistant model. If one didn't value the difference in academic quality, then why keep us? I believe that under the precise conditions that existed when the proposal later was finally made public that was then the case for George Gullen. Nothing we subsequently could do would change the outcome. The train was already pulling out of the station. The opponents who were constantly present over the years were happy to join the administration now for their own reasons and delivered the final fatal votes. Some have speculated that faculty were intimidated by administration to produce the University Council vote. I don't believe this was basically the case. Indeed, some faculty may have been intimidated, but it was primarily by other faculty who were already our historical opponents.

On the other hand, I suspect there was a slightly earlier opportunity to have changed the outcome at least for some period of time into the future. Ron Haughton, who was at that time a WSU Vice-President, later told me of a proposal to have combined Monteith and the new Weekend College Program. This joint venture could have become a combined on and off-campus unit of some size and political import. This would have been attractive to George Gullen. He created the College of Lifelong Learning (containing the Weekend College Program) to counter a move by Michigan State University into the proximity of WSU. I understand that after the initial proposal by Al Stern and Sara Leopold for a smaller weekend program of one type was turned down, the administration proposed that Monteith take over the administration of Otto's significantly larger and different Weekend College Program which Gullen did approve.

If this had occurred, things might have developed differently. After this did not occur, I suspect that President Gullen, who was not primarily academically oriented, felt that if the experimental Monteith College wouldn't experiment in the way he wanted, then why did he need an "expensive" experimental program?

I directly experienced both Monteith and Weekend College (ISP) in depth for many years. Such a merger would have been possible, very chaotic, but I believe eventually mutually supportive. I transferred into Weekend College and served as an administrator at three different levels over my first decade. For any turmoil that those in Monteith experienced, it was like a picnic compared to what those that were in Weekend College/ISP lived through up to the mid- 80s and again in the last few years. A few of the stories I could relate of the later 70s and early 80s some might find hard to believe, but the demise of ISP is illustrative enough. It was brutal and swift.

After two previous college closings (College of Lifelong Learning – CLL, and College of Urban, Labor and Metropolitan Affairs – CULMA), the program ended up as a department in the College of Liberal Arts and Science (CLAS). I had earlier predicted to two previous Directors of ISP (Stuart Henry and Roslyn Schindler) that if this would ever occur that within five to ten years the Program would either cease to exist or at least be so changed so as to be unrecognizable. I am sorry my prediction was so accurate.

For the first year or two things seemed to be going reasonably smoothly. I was happy to have been wrong. Then a budget problem arose and there were to be cuts. The administration of CLAS decided to solve this problem by eliminating both ISP and the remnant of the Humanities Program – something some in CLAS had wanted to do in any case. The Director of ISP was notified for the first time by memo in late August 2007 of these plans. The College moved fast. Within approximately a month (by the end of September), the Board of Governors approved the closure of ISP.

All faculty and staff were almost immediately assigned to other units in CLAS and most of them physically moved into new offices by the start of the next semester. Thus, by January there was no regular administration or faculty left as a unit to handle students. Only a Student Services Director (Howard Finley) and two Student Services personnel (Roberta DeMeyer and Derrick White) were left to schedule and advise the remaining students through to their degrees. There was a secretary (Denise Walker), but no regular faculty. The faculty, secretaries and other Student Services personnel were all assigned to other units in CLAS. Faculty would handle required ISP courses, but with rapidly diminishing availability during the next several terms. They were expected to fit into their new departments as soon as possible.

Thus, while the Monteith closure for several years had a Dean and some faculty available primarily to handle students as they completed their degrees by the deadline, this was not so for ISP. The faculty was totally dispersed immediately. It now meets occasionally on its own in a publicly scheduled room to discuss and arrange what is needed for the remaining students. They continue to be dedicated to their students, but the University has cooperated only on a minimal level. The physical facilities that ISP occupied in fall 2007 were completely renovated by the next spring and occupied by a different unit. Almost all physical presence of the program (except for three offices on a corridor in the FAB building) disappeared within less than a year.

In retrospect, maybe there was absolutely nothing to be done in 1975 to save Monteith. My speculation here is that there was some chance that Monteith could have continued to survive for a while longer if it had adopted and incorporated the Weekend College Program at that time. I believe that scenario was possible then, but not certain. In any event, I suspect that in the nature of Wayne State University (as exhibited by its historic recurring patterns and temperamental makeup) even that triumph would have been dissolved in the course of events and we would find ourselves today in essentially the same position we are now.

The following two paragraphs were written in the mid 1990s by Linda Hulbert, a colleague of mine in the Weekend College/ISP, in an essay entitled “*The Interdisciplinary Studies Program and Monteith College: Not So Distant Cousins*”. With her permission I am concluding my portion of this reunion presentation with the last two paragraphs of her essay.

“In some ways, the Interdisciplinary Studies Program grew out of the experiences and experimentation in WSU’s Monteith College, which was founded in the late 1950’s and remained as an independent unit until it was discontinued for financial reasons in June 1978 (sic). Begun at a time when higher educators felt increasingly that the emphasis on specialized, professional training was subverting the traditional values of a liberal education, the college’s primary purpose was to make available an interdisciplinary/ integrated program of general education. Monteith’s almost twenty years in this arena was both inspiration and model for many integrative programs, such as ISP, and small cluster colleges founded on campuses of large universities across the country. In addition, the Monteith experience can be called the catalyst of the general education movement at WSU.

The ISP and Monteith share other similarities beyond their commitment to general and integrated education. An emphasis on nurturing student’s written communication skills is evident in both, culminating in a senior thesis course. Also, they share an emphasis on process, with substance or content the means to the end and used to illustrate the process. Of paramount importance in both programs is collaboration among faculty members –from team-teaching to course design. Although the typical Monteith student entered straight from high school, while the typical ISP student is somewhat over forty, and whereas Monteith students (sometimes – editorial insert) declared traditional majors and attended Monteith for only half their courses, while ISP students are “majorless” and can complete all degree requirements within the Program, the Monteith student of several decades ago shares a bond with the ISP student of today. Both have received an education grounded in the real world, rich in the skills they’ll need to be flexible, critically-aware global citizens”

CLOSE

Now both of my academic “homes” (along with me) are fading from the academic scene. Monteith is celebrating the 50th anniversary of its first classes and its last graduate was in 1981. In the reunion search far more Monteith faculty have died than I expected. All ISP faculty have been dispersed and will offer very few ISP classes during this next academic year (2009-10) with its remaining students graduating no later than 2011 by taking courses from the rest of the university. Thus my period of history at the university is rapidly closing down.

However, it is somewhat reassuring to note that the university has the Honors College with its emphasis upon the general education of its selected students. This emphasis makes it too a “cousin” of both Monteith and ISP. We wish it well and a long life and extend our thanks for its support in this reunion.

APPENDICES

APPENDIX 1: Monteith College Concept and Design by Martin Herman

This is a selection from “Thirty-Two Years at Wayne State University: A Long and Varied Career Revisited” by Martin M. Herman. It is included here with permission of the author to provide ready access to the material referred to earlier in my essay above. However, Martin’s complete essay is included on the Yahoo Groups, Monteith reunion site listed under files. You are encouraged to read the entire essay, not only the portions related to Monteith but also the later portion related to his other WSU experiences and some thoughts on the University as a whole over time.

Monteith College (1958-81): Concept and Design

Interestingly, and somewhat surprisingly, both the conceptual and organizational antecedents of Monteith College are firmly rooted in the College of Liberal Arts. In the mid-1950s, the Dean of Liberal Arts (Victor Rapport) appointed a “philosophically balanced” ad hoc committee to review the College’s group requirements and to recommend changes which might improve its general-education program. (During the mid-1950s, general education had once again become the subject of an intense national debate, an elaborate exercise in philosophical soul-searching characteristic of the way in which undergraduate education periodically subjects itself to self scrutiny and peer review.) The modest reforms proposed by the ad hoc committee were rejected as too “radical” by an extremely conservative College faculty. The disappointed Dean appointed a second committee, this one with a definite point of view and a specific agenda. The second committee conceived, designed, and proposed a comprehensive program of general education that went far beyond anything envisaged by the initial committee. It too was rejected. But much of that program, subsequently expanded and recast into a coherent curriculum provided the foundation for a fully developed proposal (“An Experimental College at Wayne State University,” the so-called “Gray Document”) which was submitted to the Ford Foundation for funding. In 1958, Monteith College became a reality when the Ford Foundation awarded Wayne State \$700,000 to implement its plan for a cluster college dedicated to experimentation in general education. Students were recruited and admitted to the College, and the first Monteith class was convened in September of 1959.

Concept

Monteith College sought to combine a number of different objectives: (1) Its general education program was designed to identify and impart *coherently* that body of knowledge and those intellectual skills (analysis, criticism/interpretation, and evaluation) that every educated person should command. (2) It was to be kept small in size – a maximum of 1,200 students – and its ethos would be that of a liberal-arts college, the type of institution that promotes interaction (student-student and student-faculty), fosters a sense of community, heightens the pleasure of assimilating knowledge, and encourages the pursuit of new ideas. (3) Its objective was to complement, not to replicate, traditional academic departments and specialized research institutes. (4) Its students would be

encouraged to take full advantage of the services, physical facilities, disciplinary diversity, and opportunities for professional training available at the great urban university in which they were enrolled. (5) It was not to be an honors college – its student body would be a cross section of Wayne State’s student body – and any student eligible for admission to the University could enroll in Monteith (if he or she so chose) on a first-come first-served basis. (6) Its faculty members were to be organized in academically-related divisions, not traditional disciplinary departments and would be expected to commit themselves fully to the special demands of the Monteith curriculum; all of their time and energy were to be devoted to undergraduate general education; they were to team-teach with their divisional colleagues; they were to become well-rounded and sophisticated generalists; they would focus their scholarly efforts on interdisciplinary and comparative research – including pedagogical research - in addition to more discipline-based and specialized research; and they would work closely with their students. (7). Faculty rewards – promotion and tenure recommendations, selective salary increases, special recognition, etc. – were to be directly related to these expectations.

The Monteith concept challenged a number of higher education’s assumed but unproven verities: (1) that large universities were inherently impersonal; (2) that undergraduates were intellectually ill-equipped to deal with interdisciplinary concepts or to perform well in small seminars and tutorials until they were at least juniors; (3) that general education was “something to be gotten out of the way quickly” so that “more important and more relevant” specialized studies could begin; (4) That general education consisted of sampling widely from a broad range of introductory-level courses in the traditional academic disciplines and was only marginally related to the needs of specialists and professional; (5) that large universities were inherently rigid and, consequently, incapable of innovating or adapting to new ideas and changing conditions; and (6) that an excellent liberal-arts education was available only to the affluent, only those to who could afford the cost of attending a private college or university.

Design

The Monteith curriculum was designed and organized to embody and foster these concepts. Its aim was to demonstrate how curricular structures could promote a sense of community, in a nontraditional student body of commuters, and create an atmosphere in which the free exchange of ideas was encouraged. (1) The general-education program, the core of the College’s curriculum, consisted of coherent series of year-long to two-year long basic course sequences—one each in Natural Science, Science of Society, and Humanistic Studies, and later, one in Socio-Humanistic Studies – plus a senior colloquium and a senior essay, the entire program constituting approximately half the course work required of all Monteith students to satisfy their undergraduate degree requirements; the other half was left free for advanced study in Monteith or for fulfilling the requirements of any major or pre-professional curriculum offered elsewhere in the University. (2) The faculty, representing all the traditional disciplines, was not organized along conventional departmental/disciplinary lines but was grouped into three academically-related divisions, each responsible for one of the three basic course sequences. (3) The basic course sequences were not simple surveys of the traditional disciplines; they were, rather, carefully crafted and integrated structures which did, in fact, impart a basic body of knowledge but did so while focusing primary attention on issues that transcended disciplinary boundaries. In addition to transmitting information,

they sought to engender a spirit of inquiry and develop an understanding of how related disciplines may be interconnected. (4) The pedagogy was basically lecture-discussion: hence each student was exposed to every member of the College faculty, and all members of each divisional faculty (working as a team) planned, gave lectures, led discussion sections, and evaluated their joint efforts. (5) Students, beginning in their first year, were taught –for the most part – in small discussion groups where emphasis was placed on acquiring the ability to formulate ideas and developing the capacity to communicate them – clearly and effectively, orally and in writing – to themselves, to their peers, and to their instructors. As one veteran Monteith faculty member put it: “We want our students to look at the world whole, but without missing the details.”

In short, Monteith College attempted to combine the advantages of a small liberal-arts college with those of a comprehensive research university, particularly one located in an urban setting. It aimed to help its students understand themselves and their environment, make sound and ethical decisions, digest and manipulate information, and comprehend the consequences of their actions. It encouraged them to articulate their beliefs, cope with an exploding body of knowledge, tolerate life’s inherent ambiguities, live humanely, and act wisely.

APPENDIX 2: South End article on Monteith

The following is my reproduction of an article entitled “The Fall of Monteith”. It was printed on page 8 of **The South End**, the Wayne student newspaper edition of Thursday, December 9, 1993, approximately 18 years after the Board of Governors vote closing the College. My copy is of such poor quality that it is difficult (but possible) to read, but impossible to legibly photo reproduce. Therefore, I have transcribed it here suspecting there may be some Monteithers who might find a later commentary on the College interesting, especially since it is evidence that we were not completely forgotten by friendly observers. It is accompanied by two pictures – one of former President George Gullen, a second of a discussion group entitled “Students of Monteith College back in the late ‘60s discuss civilization and the social movement.”

The Fall of Monteith by Michael Evan Thomas

Flashback to 1975 –facing a budget crunch, WSU’s then president George Gullen and his administration decided the University’s widely praised and much-copied Monteith College was “a luxury the University could no longer afford.”

What followed was an intense drama, with Monteith and its supporters struggling against an administration determined to shut down the undergraduate college as quickly as possible.

In the end, President Gullen had his way.

In December of 1975, Monteith began to phase out. By 1981, it ceased to exist.

Yet, the legacy of Monteith survives in the programs it pioneered – Black Studies, Chicano-Boricua Studies, Women’s Studies, Labor Studies and Interdisciplinary Studies, formerly known as the Weekend College.

By all criteria, Monteith succeeded in its educational goals. It had a national reputation for excellence but was deemed expendable when the budget cuts came.

Questions linger as to why Monteith was so easily sacrificed by the administration of '75. Was envy from the College of Liberal Arts a factor? Was Monteith too arrogant and isolated for its own good? Or was it just as the administration asserted, a matter of too much spending for the good of too few students?

For the answer, look at the story of how one of the nation's finest colleges met with such an untimely death only 16 years after a grant from the Ford Foundation brought it into existence in 1959.

It was the morning of May 8, 1975. Yates Hafner arrived at Wayne State campus on his bicycle after a seven-mile trek from his home in Detroit. Hafner had been recruited in 1971 from Antioch College in Ohio, to be dean of Monteith.

Hafner had an appointment that day with the executive vice president of the University, Ed Cushman, to talk about raising money for a new building for Monteith.

Instead of asking Hafner to sit down, Cushman said, "We're going to the president's office."

It was there that WSU President George Gullen told Hafner he had proposed the day before that the Wayne State Board of Governors approve that Monteith be phased out. He also ordered Hafner not to tell anyone about it, Hafner said, and insinuated that should he cooperate, his future at WSU would be secure.

Hafner tried to follow Gullen's orders.

"I tried to. I honestly tried to," he said. "I went back and said nothing to anybody, but pretty soon there were rumors around campus. Faculty and students would come into my office and ask, 'Is there any truth to this?,' and I couldn't look at them straight in the eye. I just said, 'I can't talk about it.'"

"Then, I went back to President Gullen and said, 'Look, what do you want, do you want me to wear sunglasses so I don't have to make eye contact? So they couldn't look me in the eyes and see that I am telling a lie?' I told him, 'I'm going public,' and I did. I called a meeting and told everyone what was going on."

Monteith students began to organize the largest protests at Wayne since the 1960s. Behind the scenes, Hafner and faculty sought allies, and attempted to offer their case as to why Monteith should be kept open.

Their efforts appeared to be successful when the Board of Governors voted 5-3 for Monteith to continue at a June 13, 1975 meeting. However, the Board also recommended that Monteith be reviewed by the University Council during the 1975-76 fiscal year.

By December, Monteith got the axe.

The success of Monteith's innovative curriculum was supported by a study conducted by the University of California at Berkeley.

"The study," Hafner said, "concluded Monteith did a better job than any of the other universities ... the progress our students made was more spectacular than those at other universities, including the University of California at Berkeley."

Gullen had emphasized that the quality of Monteith was not an issue in the phase-out. It was a matter of priorities; a matter of money

Hafner, however, thought the administration's priorities were amiss.

"Well," he said, "you can always argue that a university can find the money. If it has education priorities that call for that money, there are different ways that you can spend and save."

After the open meeting on June 13, the ball was in the hands of the University Council. The Council was upset that it had been bypassed in the original move to shut down the college.

Still, on Oct. 20, 1975, the committee studying the problem finished their report, which concluded that Monteith was too costly and should be phased out. Among the criticisms were charges that Monteith did little more than duplicate what was available elsewhere in the University.

"I feel they never gave us a fair chance to reply to their criticisms of the college," Hafner said. "I thought they were going to ask fundamental questions, like, 'How good is the general education that Monteith provides and how well does it compare to general education requirements of the College of Liberal Arts? Who is doing the better job?' They never made that kind of comparison."

Was the Council's decision on Monteith influenced by the administration through University Provost Diether Haenicke, who chaired the policy committee on the Council?

"A lot of us felt," Hafner said, "that members of the University faculty were intimidated, because here is the provost carrying out the president's wishes, and if you stand in the way, and vote against what they are doing, you're putting your department and your salary in jeopardy. There were a few who stood up for Monteith, but the majority voted us down."

After receiving the Council's recommendation, the Board of Governor's wasted little time.

Despite proposals by Monteith faculty to continue on a greatly reduced budget, the BOG voted 8-1 to phase out the college over a three-and-a-half year period.

In the end, little money was saved by the phase out, and speculation as to what other factors contributed to the fall of Monteith continues.

Bernice Kaplan, a professor of anthropology who was a member of the Council at the time, says that if Monteith students had more friends among the University's faculty and administration to stand up for them, it may have been a different story.

She also said that although the faculty wasn't declining, the amount of students were.

Martin Herman, a professor of humanities, who took over as Monteith's dean after Hafner was asked to resign, felt that envy-especially from certain individuals at the College of Liberal Arts – probably contributed to Monteith's downfall.

With Monteith gone, the College of Liberal Arts would get much of its students and resources as well as some of its outstanding faculty.

Michael Madias, who was a student at Monteith during the '60s and is now pursuing a doctorate in sociology at WSU, says that the phase-out may also have been due to broader political factors.

The students and faculty, because of their commitment to innovation and change, had been more in tune with the cultural and political freedoms that came out of the '60s.

“It seemed to us that the rest of the University was straighter than Monteith, more conservative.” said Madias. “I think people got uptight, offended, and just focused on certain elements of experimentation that were going on there. To them, we looked like we were people just running wild, but we were not a party school. ..it was a real knowledge-seeking thing, not decadent.”

“We were like family” said Madias. “All of us, including the professors, related to each other in an intimate way – a small group engaging in serious intellectual inquiry at an exciting time.”

Note: To the lower right of the above article is a shorter attached one also by Michael Evan Thomas entitled

The Legacy of Monteith

You would have to look hard into the nooks and crannies of WSU to find any hint that there was such a college as Monteith. Its buildings are gone, three of which were beautiful Victorian houses torn down in 1981 – the year of the last Monteith's 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 deans offices. 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 Madias, who attended Monteith during the 1960s.

The college left such an impression on Madias 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 Weekend College) all began at Monteith.

Also, when Monteith was phased out in what former Monteith Dean Yates Hafner called a “humane” move, Gullen’s administration relocated almost all of Monteith’s faculty in WSU’s other colleges.

No doubt the experience of these educators at Monteith has influenced departments throughout the University. Hafner himself is now 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 in ex-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 committed 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 Madias. “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 day care 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